The Needs Analysis of Teaching Materials for Writing Short Stories Based on Cerpengram Method for Class IX

Dita Rosa Utami[1], Zainal Rafli[2], Siti Ansoriyah[3]
Universitas Negeri Jakarta, Indonesia
E-mail: DitaRosaUtami_9916818001@mhs.unj.ac.id[1], zainal.rafli@unj.ac.id[2],
siti.ansoriyah@unj.ac.id[3]

Abstract

The advancement of science impacts learning innovations that fulfill the requirements for resolving issues in the field of education. The goal of this project is to find instructional resources for writing short stories that are appropriate for class IX students. This research used a descriptive qualitative methodology to collect data using interviews and questionnaires. The findings indicated that there were constraints and a lack of teaching resources for class IX students at SMP Negeri 24 Kerinci to write short stories. The final results indicate that creative teaching tools based on the Cerpengram technique are required to facilitate comprehension of the subject matter, particularly short story writing abilities. According to the requirements analysis, 100% of students and instructors demand novel teaching resources based on the Cerpengram technique that have been produced in the form of e-modules.

Keywords	*Teaching materials, short story texts, cerpengram method, e-modules*

INTRODUCTION

Short story texts are one of the text types that must be studied in accordance with the 2013 Curriculum (K13). Short stories are essays in the form of prose that describe a little portion of a character's life comprised of linked components; the way the short story is presented is compact, uncomplicated, and arouses the reader's desire to continue reading until the narrative's conclusion (Rupa & Sumbi, 2021; Ramadansyah, 2012).

As facilitators of student competence attainment, teachers are needed to manage learning creatively, including discovering alternate solutions to issues in learning and tailoring instructional materials to student requirements. In agreement with the assertion (Tomlinson, 2003), "the most effective ways of helping teachers to understand and apply theories of language learning, and to achieve personal and profesional development, is to provide monitered experience of the process of developing materials." Tomlinson's comment indicates that teaching materials play a significant part in enhancing language learning success; teaching materials will support instructors in conveying content, therefore it is anticipated that they will enhance the quality of learning. Teaching materials, also known as topic matter, are essential to learning activities. (Herawati & Muhtadi, 2018).

Modules are frequently utilized in educational institutions as part of instructional resources. The creation of the Indonesian language module is said to be highly useful in terms of increasing student creativity (Cahyani & Eska, 2021). Educational institutions frequently include modules into their instructional resources. The construction of the Indonesian language module is said to be very pragmatic so as to foster student inventiveness (Cahyani & Eska, 2021). According to Fauzan (2021) Modules should be constructed so that students may use them independently, and they should come with clear instructions. In secondary schools, module development may be a source of independent student learning.

The research of Satinem dan Juwati (2018) entitled 'Development of Teaching Materials of Poetry Writing Using Pictures for the Elementary Students' developed a module product entitled 'Let's Learn to Write Poetry' as a source of self-learning material for writing poetry for Grade III students at Lubuk Linggau Elementary School. Meanwhile, Andayani et al. (2017) Development of a Short Story Writing Learning Module for Class XI High School Students, with Achievement Motivation, students create short story writing resources based on self-identification of achievement motivation by creating instructional modules for short story writing that include components of achievement motivation.

SMP Negeri 24 Kerinci, particularly in grades VIII and IX, is one among the junior high schools using the 2013 curriculum. The 2018 Indonesian language textbooks produced by the Ministry of Education and Culture (Kemendikbud) and Student Worksheets were discovered to be the teaching materials utilized by Indonesian teachers in class IX at Kerinci 24 Public Middle School (LKS). The textbook is exclusively possessed by the teacher, while none of the students have a copy, and fewer than half of the class population has LKS. According to information from Indonesian teachers, this restricts the ability of teachers and students to explore learning materials, as in addition to limited teaching materials, learning can only take place in the classroom during Indonesian language classes, as students do not have handbooks that can be studied at home.

The difficulties instructors and students have in learning to create short stories may be summed up as follows based on interviews with Indonesian students and teachers: First, students' inability to comprehend the unique characteristics of short story texts and short story elements; second, students' inability to generate ideas for short stories; third, students' lack of interest in learning how to write short stories due to the lack of teaching resources; and fourth, students and teachers expect interactive teaching materials that can enhance the quality of learning short story texts. If the challenges with learning Indonesian in ninth grade at SMP Negeri 24 Kerinci remain unaddressed, as described above, it is believed that learning outcomes and student performance would be negatively impacted. One of the causes is that class IX at SMP Negeri 24 Kerinci has insufficient teaching materials that do not meet the demands of students and teachers.

According to Dick and Carey (in Mudlofir & Rusydiyah, 2017) It is imperative that techniques for normative evaluation be identified before choosing and constructing educational materials. Adding the short story writing learning technique to the e-module can thus increase the quality of the e-content; module's the selection of learning methods will be based on the demands of the target audience and the time period. Muid (2019) in his research entitled 'Analysis of Need Development of Literacy Pocket Book Based Cerpengram to Empower Multicultural Characters of Primary School Students' Using the Cerpengram approach to empower the multicultural identity of often homogeneous Elementary School students in homogeneous, As an approach for internalizing intercultural ideals and developing students' multicultural viewpoints, students complete the Cerpengram table.

The Cerpengram method is a short story writing technique tailored to the demands of beginning authors. The short story writing approach developed by Peng Kheng Sun is intended for novices who continue to struggle with short story writing (Sun, 2013). Sun

noted that the advantage of the short story approach is that it
emphasizes the practice of creating short story components, such as the introduction, dialogue, description, and conflict. By creating their own short stories, students are able to recognize a variety of short story patterns and components, so engaging their brains to discover previously unseen connections. (Sun, 2013). By utilizing Cerpengram, students are able to generate individualized versions of names and character profiles. As a result, when students wish to write short stories, students do not need to worry about character names and biographies. Students are led to create variants of various Cerpengram II elements and the subsequent processes after deciding on the name and character profile to be utilized.

The information and components of a module are also intended to be utilized independently by students, even when they are not accompanied by teachers or instructors. Researchers employ the Short Story approach, which is meant for novice authors, to offer the appropriate e-module information. The short story style is ideal for new authors due to its light and regulated language. Based on this explanation, it is crucial to construct class IX e-module teaching resources for producing short tales utilizing the flipbook creator and the short story approach.

IMPLEMENTATION METHOD

This research utilizes a qualitative descriptive technique to examine and define the demands of learning media in junior high schools. This research utilizes the questionnaire technique by collecting sample and population data through the use of a questionnaire as a research instrument (Hariyanto et al., 2020). One teacher of Indonesian language and literature as well as 35 students from grades IXA and IXB at SMP Negeri 24 Kerinci in the province of Jambi served as the study's subjects.

Interviews and questionnaires were utilized for data gathering, with questionnaires sent to teachers and students. The class IX students' utilization of instructional resources for Indonesian language and literature studies was investigated using a closed questionnaire. Needs analysis include determining the history and features of pupils through the use of a questionnaire and examining the components of necessitis and lack through the interview approach.
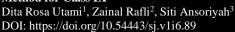
RESULTS AND DISCUSSION
Identification of Background and Student Characteristics
Table 1 Background Identification Data and Student Characteristics

No.	Question Items	Yes (%)	No (%)
1.	In class, I learned how to create short stories.	100	0
2.	At school, I participate in learning with enough technology and information facilities.	22,9	77,9
3.	Current school hours are sufficient for teaching students to compose short stories.	40	60

4.	For me, learning to create short stories in class was an unforgettable experience.	57,1	42,9
5.	I learnt to compose short stories outside of the school.	0	100
6.	I, my parents, or my sisters at home have a smartphone/laptop/computer (one or several) that supports me studying at home/outside school.	100	0
7.	I am able to comprehend the structure and applicability of the short story material.	11,5	88,5
8.	I am able to detect and effectively apply grammatical rules in short story writings.	22,9	77,1
9.	I can effectively develop ideas into a short story that I have written myself.	22,9	77,1
10.	I'm now learning how to operate a module or electronic module.	0	100
11.	I know about the Cerpengram method.	0	100

Based on the following summary table, it was determined that all students in class IX at SMP Negeri 24 Kerinci had studied short story writing material in class. While just 22% of students thought their schools provided them with enough technology, as many as 77.1% of them felt they did. Writing short stories was deemed satisfactory by 40% of grade IX students in class IX, but not by 60% of them. Additionally, 57.1% of students had a positive assessment of their experience learning to write short stories, while 42.9% felt unimpressed.

According to the questionnaire survey's findings, 100% of students received no outside teaching on how to create short stories. However, in reality, all students already have access to technology such as devices and computers for learning facilities outside of school, whether it belongs to them individually or to their parents and siblings at home. The majority of students, 88.5%, were unable to comprehend the structure of short story texts. Only 11.5% of students felt confident in their ability to comprehend the structure of short story texts. Similarly, just 22.9% of students have learned the content for identifying the linguistic rules of short tales, whilst 77.1% of students have not acquired this ability well. Another topic that is crucial is how effectively students are able to develop their ideas while writing short tales. According to the data, just 22.9% of students have a strong grasp of this subject, while the majority, or 77.1%, have not. Moreover, addressing the ownership or usage of modules/e-modules for educational purposes, and familiarity with Cerpengram technique, no was the response to both of these questions, indicating that all students were unaware of flipbook manufacturers and the Cerpengram approach and did not possess or utilize e-modules.

Needs Analysis Based on Interviews with Teachers

Table 2 Data Analysis of Teaching Materials Needs Short story writing based on teacher interviews

No	Dimensions	Question	Answer
A	**Necessity Aspect (*Necessities*)**		
1.	Teaching background and experience	1. When did you start teaching the Indonesian language course?	1. Over 18 years
2.	Learning material difficulties	2. Does the content being taught make reference to the 2013 RPP Curriculum and the syllabus? 3. Are the lessons catered to the requirements of the students?	2. True, the material refers to K13 3. Not yet, as there aren't enough facilities at the school.
B.	**Gap Aspect (*Lacks*)**		
3.	Application of short story writing competency learning limitations	4. Has the objective of teaching short stories been attained by students' learning outcomes? 5. What challenges did the teacher have when teaching students to write short stories?	4. Belum, sebagian besar siswa kurang antusias dengan tugas menulis 5. Due to the lack of technology and information in schools, it is challenging to provide alternate teaching materials.
4.	Teaching materials for writing short stories	6. What resources are used to create the instructional materials for Indonesian, particularly for short story writing?	6. Textbooks and LKS

According to information from interviews with the class IX Indonesian language teacher, SMP Negeri 24 Kerinci, where she had been teaching for more than 18 years, and according to her position as a PNS teacher, the data in the table of interviews with the Indonesian language teacher revealed. Learning Indonesian at SMP Negeri 24 Kerinci class IX refers to the 2013 Curriculum (K13). Then, because the presentation of the content is not in accordance with the demands of the students, which also impacts the learning outcomes of students who have not accomplished the learning objectives, many students in ninth grade are less enthused when assigned to write short stories. Additionally, restricted facilities have

an impact on student learning results. The instructor uses Indonesian language textbooks produced by the Ministry of Education and Culture and Student Worksheets as sources of short story text teaching materials (LKS).

Needs Analysis Based on Interviews with Students

Table 3 Data Analysis of Teaching Materials Needs Short Story Writing Based on Student Interviews

No	Dimensions	Question	Answer
A.	**Necessity Aspect (*Necessities*)**		
1.	Mastery of learning materials for writing short stories	1. Is it simple to study short story text?	1. Asking students to practice writing short stories makes learning challenging and perplexing.
2.	Difficulties in mastering the art of short story writing	2. Does Ananda experience any hurdles when learning to create short stories? Name it.	2. Obstacles in writing ideas include figuring out the topic, setting, and usage of figurative language, as well as how to order the story from beginning to conclusion.
3.	The method of learning to write short stories	3. What learning strategies do students require?	3. A system that can give stages for producing nice and proper short stories, so that students are more motivated and at ease when learning.
B.	**Gap Aspect (*Lacks*)**		
4.	Learning materials for writing short stories	4. What are the sources for short story writing resources utilized in class and for homework assignments?	4. Textbooks are used by teachers, and some students receive worksheets.
		5. What kinds of activities and tasks does the teacher assign?	5. Filling out LKS and taking a short story writing exam
		6. Are there any other learning materials than textbooks?	6. Only textbooks and worksheets.
5.	Activities and learning exercises supported by instructional materials	7. Are modules or online modules utilized in education?	7. Not used
		8. Do e-modules really help learning?	8. Yes, it would be more useful if it included a digital module.

Based on interviews with two ninth-grade students, eight questions were posed on the analysis of the requirements for short story writing instructional materials. The practice of

writing short stories or performance assessments are considered to be the most challenging among the sub-chapters of the short story text material by students, who are asked whether they find studying short stories challenging. Students have difficulty generating ideas and developing them into a rhythm. Therefore, students concur that learning to create short tales involves particular writing techniques and stages that might pique their attention and make them feel at ease.

The Indonesian language textbooks released by the Ministry of Education and Culture as well as student worksheets are the sources of teaching materials utilized by teachers in the research of short story texts. In addition, the topic of how to gauge student ability may be answered through LKS exercises and short story writing examinations. Modules can be utilized by students as alternative independent teaching materials as a kind of teaching material, however when asked whether the module/e-module had been used in learning to write short stories, students politely declined. Even though they had never used a module before, students felt that the practical element of the e-module will aid in learning to write short tales, despite their lack of previous experience.

CONCLUSION

Based on the comments of teachers and students in class IX, the results indicated that teachers and students at SMP Negeri 24 Kerinci need short story writing instructional resources. The teaching materials will use the short story writing process. The statistics indicate that there is a discrepancy between the possession of teaching materials and the requirement for acceptable teaching materials for students in class IX at SMP Negeri 24 Kerinci, as learning objectives have not been met. Additionally, students require instructional resources that include a short story writing strategy for novices. The final findings of the needs analysis and interviews with teachers and students, in terms of the factors of necessity and gaps, students and instructors definitely require the development of short story writing teaching materials based on the short story technique for class IX.

REFERENCES

Andayani, R., Pratiwi, Y., & Priyatni, E. T. (2017). Pengembangan Modul Pembelajaran Menulis Cerpen Bermuatan Motivasi Berprestasi Untuk Siswa Kelas XI SMA. *BASINDO: Jurnal Kajian Bahasa, Sastra Indonesia, Dan Pembelajarannya*, *1*(1), 103–116. https://doi.org/10.17977/um007v1i12017p103

Cahyani, N. P., & Eska, W. (2021). Development of Indonesian Learning Module Based on Advertising Materials for Students Class V SDN 20 Talawi, Koto XI Tarusan District Pesisir Selatan Regency Indonesia Berbasis Saintifik Pada Materi Iklan Untuk Siswa Kelas V SDN 20 Talawi Kecamatan Koto. *Jurnal Cerdas Proklamator*, *9*(1), 38–44.

Fauzan, M. (2021). Pengembangan Modul Dalam Pembelajaran Bahasa Arab. *Konferensi Nasional Bahasa Arab VII*, 643–654.

Hariyanto, S., Warsono, & Harmanto. (2020). Kompetensi Guru SD Muhammemanfaatkan Media Pembelajaran Berbasis Teknologi Inforrmasi Komunikasi (TIK). *Elementary School Education Journal*, *4*(2), 116–123.

Herawati, N. S., & Muhtadi, A. (2018). Pengembangan Modul Elektronik (e-modul) Interaktif pada Mata Pelajaran Kimia kelas XI SMA. *Jurnal Inovasi Teknologi Pendidikan*, *5*(2), 180–191. https://doi.org/10.21831/jitp.v5i2.15424

Mudlofir, A., & Rusydiyah, E. F. (2017). *Desain Pembelajaran Inovatif: dari Teori ke Praktik*. Rajawali Pers.

Muid, K. A. (2019). Analysis of Need Development of Literacy Pocket Book Based Cerpen–Gram to Empower Multicultural Characters of Primary School Students. *ICONECT 2019: Proceeding of the 2nd International Conference Education Culture and Technology, ICONECT 2019, 20-21 August 2019, Kudus, Indonesia*, 373.

Ramadansyah. (2012). *Paham dan Terampil Berbahasa dan Bersastra Indonesia* (3rd ed.). Dian Aksara Press.

Rupa, J. N., & Sumbi, A. K. (2021). Pengembangan Bahan Ajar Menulis Cerpen dengan Pendekatan Saintifik untuk Siswa Sekolah Menengah Pertama. *Edukatif: Jurnal Ilmu Pendidikan*, *3*(6), 3602–3616. https://edukatif.org/index.php/edukatif/article/view/652

Satinem, -, & Juwati, -. (2018). Development of Teaching Materials of Poetry Writing Using Pictures for the Elementary Students. *Advances in Language and Literary Studies*, *9*(3), 1–9. https://doi.org/10.7575/aiac.alls.v.9n.3p.1

Sun, P. K. (2013). *Cerpengram; Metode Mudah dan Menyenangkan Menulis Cerpen Bagi Pemula*. PT Elex Media Komputindo.

Tomlinson, B. (2003). *Developing Materials for Language Teaching*. A&C Black.