The Development of Student Worksheets in Writing Short Stories Based on Project Based Learning (Pjbl)for Class XI Students

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Abstract:

Background*: One of the language skills is writing skills. Writing skills including skills that important to learn even compared with the three other skills (Iskandar Wassid, 2011: 291). This is because the level of proficiency in writing requires proficiency in other skills. In fact, this activity must always be faced, especially by academics such as writing short stories, writing essays, writing articles, and others. The problem that is often raised in teaching coral-writing is the inability of students or students to use good and correct Indonesian grammar. This can be seen from the choice of words that are not appropriate, sentences that are less effective, it is difficult to express ideas because of the difficulty in choosing words or making sentences, even the lack of ability to develop ideas regularly and systematically, and spelling errors are often encountered.*

Based on the results of a preliminary study conducted by the author through a questionnaire, it is known that most students find it difficult to express and find ideas to be written. Students do not know how to start and organize ideas that will be poured in their writings. Even 50% of students are not interested in writing short stories, because writing is difficult. As many as 30% of students find it difficult to express ideas. As many as 20% of students write short stories because of assignments from the teacher. In addition, based on the results of the interview, the students felt that learning to write short stories was still difficult. This is supported by the results of daily tests related to short story writing material obtained by students, where there are still many students who get scores below the minimum completion criteria.

Materials and Methods*: This research produced products in form of student worksheets in writing short stories based on the Project Based Learning (PjBL) model and describe its feasibility. This study used Research and Development (R & D). The research was through observation, interview, and questionnaire to three schools SMAN 1 Bangun Rejo, MA Almakhtuziyah Kalidadi, and SMAN 1 Kalirejo of academic year 2019/2020.*

Results*: The result showed that the developed student worksheetswas very feasible. It gained 92% from material expert test, 85% from mediaexpert, 89% from practitioner expert. Value feasibility test by Indonesian teacher class in SMAN 1 Bangun Rejo is 91%, MA Almakhtuziyah Kalidadi is 86%, and SMAN 1 Kalirejo is 88% in the categorized as very feasible. The value trial on a small scalewas 83% categorized as very feasible meanwhile to the largescale was 84% categorized as very feasible.*

Conclusion:*The feasibility of teaching materials in the form of student worksheetsWriting short stories based on the Project Based Learning model that has been developed meets the "very feasible" criteria. The assessment was based on the assessment of one material expert, one media expert, one practitioner, three Indonesian language teachers, and class XI high school students from each school who were the object of the experiment. The following is the percentage of product eligibility.*

Key Word*: Project Based Learning, writing, short stories, srudent worksheets.*

I. Introduction

A skill that was focused on language acquisition Indonesia is a skill listening, talking, read, and write. The four language skils has had the realm of each other closely interconnected in language acquisition Indonesia. One of the language skills that important iswriting skills. Writing skills including skills that tops out at the language skills for learning compared with the three other skills (Iskandar Wassid, 2011: 291). This is because the level of proficiency in writing requires proficiency in other skills. In fact, this activity must always be faced, especially by academics such as writing short stories, writing essays, writing articles, and others.

Akidah (2003:5) said that, the problem that is often raised in teaching writing is the inability of students or students to use good and correct Indonesian grammar. This can be seen from the choice of words that are not appropriate, sentences that are less effective, it is difficult to express ideas because of the difficulty in choosing words or making sentences, even the lack of ability to develop ideas regularly and systematically, and spelling errors are often encountered. The development of teaching materials must take into account the demands of the curriculum. This means that the teaching materials to be developed must be in accordance with the curriculum. Teachers are required to have the ability to develop their own teaching materials. To support the curriculum, a teaching material may occupy a position as a main or supplementary teaching material. According to Arlitasari, Pujayanto and Budiharti (2013:12) To explain the development of teaching materials, references can be obtained from various sources in the form of experience, own knowledge, as well as extracting information from resource persons, both experts and colleagues. Similarly, we can get references from books, mass media, or the internet. However, the material that is in accordance with the curriculum is quite abundant, it does not mean that we do not need to develop our own materials. For students, often too much material makes them confused, so teachers need to make teaching materials to guide students.

Based on the results of a preliminary study conducted by the author through a questionnaire, it is known that most students find it difficult to express and find ideas to be written. Students do not know how to start and organize ideas that will be poured in their writings. Even 50% of students are not interested in writing short stories, because writing is difficult. As many as 30% of students find it difficult to express ideas. As many as 20% of students write short stories because of assignments from the teacher. In addition, based on the results of theinterview, the students felt that learning to write short stories was still difficult. This is supported by the results of daily tests related to short story writing material obtained by students, where there are still many students who get scores below the minimum completion criteria. The details of the daily test values can be explained as in the following table.

Table of Daily Test for Writing Short Story at SMAN 1 Bangun Rejo, MA Almakhfuziyah Kalidadi, and SMAN 1 Kalirejo 2020/2021

School	KKM	Total	Finished		Not Finished	
			F	%	F	%
SMAN 1 Bangun Rejo	75	150	60	40	90	60
MA Almakhfuziyah Kalidadi	75	125	48	38,4	77	61,6
SMAN 1 Kalirejo	75	180	76	42,22	104	59,78

Source: List of Student Values for SMAN 1 Bangun Rejo, MA Almakhfuziyah Kalidadi, and SMAN 1 Kalirejo for the 2020/2021 Academic Year

Based on the table above, it can be seen that of the three schools where the preliminary study was conducted, the percentage of students who completed the short story writing material was smaller than the number of students who did not complete. This is also proven by the results of Alwasilah's research (in Lewy, Zulkardi, & Aisyah, 2009:314) which states that in schools, literature is only taught as much as 23.6%. With a capacity of only 23.6%, it turns out that literary learning is more applied to the knowledge (cognitive) aspect, not the affective or skill aspect. Thus, it can be said that learning literature, especially learning to write in schools, still indicates problems.

The results of further research conducted at the SMA N 1 Kalirejo related to the teaching materials used by Indonesian language teachers which stated that the school had not used teaching materials in the form of student worksheets, but still used textbooks that were widely circulated so that references for the material to be taught to students still limited. Based on the description above, it shows that the need for a learning model that is able to encourage creativity and bring out students' potential in achieving Indonesian language learning goals at the high school level to be effective and efficient, then teachers are required to use the right model in learning activities. One of the models that can be applied in learning Indonesian, especially aspects of short story writing skills, is a project-based learning model.

Project-based learning focuses more on meaningful life problems for students, the teacher's role is to present problems, ask questions and facilitate students in designing a project, namely short story products. In addition, challenging learning will eliminate students' boredom, students will be motivated to complete projects in the allotted time. This will increase the creativity of students' ideas in designing a short story text which they will then work on in the time that the teacher has provided according to the concept being taught. In the end, students will be skilled in writing short stories and this will increase students' creativity. One of the models applied in learning Indonesian, especially aspects of short story writing skills, is a project-based learning model. Less varied teacher learning so that learning is less interesting and students become less active can be overcome with a project-based learning (PBL)model.

One of the learning materials that the author examines is a short story (short story). The current short story learning material still emphasizes the knowledge aspect, especially on understanding the structure contained in the short story (Abidin, 2014:263). One of the learning approaches that can be used in short story learning materials is Project based learning. According to Daryanto and Raharjo (2012: 162), the Project Based Learning model has the following advantages and disadvantages: a) it increases students' learning motivation to learn, encourages their ability to do important work, and they need to be appreciated. b) improve problem solving ability. c) make students more active and succeed in solving complex problems. d) enhance collaboration. e) encourage students to develop and practice communication skills. f) improve students' skills in managing resources. g) provide students with experience in learning and practice in organizing projects, and making allocations of time and other resources such as equipment to complete assignments. h) provide learning experiences that involve students in a complex manner and are designed to develop in accordance with the real world. i) make the learning atmosphere fun, so that students and educators enjoy the learning process.

This is in line with the 2013 Curriculum for Indonesian language subjects using short stories as a learning tool. A more in-depth study of short stories will provide variety in literary learning activities for students. The existence of this allows students to have insight/knowledge about the contents of a short story. Therefore, in class XI SMA the Indonesian language subject uses short story learning (short stories). This can be seen in basic competence3.4. Analyzing the building blocks of short stories in a collection of short stories and basic competence4.4. Constructing a short story by paying attention to the building blocks of the short story.

II. Material and Methods

Study Design: This research is a research development or Research & Development (R&D). Research and development is a method that used to develop or validate products used in education and learning.

Research Subject: The subjects of development research in this study include (a) product assessment conducted by Dr. Muhammad Fuad, M. Hum (material expert), Bayu Saputra, M. Pd. (media expert), Fransisca Paratiwi Prasakti, M. Pd. (colleagues), Indonesian language teacher respondents at SMAN 1 Bangun Rejo, MA Almakhfuziyah Kalidadi, and SMAN 1 Kalirejo (b) product trials carried out in two stages, namely a small-scale test conducted at SMAN 2 Bangun Rejo with 15 respondents. students and a large-scale test, covering 23 students at SMAN 1 Bangun Rejo, 25 students at SMA Almakhfuziyah Kalidadi and 27 students at SMAN 1 Kalirejo. Data analysis activities in this study used descriptive analysis based on the results of expert/expert data analysis and data analysis during product testing. The scoring rules according to Sugiyono (2015: 135).

Research Sources: The research sources used in this study were high school students of class XI, namely students of SMAN 1 Bangun Rejo, MA Almakhfuziyah Kalidadi, and SMAN 1 Kalirejo for the academic year 2020/2021.

Data Collection: The data collection techniques used are:
1. Documentation
Documentation is done by reviewing documents related to teaching materials for writing short stories for high school/MA students. Documentation is done in class in several SMA/MA. The learning tools are in the form of syllabus, lesson plans, student worksheets, media, evaluation, and the condition of teachers and students in learning.
2. Observation
Field observation techniques are carried out by direct observation of the learning process in the classroom. The aim is to obtain a description of the teacher's activities before and after applying the student worksheets during learning.
3. Questionnaire
The questionnaire was given to experts/experts who have competence in the relevant field of study, high school/MA Indonesian language teachers and class X I students who received short story writing material. The purpose of distributing this questionnaire is to obtain an objective description of the feasibility of the student worksheets developed and the attractiveness of its use so that it is expected to motivate students to learn.
4. Interview
Interviews were conducted with teachers and students to find out firsthand the conditions of learning that were carried out related to the need for using the developed student worksheets and the attractiveness of its use so that it was expected to motivate students to learn.

Data Analysis: Data analysis activities from the results of the questionnaire were carried out by finding the average Likert scale score based on each aspect. These aspects are the feasibility of content, language, presentation, and graphics. The average results of the questionnaire assessment are then calculated based on the following formula.

$$Percentage = \frac{Total\,Score\,Number\,Score}{Maximum\,Score} X\ 100\%$$

The calculated score will indicate the feasibility level of the student worksheets based on the assessment of parkers/experts, practitioners, teachers, and students. The results of the percentage scores are then converted into qualitative data using the interpretation of scores according to Riduwan & Sunarto (2009: 23) based on the following table.

Quantitative Data Conversion to Qualitative Table

No.	Percentage	Data Qualitative
1.	0% — 20%	Very Not Feasible
2.	21% — 40%	Not Feasible
3.	41% — 60%	Quite Feasible
4.	61% — 80%	Feasible
5.	81% — 100%	Very Feasible

The development of student worksheets in writing short stories based on the Project Based Learning model as teaching material in Indonesian language learning in SMA/MA with the steps below.
1. The preliminary stage is by making a product development design plan.
2. Development stage
    1) Preliminary Test
    2) Creating the initial product shape (draft) and device
    3) Small-scale field trials with 10—30 subjects
    4) Improvements the product based on test results beginning.
    5) Large-scale trials on school with 30—90 subjects
    6) Improvements the main trial product.
3. The testing phase is by revising the final product and producing the final product.

The development research carried out is a type of development or research and development (R&D). This research and development aimed to produce a product in the form of student worksheets inwriting short story for students. The product development process is carried out in four stages, namely practitioner or peer testing, expert or expert testing relevant to the field of study, small-scale field trials of 5-30 students, and large-scale trials of 30-90 students.

III. Result

A. Preliminary Research
The results of the analysis of interviews that have been conducted on SMAN 1 Bangun Rejo, Almakhfuziyah Kalidadi High School and SMAN 1 Kalirejo.
1. *The availability of teaching materials,* from the three teachers, one teacher stated that in the school has not used teaching materials in the form of student worksheets, but still uses textbooks that are circulating publicly.
2. *Conformity with basic learning competencies,* from the results of the interviews of the three teachers in the school, three teachers stated that it was in accordance with basic competence 3.4. Analyze the elements of short story building in the short story collection book and basic competence 4.4. Instructing a short story by paying attention to the elements of the short story builder.
3. *Presentation,* from the results of the interviews of the three teachers in school, packaging the material is good, but tends to be presented in the form of text and less presents real examples that can help learners find ideas and develop their own.
4. *Material enrichment,* from the results of interviews of the three teachers in The school, three teachers stated the enrichment provided in the form of student worksheets that provided concrete steps as a guide for learners to write short stories as well as learning constraints due to the lack of clear guidelines for writing short stories used, such as operational steps and examples so that contextual problems are developed into discussions to help learners write short stories.
5. *The addition of project-based* learning *model,* from the results of interviews of the three teachers in the school, agrees if it is associated with the Project Based *Learning* model to encourage infertility and learning initiatives in students.

In addition to interviews with teachers Indonesian, researchers also conduct interviews with learners. The results of the student's interview on the needs of teaching materials.

1. *Availability of teaching materials,* three learners from one school using learning textbooks that circulated publicly. Meanwhile, six students from SMAN 1 Bangun Rejo, Almakhfuziyah Kalidadi High School,and SMAN 1 Kalirejo have used student worksheets that is not made by the school teacher.
2. In accordance with the *purpose of learning,* all learners stated the material delivered in accordance with the purpose of learning to write short stories. There are several learners who have different opinions including, three learners stated the material is quite easy to understand, but six learners stated the lack of interesting image illustrations to evoke the spirit of learning and the lack of real steps as a guide in writing a good short story.
3. *Presentation,* some learners stated that student worksheets accompanied by stages, but some other learners responded that the stages in writing student worksheets stories on student worksheets or package books are still general and should be arranged more specifically with real examples. Some learners stated that in the material student worksheets enrichment given is not too clear form and some other learners stated there is no enrichment in learning. Packaging of material is good, but the material tends to be presented in text form, less accompanied by interesting illustrations or images, the examples presented are sometimes difficult to understand, and the steps are less clear. It needs a guide to compiling texts and examples that can help learners in writing short stories through a sequence of tangible steps. Learners need learning that is not monotonous and needs new innovation either through teaching media or teaching materials as a means to stimulate the process of developing creative ideas in writing short stories.
4. *The addition of* project-based *learning* models in learning,all learners agree to add project-*based learning* models in student worksheets in hopes of helping and facilitating learners in finding ideas when writing short stories and making learning more meaningful, especially in following the learning process and achieving learning goals.

B. Needs Analysis

Data collection on the analysis of short story writing teaching material needs is divided into 2 steps, the first is the analysis stage of the curriculum, and the second examines various cutting-edge references related to the development of teaching materials.

1. The curriculum analysis stage, this stage is the stage of analysis of the curriculum, and the analysis of various reference books. The stages of analysis of the curriculum are as follows.
a. Reading the contents of the curriculum 2013 revision of 2017 high school class XI which is focused on learning in the form of writing short stories. On the syllabus there is short story material.
b. The stage of the elaboration of basic competency into learning indicators, at this stage compiling *A project-based learning* in form ofstudent worksheetsis exelified in the elaboration indicator.
c. The design of the learning implementation plan (RPP), and the design of *Project Based Learning-based* teaching materials for high school students in class XI.
2. Reviewing various recent references related to the preparation of the teaching meter is divided into two, namely.
   a. Short story books on Indonesian class XI books.
   b. Class XI high school teaching book.

C. Product Development

Stages of product development, ranging from initial product design, design validation, design improvements, and product trials. At this stage there are 5 main steps, namely, (1) determining the material to be developed based on student characteristics, (2) formulating material items, (3) compiling training and evaluation questions, (4) design based on *Project Based Learning* which will be used as language learning in short stories, and (5) the stage of preparing material completeness.

• Determining the material to be developed in the form of compiling student worksheets in accordance with the characteristics of learners writing short stories based on *Project Based Learning.*
• Formulate material items

As for the description of the items in accordance with the syllabus and learning implementation plan in Curriculum 2013 as follows.
   a. Scope of learning material: Writing short stories
   b. Competence and indicators of competency achievement

Basic Competency Table Discussed in Sudent Worksheets

Basic Competency	Competency Achievement Indicators
3.4. Analyze the elements of short story builders in a short story collection book	3.4.1. understand short story material 3.4.Identify the content, structure, and elements of the short story text
4.4. Construct a short story by paying attention to the elements of the short story builder.	4.4.1. review the rules of short story text 4.4.2. write cepen text

D. Evaluation and Revision

Student worksheets product with the title Writing Short Stories*Based on Project Based Learning Model,* before being piloted is done expert validation of the material. The design validation activity was conducted by Dr. Muhammad Fuad, M.hum. The results of validation and evaluation are in the form of values using a scale of 1 to 5 with suggestion columns or input descriptions. General validation assessment of products developed includes content feasibility, language, serving, and graphicity of student worksheets short story products.

1. Expert Test Results

The initial product of student worksheet is tested to experts through the filling of student worksheets eligibility assessment questionnaire as material expert Dr. Muhammad Fuad, and Bayu Saputra, M.Pd as media expert, and Mrs. Fransisca Paratiwi Prasakti, M.Pd as practitioner. Here are the results of the percentage score of student worksheets provided by material experts, media, and practitioners.

a. Validation of Material Experts

The results of the validation of expert teaching materials conducted by Dr. Muhammad Fuad, M.Hum. get a percentage of 92%, overall declared "Very Good" and "Very Worthy" applied in the learning process with revisions in accordance with the advice of material experts. The advice of material experts for improvement lies in the language aspect of indicators of conformity to the rules of Indonesian and the effective and efficient use of language. As well as input on the taking of pictures / illustrations on the student worksheet by including the source.

The Table of Material Expert Validation Results

No.	Aspects	Result	
		Percentage Score	Characteristic
1.	Content Eligibility	96	SR
2.	Language	90	SR
3.	Presentation of Materials	92	SR
4.	Ghaphics	92	SR
Sum		92	SR

b. Validation of Practitioners

Practitioner Validation Results Table

No.	Aspects	Result	
		Percentage Score	Characteristic
1.	Content Eligibility	96	SR
2.	Language	85	SR
3.	Presentation of Materials	88	SR
4.	Ghaphics	88	SR
Sum		**89**	**SR**

This practitioner validation was carried out by Fransisca Paratiwi Prasakti, M. Pd. getting a percentage of 89%, overall declared "Very Good" and "Very Feasible" applied in the learning process with revisions in accordance with the advice of material experts. The advice of material experts for improvement lies in the language aspect of indicators of conformity to the rules of Indonesian and the effective and efficient use of language. As well as input on the shooting / illustrations in the book by including the source.

c. Media Validation

Validation of this media is carried out by Bayu Saputra, M. Pd. gets a percentage of 85%, overall declared "Very Good" and "Very Feasible" applied in the learning process with revisions in accordance with the expert advice of the material. The advice of material experts for improvement lies in the language aspect of indicators of conformity to the rules of Indonesian and the effective and efficient use of language. As well as input on the shooting / illustrations in the book by including the source.

Overall Practitioner Validation Results Table

No.	Aspects	Result	
		Percentage Score	Characteristic
1.	Content Eligibility	88	SR
2.	Language	80	SR
3.	Presentation of Materials	92	SR
4.	Ghaphics	80	SR
	Sum	**85**	**SR**

The conclusion that can be taken that the development of products in the form of student worksheetsin writing short stories based on the PJBL Model for learners, the results of development are considered "Very Feasible". The student worksheets can be used in trials to schools that have been determined by revising based on the advice of the material expert validator first.

2. Design Improvements

Based on the inputs given to material experts, media experts, and practitioners, language improvements are made to the text and additions or include sources in the image and illustration sections of the teaching material"*Writing a Project Based Learning Model-Based Short Story,*by changing it according to the advice of the materialexpert. After the teaching material withthe title*"Writing Short Stories Based*on Project Based Learning Model"is completed, then the product is ready to be tested on students of class XI SMAN 2 Bangun Rejo, Almakhfuziyah Kalidadi High School,and SMAN 1 Kalirejo school year 2019/2020.

3. Product Trials

The trial of teaching material products was conducted in junior high school (SMA) class XI with each trial school conducted by 75 learners only who were sampled and one Indonesian Language and Literature teacher. The schools used as trials are: (1) SMAN 1 Bangun Rejo, (2) Almakhfuziyah Kalidadi High School,and (3) SMAN 1 Kalirejo school year 2019/2020. The trial was conducted only twice, with each allocation time of 4 X 45 minutes)

a. Teacher Indonesian Assessment

The results obtained from the assessment of the feasibility of student worksheetsin writing short stories based on *Project Based Learning*" three teachers Indonesian as follows.

Eligibility Level Table by Master Indonesian

No	Aspects	Result					
		SMAN 2 Bangun Rejo		SMAN 1 Sendang Agung		SMAN 1 Kalirejo	
		Score Percentage	Criteria	Score Percentage	Criteria	Score Percentage	Criteria
1	Content Eligibility	92	SR	95	SR	85	SR
2	Language	91	SR	83	SR	84	SR
3	Presentation of Materials	95	SR	82	SR	94	SR
4	Ghaphics	88	SR	85	SR	90	SR
	Entire	**91**	**SR**	**86**	**SR**	**88**	**SR**

4. Planning for Learning Activities of Short Story Writing Materials Using Student Worksheets Based on Project Based Learning

Planning for learning activities of short story writing materials using student worksheets refers to the revised edition of the 2013 Curriculum. The revised edition of the 2013 curriculum is an operational curriculum

that is compiled and implemented by each education unit while still referring to the guidance of the National Education Standards Agency (BSNP). As for supporting perfection in the implementation of the revised edition of the 2013 Curriculum, it takes the concept of learning activities that can relate the subject matter to fit the realworld situation and environment and encourage learners to be able to apply the implications of the material into their daily lives. Learning to write short story text is carried out in two meetings, namely 4 x 45 minutes.

5. Small-Scale Product Trials

Small-scale product trials or limited field tests are intended to determine the weaknesses of the product as the basis for the next product vision. In addition, this limited field test aims also to know the obstacles encountered when the product is used in learning. The obstacles encountered in the classroom will be sought solutions so that the implementation of learning in the main field test can be implemented better.

Limited field tests were conducted at SMAN 2 Bangun Rejowith respondents as many as 15 class XI learners selected by Indonesiansubjects teachers at the school at random. The trial conducted on 15 learners was given the treatment of writing short stories based on *Project Based Learning* with student worksheets guidelines that have been developed. Furthermore, learners are asked to fill out a questionnaire to assess the use of student worksheets.

Table of Student Worksheet Usage Test Results on a Small Scale

Research Subjects	Content Eligibility		Language		Serving Material		Graphic		Feasibility	
	Sum	Value	Sum	Value	Sum	Value	Sum	Value	Sum	Value
1	13	81.25	11	91.7	40	83.3	14	87.5	78	84.8
2	13	81.25	10	83.3	38	79.2	13	81.3	74	80.4
3	14	87.5	10	83.3	43	89.6	12	75	79	85.9
4	12	75	12	100	39	81.3	13	81.3	76	82.6
5	16	100	11	91.7	39	81.3	13	81.3	79	85.9
6	12	75	10	83.3	40	83.3	12	75	74	80.4
7	14	87.5	12	100	40	83.3	12	75	78	84.8
8	14	87.5	11	91.7	41	85.4	14	87.5	80	87.0
9	16	100	11	91.7	38	79.2	14	87.5	79	85.9
10	12	75	10	83.3	39	81.3	15	93.8	76	82.6
11	12	75	10	83.3	38	79.2	13	81.3	73	79.3
12	13	81.25	10	83.3	41	85.4	15	93.8	79	85.9
13	12	75	10	83.3	41	85.4	16	100	79	85.9
14	13	81.25	11	91.7	40	83.3	13	81.3	77	83.7
15	12	75	11	91.7	39	81.3	13	81.3	75	81.5
Average	**13.2**	**82.5**	**10.7**	**88.9**	**39.7**	**82.8**	**13.5**	**84.2**	**77**	**83.8**

6. Product Trials on a Wide Scale

The next step is to test on a learning class or on a wide scale. This actual class test was conducted on 75 class XI learners consisting of 23 learners at SMAN 1 Bangun Rejo,25 learners at Almakhfuziyah Kalidadi High School and 27 learners at SMAN 1 Kalirejo. Testing is aimed at assessing the feasibility of using student worksheets products on a wider scale to ensure the results of operational products in the form of student worksheets ready to be tested for their use in achieving learning goals.

Product trials at SMAN 1 Bangun Rejo,23 class XI learners were given learning using student worksheets produced as teaching materials in learning. Learners are asked to write short stories and asked for their opinion on the eligibility of student worksheets. Based on the questionnaires distributed, assessments are obtained from learners as in the following table.

Results of Student Worksheets Assessment on Wide-Scale Test of Student Respondents

No	Aspects	Location 1	Location 2	Location 3	Average	Category
1	Content Eligibility	86.4	86.8	83.8	85.6	SR
2	Language	84.8	83.7	84.9	84.5	SR
3	Presentation of Materials	83. 9	83.5	83.4	83.6	SR
4	Ghaphics	84	86.3	86.3	85,5	SR

No	Aspects	Location 1	Location 2	Location 3	Average	Category
	Average	85,7	85.07	84.6	84,8	SR

Then the feasibility of student worksheets is seen from the validation of extensive trials of practitioners from three schools, namely SMAN 1 Bangun Rejo,Almakhfuziyah Kalidadi High School,and SMAN 1 Kalirejo showed very decent as stated in the following table.

Table of Student Worksheets Validation Results on Wide-Scale Test of Teacher Respondents

No	Aspects	Location 1	Location 2	Location 3	Average	Category
1	Kelayakan isi	92	95	85	91	
2	Kebahasaan	91	83	84	86	SR
3	Penyajian materi	95	82	94	90	SR
4	Kegerafisan	88	85	90	88	SR
	Average		86	88	88	SR

Based on product trials, in addition to getting the feasibility score of student worksheets in writing short stories also received input and advice from learners and teachers Indonesian class XI high school.

Indonesian Teacher Improvement Advice Table

No.	Name of school	Repair Advice
1.	SMAN 2 Bangun Rejo	The student worksheets are already good, the material presented is complete and the language used is communicative. But it needs a little improvement, among other things. 1. font size 2. coloring combination on each sheet/page.
2.	SMA Almakhfuziyah Kalidadi	There is an error in the writing. 1. On pages 12 and 15 there is still something wrong with writing. 2. There are some theories not included in the bibliography. 3. Balances the color between the background and the writing. If the writing is dark then the background color should be bright, vice versa.
3.	SMAN 1 Kalirejo	1. On the first page V (indicator), you should be more specific about the "short story material" that needs to be understood by students. 2. Writing basic competencies on page IV, should the sentence be adjusted / equated with the basic competencies in Permendikbud. 3. Sentences on learning goals are less effective, you should pay attention to "word saving" so that the meaning is also clear and appropriate. 4. It should be more adjusted between the table of contents and the contents of the book. 5. In the example of short stories should be written the name of the author of the short story and written also the source.

The conclusion that can be drawn from the advice given by teachers Indonesian in each school that is the object of product trials is that student worksheets in writing short stories based on Project Based *Learning* models can be used in learning to write short stories.

Class XI High School Student Improvement Advice Table

No.	School	Suggestion
1	SMAN 2 Bangun Rejo	In the sense of short stories and *Project Based Learning* the language is difficult to understand.
2	SMA Almakhfuziyah Kalidadi	There are errors in writing.

3	SMAN 1 Kalirejo	A less obvious picture is found in the short story example

Project Based Learning Sintax

Table of Stages of PjBL Model

	WORKING STEPS	TEACHER ACTIVITIES
1.	Fundamental Questions	Teachers address topics and ask questions on how to solve problems
2.	To make product planning	The teacher ensures that each student in the group chooses and knows the procedure for making the project / product to be produced.
3.	Set up a creation schedule	Teachers and learners make agreements on the schedule of project creation (Stages and collection)
4.	Monitoring the Liveliness and Development of projects	Teachers monitor the activeness of learners during carrying out projects, monitor railization
5.	Testing Results	Teachers discuss about project prototypes, monitor the involvement of learners
6.	Evaluation of Observations	The teacher guides the project exposure process

IV. Discussion

The development of teaching materials in the form of student worksheets for learning literature is very much needed. This is based on the results of a preliminary study, which is more than 91.6% of the results of the analysis stating that teaching materials in the form of student worksheets are needed. Student worksheets is needed because it can help students learn independently through teacher guidance. Therefore, it is necessary to develop teaching materials in the form of student worksheets for learning literature, especially the ability to write poetry for high school students.

A. Preparation of Student Worksheets

The initial product manufacturing stage refers to the literature, namely adjusting to core competences, basic competence, and indicators. After conducting a literature review, the following steps were carried out. (1) making student worksheets questions adapted to core competences, basic competence, and indicators, the questions consist of questions for individual activities, group activities, evaluation and (2) designing student worksheets. The design of student worksheets teaching materials includes (a) student worksheets descriptions, (b) instructions for using student worksheets, (c) competencies to be achieved, (d) learning objectives (e) assignments. The next step is to develop the product design design into an initial product in the form of student worksheets. The components of the feasibility of content, language, presentation, and graphics in student worksheets are needed to support the achievement of these development goals.

B. Student Worksheets Design

The initial stage of making student worksheets refers to the literature, namely adjusting to basic competence and indicators. After conducting a literature review, the following steps were carried out.
1. Researchers determine short story writing learning materials based on the needs and characteristics of students.
2. Researchers read and understand the theory of learning to write short stories using the Project Based Learning model.
3. Researchers present theories and make questions that are adapted to basic competence and indicators.
4. Researchers design student worksheets, the design of teaching materials, especially student worksheets include (a) learning instructions, (b) competencies to be achieved, (c) material deepening, and (d) individual/group assignments.
The design of the physical structure of teaching materials, especially student worksheets learning to write short stories based on the Project Based Learning model through keyword provocation techniques, namely cover, writing team, introduction, table of contents, learning activities, student worksheets, individual and group assignments, answer keys, glossary, and bibliography.

C. Student Worksheets Validation

To obtain the product as desired, the design and preparation of the product in the form of the previous learning worksheets were tested by experts or experts. The experts or experts in question consist of expert practitioner

tests (experienced teachers), material tests by lecturers, and media expert tests related to product design and presentation.

1. Material Expert Validation

The material content expert test consists of 4 main points, namely (a) content feasibility with a percentage of 96%, (b) linguistics 90%, (c) material presentation 92%, (d) 92% graphics. The results of this student worksheets material expert validation got an average percentage of 92% with very suitable characteristics to be used in the learning process with revisions in accordance with material expert suggestions. The expert stated that the student worksheets based on the Project Based Learning model for class XI SMA/MA students was very feasible to be tested.

2. Validation of Media Expert

student worksheets developed through a validation process by media experts. The media tested by media experts related to graphics consists of 4 main points, namely (a) content display with a percentage of 88%, (b) 80% image display, (c) student worksheets media function with a percentage of 92%, and (d) Graphics with a percentage of 80%. Based on the results of the assessment and validation of media experts, teaching materials in the form of student worksheets were arranged to get an average percentage of 92% with very good characteristics to be used in the learning process with revisions according to suggestions given by media experts.

3. Validation of Expert Practitioners

The practitioner test consists of 4 main points of assessment, namely (a) content feasibility with a percentage of 88%, (b) linguistics 80%, (c) presentation of material 92%, and (d) graphic 80%. The results of the expert validation of teaching materials practitioners get an average percentage of 85% with very relevant characteristics for use in the learning process. In general, student worksheets writing short stories based on the Project Based Learning model is very good to be presented to students in Indonesian language learning, especially in basic competence about short stories.

D. Student Worksheets Trial

The student worksheets trial was conducted by researchers in 3 high schools (SMAN 1 Bangun Rejo, MA Almakhfuziyah Kalidadi, and SMAN 1 Kalirejo). The student worksheets trial was carried out in three stages, namely small-scale trials, student worksheets practitioners and large-scale trials.

1. Small-Scale Trial

Small-scale product trials are intended to identify product weaknesses as the basis for subsequent product revisions. In addition, this small-scale trial aims also to find out the obstacles encountered when the product is used in learning. A small-scale trial was conducted by researchers at SMAN 2 Bangun Rejo. Small-scale trials were carried out for 2 meetings (each meeting lasted 2 x 45 minutes). This trial was conducted on 15 students. Students are given treatment to be able to write short stories based on the Project Based Learning model with the student worksheets guidelines that have been developed. Next, students were asked to fill out a questionnaire to assess the use of the student worksheets. The results of the small-scale product trial show that the student worksheets still needs to be improved, especially related to the systematics of preparing the student worksheets, the use of pictures and illustrations in the student worksheets, and sentences that are difficult to understand.

2. Student Worksheets Revision

In principle, the product in the form of learning worksheets is feasible to use. Eligibility is based on the assessment of experts, experts, or practitioners in their respective fields. Nevertheless, product revisions are still carried out mainly based on the results of assessments or suggestions from teachers and students, including improving spelling according to EBI and adjust the use of images to the age of the students.

3. Large-Scale Trial

After conducting small-scale trials and product revisions, the next step is to test on a large scale. This large-scale test was conducted on 75 students of class XI consisting of 23 students at SMAN 1 Bangun Rejo, 25 students at SMA Almakhfuziyah Kalidadi, and 27 students at SMAN 1 Kalirejo. This was done for 2 meetings.

Product trials at SMAN 2 Bangun Rejo, obtained student assessments related to the feasibility of content with an average value of 86.4%, linguistics obtained an average value of 84.8%, presentation of material obtained an average value of 83, 9%, the graph obtained an average value of 84.0%, and the feasibility of student worksheets with an average value of 84.5%. As for the overall, when viewed from the attractiveness, convenience, and usefulness obtained an average score of 84.72%. Thus, it can be concluded that the trial of the use of large-scale student worksheets at SMAN 2 Bangun Rejo as a whole is very good or very feasible to use in learning.

Product trials were also conducted on 25 students of class XI at SMA Almakhfuziyah Kalidadi. The results of filling out student questionnaires about the feasibility of student worksheets Writing Short Stories Based on Project Based Learning Models obtained data related to the feasibility of content with an average

value of 86.8%, linguistics obtained an average value of 83.7%, presentation of material obtained an average value of 83.5%, graphics obtained an average value of 86.3%, and the feasibility of student worksheets with an average value of 84.6%. Overall obtained an average score of 84.98%. Thus, it can be concluded that the trial of using large-scale student worksheets in SMA Almakhfuziyah Kalidadi as a whole is very good or very feasible to use in learning.

Product trials were also conducted on 27 students of class XI at SMAN 1 Kalirejo. The results of filling out student questionnaires about the feasibility of student worksheets Writing Short Stories Based on Project Based Learning Models obtained data related to the feasibility of content with an average value of 83.8%, linguistics obtained an average value of 84.9%, material presentation obtained an average value of 83.4%, the graph obtained an average value of 86.3%, and the feasibility of student worksheets with an average value of 84.2%. Overall obtained an average score of 84.52%. Thus, it can be concluded that the trial of using large-scale student worksheets at SMAN 1 Kalirejo as a whole is very good or very feasible to use in learning.

E. Final Product

The product produced in this development research is Indonesian language teaching materials in the form of student worksheets. These teaching materials are in the form of printed teaching materials and are used for class XI students in the second semester. Furthermore, this product contains material and evaluation questions that aim to increase students' knowledge in understanding and writing short stories. The type of product used for printing is A4 size paper. The product is bound using a hard cover on the front and back.

F. Eligibility of Student Worksheets in Writing Short Stories Learning Based on Project Based Learning Models for Class XI High School Students

The assessment of the feasibility of student worksheets writing poetry was carried out by Indonesian language teachers and high school students of class XI in 3 schools. The assessment is carried out by calculating the results of a quantitative questionnaire which is then converted into qualitative data using a five-scale scoring guideline.

No	Score Range	Criteria
1	0% – 20%	Not Feasible
2	21% – 40%	Less Feasible
3	41% – 60%	Quite Feasible
4	61% – 80%	Feasible
5	81% – 100%	Very Feasible

(Source: Ridwan and Sunarto, 2009:2)

1. Assessment of Indonesian High School Teachers on the Eligibility of Student Worksheets in Writing Short Stories Learning

Student worksheets in writing short stories based on the Project Based Learning model for high school students in class XI with the title "Short Story Learning Based on Project Based Learning" gets an assessment of the feasibility of the Indonesian language teacher. The Indonesian language teachers who gave the assessments came from 3 different schools, namely the Indonesian language teacher at SMAN 1 Bangun Rejo (1) content eligibility 92%, (2) linguistics 91%, (3) material presentation 95%, and (4) graphics 88 % with an average score of 91.5% very relevant category. SMA Almakhfuziyah Kalidadi (1) content feasibility is 95%, (2) linguistics is 83%, (3) material presentation is 82%, and (4) graphics is 85% with an average score of 86% very relevant category. SMAN 1 Kalirejo (1) content eligibility is 85%, (2) linguistics is 84%, (3) material presentation is 94%, and (4) graphic is 90% with an average score of 88% very relevant category.

2. Assessment of High School Students on the Eligibility of Student Worksheets in Writing Short Stories Learning

Student worksheetsin writing short stories based on the Project Based Learning learning model for class XI high school students with the title "Short stories Learning Based on Project Based Learning" which has been through an assessment stage by students from three different schools. The assessment was carried out by students from SMAN 1 Bangun Rejo (1) content feasibility 86.4%, (2) linguistics 84.8%, (3) material presentation 83.9%, and (4) graphics 84% with an average score an average of 85.7% very relevant category.

SMA Almakhfuziyah Kalidadi (1) content feasibility 86.8%, (2) linguistics 83.7%, (3) presentation of material 83.5%, and (4) graphics 86.3% with an average score of 85.07% very relevant category. SMAN 1 Kalirejo (1) content feasibility 83.8%, (2) linguistics 84.9%, (3) material presentation 83.4%, and (4) graphics 86.3% with an average score of 84.6% very relevant category.

3. Indonesian Language Teacher Interview Results on Using Student Worksheets to Write Poetry Based on Image Media Through Keyword Enticement Techniques

In addition to collecting data through questionnaires, researchers also collected data through interviews. The teacher as one of the student worksheets users to teach poetry writing material was interviewed in order to obtain information (suggestions and criticisms) about the compiled student worksheets. The information collected in the interviews relates to the systematics, language, design, and content of the student worksheets material as a whole. Interviews were conducted on 3 respondents (Indonesian language teachers) spread over three schools, namely SMAN 1 Bangun Rejo, SMA Almakhfuziyah Kalidadi, and SMAN 1 Kalirejo. Based on interviews conducted, student worksheets wrote short stories based on the Project Based Learning learning model for class XI high school students with the title "Short Story Learning Based on Project Based Learning" was judged to be "qualified". That is, the student worksheets in question can be used as literature teaching materials in high school, especially class XI.

V. Conclusion

Based on the results of the research that has been described regarding the development of student worksheets in writing short stories based on Project Based Learning, it can be concluded as follows.

1. The student worksheets development stage starts from the planning stage which is carried out based on the analysis of learning objectives, learning resources, and the determination of teaching materials. The development of student worksheets is more devoted to writing short stories in learning to write. The addition of the Project Based Learning model to the student worksheets material so that students are active and creative to increase students' knowledge and insight into short story material.

2. The feasibility of teaching materials in the form of student worksheetsWriting short stories based on the Project Based Learning model that has been developed meets the "very feasible" criteria. The assessment was based on the assessment of one material expert, one media expert, one practitioner, three Indonesian language teachers, and class XI high school students from each school who were the object of the experiment. The following is the percentage of product eligibility.

1) Based on the assessment of material experts based on all aspects assessed, student worksheets Writing short stories Project Based Learning model obtained a final score with a percentage of 92 declared "very feasible" based on the table of feasibility levels of Riduwan and Sunarto (2009: 23). The material expert stated that student worksheets Writing short stories based on Model Project Based Learning deserves to be tested and used with suggestions and revisions.

2) Assessment of media experts from all aspects assessed, student worksheets Writing short stories based on the Project Based Learning model obtained a final score with a percentage of 85% stated in the "adequate" category based on the table of feasibility levels of Riduwan and Sunarto (2009: 23). Media experts also stated that student worksheets Writing Short Stories Based on Project Based Learning Models deserves to be tested and used with suggestions and revisions.

3) Practitioner's assessment of all aspects assessed, student worksheets Writing short stories based on the Project Based Learning Model obtained a final score of 89 which was declared "very feasible" based on the table of feasibility levels of Riduwan and Sunarto (2009: 23) and can be tested and used based on suggestions and revisions.

4) The assessment of three Indonesian language teachers from each school stated that student worksheets in writing short stories based on the Project Based Learning model was "very feasible" to be used in learning activities for writing short stories based on the Project Based Learning model.

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