

The Development of Short Story Creative Writing Teaching Materials in Wetland Environment

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DOI: [10.36347/sjahss.2022.v10i12.005](https://doi.org/10.36347/sjahss.2022.v10i12.005)

| Received: 20.11.2022 | Accepted: 27.12.2022 | Published: 30.12.2022

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Abstract

Original Research Article

This research objective was to design teaching materials containing short story writing material for students taking Creative Writing Courses. Writing short stories is a complex competency, even for undergraduate students. Various problems arise in the creative writing process. One is the lack of learning materials that suit the students' needs. Therefore, this research aimed at developing materials to solve the lack of teaching materials related to writing short stories. The object of this research and development consisted of students who took creative writing courses at the Indonesian Language and Literature Education study program, Faculty of Teacher Training and Education, Lambung Mangkurat University. This research procedure included (1) conducting needs analysis, (2) developing teaching materials, (3) designing and conducting formative evaluations, (4) revising teaching materials, and (5) conducting summative evaluations or product trials. The material that has been completed has gone through a trial phase for students and showed an increase in students' knowledge and skills in writing short stories.

Keywords: Creative writing; Short story; Teaching materials; Wetlands environment; Research and development.

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INTRODUCTION

Writing skill is an essential foundation for success in the future. This skill is so vital that UNESCO describes it as a critical skill needed to communicate, follow future learning, participate fully in the economy, involve in political and social life, and various other aspects of daily life (UNESCO, 2019). In addition, writing skills are a tangible manifestation of 21st-century abilities of communication, collaboration, critical thinking, and creativity (21st Century Student Outcomes, 2009). Nowadays, improving writing competence is indeed an aspect that gets excellent attention, especially for students as future successors.

Lambung Mangkurat University, as a university preparing to become a leading and competitive university in the field of the wetlands environment, plays an active role in various efforts to improve the quality of students. One of the main focuses of the planned research development direction is human competence in the social humanities field. Good writing skill is one indicator of quality human beings. On that basis, various ways are carried out to help improve the quality of students, including mastery of writing competence.

Writing is essentially a communication process, conveying messages in the form of ideas and notions to others through written language as a tool (Rivers, 1981; Syafi'ie, 1988; Tarigan, 1987). There are two types of writing based on the kind of writing produced. First, scientific writing makes scientific papers, journal articles, and others. Secondly, creative writing produces works such as poetry and prose. On the other side, mastering this skill requires a process because writing is the last language skill after listening, speaking, and reading (Tarigan, 2008).

Scientific writing and creative writing have different characteristics and workflows. The implication is that these two types of writing also require different teaching patterns when delivered to students. Thus, this research focused on creative writing in the short story genre. Short stories, as the name implies, are compact and short because they are composed of no more than 10,000 words and contain a sharp conflict so that they can be read in a short time (Nurgiyantoro, 1998; Sumardjo, 2001).

The creative writing learning process requires many synergized aspects to produce students who can

write literary works properly and correctly. However, based on the experience of creative writing lectures at the Faculty of Teacher Training and Education, Lambung Mangkurat University, the learning process often encountered various obstacles. One of the obstacles, frequently complicated for students, was the availability of learning resources that followed the learning characteristics and the environment in which they lived.

The availability of appropriate learning resources is critical because the closer the learning resources are presented, the easier it is for students to create elements of their literary work. Undoubtedly, the building blocks of literary works cannot be considered equally. Students who grow up in a wetland environment have good potential if they explore various wetland environmental problems that exist around them to become the basis for making short stories.

Learning to write creatively is also unique because many elements play roles in it, such as aesthetic experience and vocabulary mastered by students. Therefore, there is a need for general guidelines so that even though they are free to proceed, students have clarity about the stages of learning creative writing of various types of short stories. Based on the teacher's perspective, supporting books will significantly help the learning process. They claim that creative writing is a fun and challenging subject. Instructions or instructional stages can determine the direction of learning and the level of success. Books produced through the development and study of needs will build teachers and those taught to achieve learning goals jointly.

Students who have good creative-writing competence will be able to produce meaningful work because writing is part of the knitting culture. The great Greek poet, Horatius said *dulce et utile*, or delicious and beneficial (Teeuw, 1984). A literary work must be able to provide entertainment for its readers; on the other side, it must also provide benefits. Therefore, it is essential to make various efforts to build students' writing skills, including writing literary works. Writing means multiple thoughts, ideas, and notions are born for progress. Writing is part of the work to build civilization.

Referring to the university's policy of making Lambung Mangkurat University a center for wetland development, one of the efforts made is to encourage awareness of optimizing human resources in wetlands by conducting research and development in the fields of education and culture. Literature is an essential part of a culture. This research provided an understanding of the elements of an excellent literary work. It produced results that represented appropriate and contextual insight into wetlands so that they could confirm that Lambung Mangkurat University was a university that

excelled in the field of wetlands. The wetland aspect must be seen as a potential. Research and development do not always start from problems but also potential (Sugiono, 2022). Research-based on potential is expected to have added value, such as high meaning and usability in society.

LITERATURE REVIEW

Creative Writing Skill

Writing is part of learning Indonesian at every level of education. The essence of writing is to express something using written language media (Karsana, 2002; Rivers, 1981; Syafi'ie, 1988; Tarigan, 1987). Writing skill is included in the four main aspects of Indonesian language skills: listening, speaking, writing, and reading. This aspect still needs to be supported by two other elements: linguistics and appreciation of the Indonesian language and literature (Hartati *et al.*, 2006; Tarigan, 1987).

Writing is a complex discovery process and allows one to learn to manage time. Writing is self-reflection that grows from a process. A person who can write well is someone who has gone through constant practice. Continuous practice can positively impact one's writing (Axelrod & Cooper, 2010).

Many people think writing is a talent they have from the start, but writing skills can be trained by consistently reading and writing from an early age (Enterprise, 2011; Nursalim *et al.*, 2020). Writing exercises can be done independently but will be maximized if there are guidelines or guidance on what aspects need to be trained, such as finding themes, describing characters, creating plots, designing dialogues, and so on.

The term creative means having creativity and the skill to be creative with imagination (Poerwadarminta, 1984; Silberman, 2014). Creative writing is different from scientific writing. Creative writing demands the presence of several aspects, including, in creative works, readers are amazed not by truth, logic, and facts but by artistic truth, whose measure is intuitive sensitivity (Pranoto, 2011).

Three main characters of creative work consisted of: first, imagination, which emphasizes the writer's imagination to explore and exploit written materials and ideas to the fullest. This fantasy can come from personal experience. The writer must be able to polish the writing to be exciting and better. Then, expressive means that the writer must be able to arouse the reader's inner experience through the writer's expression related to his experience and knowledge. Lastly, appreciative emphasizes the writer's intention to enjoy and regale story ideas that will be presented in writing so that they can create new value for the work produced, including new values in life (Yunus, 2015).

The description above can show us that writing skills, especially creative writing, can be mastered with proper and continuous practice. This skill mastery is considered necessary because it strongly influences future success. Talent is only one of the supporting aspects of successful creative writing. Therefore, it is essential to have a book that can guide students to study creative writing systematically but is still enjoyable and follows where they grew up, namely the wetland environment.

Short Story

A short story is a form of literary work in the form of narrative prose that is fictitious and imaginative. The content is no more than 10,000 words so that short stories can be read in a short time, between half to two hours, something that cannot be done when reading a novel. It consists of a small number of words. Short stories are often dense and to the point compared to other works of fiction, such as novellas and novels. The short form requires the writer to master all aspects of the short story builder well to write a good and correct short story successfully (Ahyar, 2019; Nurgiyantoro, 1998).

Short stories try to convey only one thing. It means that there is only one meaning, crisis, or effect that the reader feels (Sumardjo, 2001). Even so, short stories can leave a deep impression on the readers. It can be understood because the short story is composed of intrinsic and extrinsic elements. The writer simultaneously creates characters, the universe, and actions (Stanton, 2012).

Some of the elements that build short stories are themes and mandates, plot, characterizations, background, point of view, and figurative language, plus extensive extrinsic elements such as social factors, religious factors, background factors, cultural factors, and values in the story such as moral, religious, philosophical, and others. Knowledge of various elements of a good short story will help students write short stories. The understanding of the elements presented in this research was also related to wetland insight, so the works they produced had solid local roots and raised contextual issues within the scope of wetland insight.

Wetland Insights

The Ramsar Convention of 1971 defines wetlands as areas of the swamp, peatland, and water, whether natural or artificial, permanent or temporary, stagnant, static or flowing fresh, brackish or salt, including marine water areas in it at low tide no more than six meters. Another definition refers to a wetland as a place that is sufficiently wet for some time sufficient for the development of vegetation and other specially adapted organisms (Maltby, 1986).

In simple terms, a wetland is an ecosystem that makes water its main feature. Concerning other sciences, especially humanities, understanding wetlands must be wise without imposing specific points of view. Talking about wetlands as a concept can become a topic in other sciences, such as language, including literature.

Using the term insight confirms that the direction of the research and its output will be to attempt to introduce wetlands through linguistic materials that are summarized in the form of a reference book. Linking Indonesia with the wetlands concept is unique and a challenge. A broad understanding of the universality of wetlands will be significant evidence that Lambung Mangkurat University understands wetlands as a whole as a living ecosystem concept. Wetlands are a concept that must be approached from various perspectives to generate comprehensive knowledge and understanding to support the university's vision and mission.

METHODS

This research objective was to develop teaching materials related to learning to write creative literature with short stories genre with insight into wetlands. Therefore, this research used a research and development (R&D) design. Research and Development design is a method used to produce specific products and test the effectiveness of these products (Sa'adah & Wahyu, 2020). Research and development is a process of developing and validating products in the education field. This research design was also an effective strategy to improve the quality of learning because it produced products that supported the achievement of learning objectives. This research model was chosen because it aimed to develop a product in the form of materials or books based on an analysis of user needs. The research and development model was adapted from Dick and Carey because of its accessibility and feasibility. This research procedure included (1) conducting needs analysis, (2) developing teaching materials, (3) designing and conducting formative evaluations, (4) revising teaching materials, and (5) conducting summative evaluations or product trials (Borg *et al.*, 2007).

Needs Analysis

The needs analysis stage was needed to collect data that was used as a basis for developing short story writing materials related to the concept of wetlands. The needs analysis objective was to determine the extent of students' understanding and experience in writing short stories. In addition, the needs analysis also showed how students knew about the concept of wetlands and their relation to literary works and concise stories. The needs analysis stage determined how the teaching materials were developed during the research.

Participants

The research subjects were students who took 78 lectures on creative literary writing at the Faculty of Teacher Training and Education, Lambung Mangkurat University.

Instruments

This research used a questionnaire at the needs analysis stage to determine students' knowledge and experience in writing short stories and their relation to the concept of wetlands.

Research Procedure

This research was adapted to research and development consisting of (1) conducting a needs analysis, (2) developing teaching materials, (3) designing and conducting formative evaluations, (4) revising teaching materials, and (5) conducting trials of teaching materials (Borg *et al.*, 2007).

RESULTS

The development stage resulted in several things related to teaching materials for writing creative short stories. The results could be seen from needs analysis, product design, product development, evaluation, and final product.

Results from the Needs Analysis Stage

Needs analysis in this research was critical to determine students' initial knowledge about short stories from both theoretical and practical aspects. In addition, the needs analysis became the basis for further discussions regarding what materials were needed by students to learn to write short stories. The needs analysis results were significant in determining the direction of teaching materials that matched the students' needs.

The results of the first needs analysis showed that 100% of the correspondents had read a short story. It was good information because all participants had essential experience and knowledge of the topic to be discussed. No participant has ever read a short story and it simplifies to explain many things related to the short story later. This result was predictable because the undergraduate student level surely knows the form of short story literary works at the school level.

A total of 67% of correspondents also stated that they had written a short story. However, if the question was sharpened whether they had ever written a story related to wetlands, 98% answered never. However, 23% of the total respondents also stated that they did not understand the structure that built the short story. These data were exciting and showed that they required an explanation of short stories related to wetlands.

51% of respondents stated that they had a short story book, but only 9% had a book on the theory of writing short stories. It provided evidence that the development of short story teaching materials as learning materials for students was needed because most did not have a learning resource, either books or other forms, that they could use as a guide when learning the stages of writing short stories. This condition was strengthened by 985 respondents stating that they needed books related to the theory of writing short stories.

Another aspect explored when conducting a needs analysis was the aspect of knowledge regarding the field of language knowledge and related literary works. 73% of respondents stated that they knew the meaning of the concept of wetlands. Meanwhile, 89% of respondents said they did not understand if wetlands were associated with short stories when it was related to short stories. This condition reinforced that this research and development required to be conducted. Most of the students did not have theory books as learning resources and did not understand the concept of wetlands when it was associated with short stories.

Results of Product Design

Before getting into the product development stage in the form of teaching materials, it was necessary to design a product blueprint based on the needs analysis results. Therefore, the research team tried to understand the needs analysis results so that the material related to later short stories could align with the students' needs. After going through various discussions with the research team, a blueprint for the design of the material was finally made.

Table 1: Lesson Plan

Topic	Sub-topic
Short Story	<ul style="list-style-type: none"> - Introduction - The Nature of Short Stories - Short Story Building Elements
Writing Short Story	<ul style="list-style-type: none"> - Story premise - Determining the point of view - Designing characters and characterizations - Designing backgrounds - Designing the plot - Designing conflict - Designing dialogue

Topic	Sub-topic
	- Designing the ending of the story
Short Story and Wetland	- Environmental-themed stories - Wetland elements in short stories

Results of Product Development

The development results were in the form of teaching materials for creative writing short stories in a wetland environment. The material was developed based on the material needed for novice writers to write short stories aligned with the input and suggestions of lecture participants through needs analysis. The material produced was made up of three main topics, namely short stories, writing short stories, and short stories and wetlands. The subtopics in it were developed based on creative writing theory, such as basic knowledge of the short story genre, intrinsic elements or building blocks of works from within, as well as examples of works related to the concept of wetlands.

The resulting material went through several stages. After the blueprint was agreed upon, the material was made by utilizing various relevant sources such as books, journals, and other sources that can be justified. The multiple materials obtained were studied and adapted both in terms of content and language to suit the subject of future use of the material. In addition, material that was only theoretical in nature was trying to be given with examples to facilitate understanding. The models provided were from short stories written by Indonesian short story writers with good quality and even some short stories written by South Kalimantan writers. The short stories chosen were expected to be relevant and relate to students' lives so that they could easily understand and practice them because they were concrete, especially those related to the wetlands concept.

Results of Validation

The final product of teaching materials for writing short stories went through a validation stage by competent experts in their fields. Two validators conducted reviews, namely literature experts and learning media experts. After the product was validated, it was revised according to the suggestions from the validators.

Validation instruments covered several aspects, including aspects of the form or format of teaching materials, language aspects, aspects of material content, aspects of presentation, and aspects of benefits. These various aspects were asked on multiple items according to the indicators of each aspect. The average score for all assessments given by the validators was 97.44%. This score meant that the resulting product was suitable for teaching creative writing of the short story genre in the wetland area.

Some suggestions for improvement submitted by the validator included typos and spelling errors in teaching materials. Some writings, such as writing foreign terms, required to be corrected and adjusted with good and correct spelling. Types of letters and sizes needed to be standardized, the use of the symbols necessary to be rechecked, and adjustments were required regarding the content of teaching materials.

Final product

The final product was finalized after the blueprint was approved and outlined in draft form. This teaching material product was helpful for teachers of creative writing courses in wetland areas because the content was contextual to the concept of the environment where the lecture participants lived.

The developed teaching materials included various materials relevant to creative writing theory. The first topic that was created was a short story. It discussed various aspects, such as the definition of a short story and its building blocks. The story-building elements consisted of elements that were built from within and outside. Some aspects made from within included the theme, plot, characters and characterizations, setting, point of view, message, and language style. The elements that built the short story from the outside were the writer's background and psychological, sociological, and philosophical.

The second topic was how to write a short story. This topic was developed in simple language and was accompanied by concrete examples with relevant short stories, especially those with wetland elements. The second topic discussed several vital parts of writing, including how to write a story premise that forms the basis for further story development, how to determine the point of view of the story, how to create a setting, how to design a plot, how to create conflict, how to create an interesting dialogue, and how to determine the memorable ending story for the reader.

The third topic was a topic that described the relationship between the concept of wetlands and short stories. In this topic, it was explained that wetlands could appear in various aspects of the story, for instance, in themes related to the environment. An example of an explanation of the topic was also given, e.g., a short story entitled "A Tale of the Last Lanting" written by Sandy Firly. The short story tells how the ambition of a city leader was to make his city modern by eliminating the culture of the river, including the house that floated on it. This short story was one of the short stories that were used as the leading example in

the hope that students could understand that wetlands were not a foreign concept that could not be harmonized with the idea of writing short stories. Various efforts have been made to describe the material and provide examples so that the teaching materials developed could be of maximum benefit to lecturers and students as a guide and reference during the teaching and learning process for short story creative writing courses in a wetland environment.

DISCUSSION

The research results were teaching materials about writing short stories. The material developed was enriched with the concept of a wetland. After all, it was developed in a wetland area which was expected to make the material easier to understand because it was contextual. Material development was also based on the needs analysis results, whose data was obtained through distributing questionnaires to students. The material produced was believed to have met the expectations stated by the respondents so that lecturers and students could maximally use the principle of meaningfulness and usefulness of research products.

The resulting product has gone through a validation process by two people who were professional and competent in their fields. The first validator, as a literature expert, gave a score of 98.97% by stating the conclusion that the material was classified as excellent and could be used with a small quantity of improvement. The second validator, as an expert in learning media, also conveyed the same thing with a score given 95.91%, with the conclusion that the product was excellent and could be used with a few revisions. Based on the scores from the two experts, the product could be said to be valid and could be used in the process of learning short stories in wetlands.

Developing teaching materials is one way to improve the quality of learning (Cahyadi, 2019). This research was carried out because of the lack of learning resources related to writing short stories, especially those that linked story elements with the concept of wetlands. Therefore, the development of the primary material was to discuss short stories and how to write them. The wetland element was integrated into the material through the presented examples of stories. One way to learn to write was to imitate or follow the style of a professional writer. However, imitating does not mean downright plagiarizing (EA, 2020). The examples of stories presented also aimed to provoke students' interest in reading short stories to become short story writers. One must read quality short stories. Reading makes a novice writer full of knowledge that is ready to be issued in written form. Read as much as possible to write as much as possible (Laksana, 2020).

Writing, as one of the language competencies, is indeed challenging to master because it is the last

competency besides listening, speaking, and reading. The relationship between reading and writing is very close. Therefore difficulties in developing writing competence may occur because Indonesia's literacy level is relatively low. Indonesia was ranked 60th on reading interest (World's Most Literate Nations Ranked, n.d.). This product in the form of textual teaching materials was one of the steps taken to provoke students to read the theory and then practice it so that they could master creative writing competence, including making the concept of wetlands a critical part of the writing process because it was an identity and locality that must be seen as an opportunity and a challenge.

CONCLUSION

This research and development were carried out because there were no teaching materials in the form of books or other media related to the creative writing of short stories that linked the concept to wetlands. Teaching materials for writing short stories with an insight into wetlands were necessary because students who lived in wetland areas such as peatlands or riverbanks in South Kalimantan found it easier to understand the concept of wetlands in short stories if they had relevant and contextual guidance. The resulting product went through a series of processes, such as the stages of needs analysis to validation, so the results were expected to provide maximum benefits for students and lecturers. Learning resources in the form of teaching materials were expected to increase the variety of materials that students could use as a guide in mastering writing competence. The presence of teaching materials positively impacted learning to write creative short stories.

ACKNOWLEDGEMENTS

We thank our colleagues who have supported and provided valuable input while conducting this research. Without the cooperation, encouragement, and support from various related parties, this research could not have been completed until it could have been published.

Funding

We thank the Institute for Research and Community Services (LPPM) of Lambung Mangkurat University for funding this research under the Compulsory Lecturer Research (PDWM) for the Intermediate Cluster scheme funded by 2022 PNBP.

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