

Developing Writing Module “*Retisa de Rikayat*” South Sumatera

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Article Info

Abstract

Keywords:
Module;
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Retisa de Rikayat

The purpose of this study was to produce a deconstruction of folklore as a result of the development of the South Sumatra *Retisa de Rikayat* Writing Module based on Storytelling Adapt From Deconstruction Theory which has been tested for its validity, effectiveness and potential impact. The South Sumatra *Retisa de Rikayat* Writing Module has been developed for student learning outcomes. The module is developed based on the Rowntree development model. The research method is used to research and development. The procedure carried out refers to the theory of Borg and Gall, which was adapted into five stages, namely 1) identification of student needs and situations for the literary writing module, 2) initial model design, 3) product testing, 4) product revision and expert assessment, and 5) to produce the final product. The subjects of this study were students of Indonesian Language Education PGRI Palembang University who took the course Writing Literary Works in the 4th semester of the 2020-2021 academic year, totalling 61 people. To measure the validation level of *Retisa de Rikayat's* writing module in supporting the mastery of literary writing skills, lecturers and experts in the field of Indonesian were evaluated. The *Retisa de Rikayat* writing module was an alternative to teaching materials for writing literary works, especially learning to write folklore. This is by the results of the assessment. This module had an average score of 76.8 from expert lecturers, which was included in the good category and was arranged according to the analysis of student needs. So, the results of this study concluded that students could carry out learning activities to write literature with fun. This module was suitable for use in literary writing classes and increased the enthusiasm of educators in developing teaching materials.

Abstrak

Kata kunci:
Modul,
Menulis;
Retisa de Rikayat

Tujuan dari penelitian ini adalah untuk menghasilkan dekonstruksi cerita rakyat sebagai hasil pengembangan Modul Menulis *Retisa de Rikayat* Sumatera Selatan berbasis *Storytelling Adapt From Deconstruction Theory* yang teruji validitasnya, keefektifannya serta memberikan dampak potensial. Modul Menulis *Retisa de Rikayat* Sumatera Selatan yang telah dikembangkan terhadap hasil belajar mahasiswa. Modul dikembangkan berdasarkan model pengembangan Rowntree. Metode penelitian menggunakan research and development. Prosedur yang dilakukan merujuk pada teori Borg dan Gall yang diadaptasi menjadi lima tahap yaitu 1) identifikasi kebutuhan mahasiswa dan situasi untuk modul menulis karya sastra, 2) rancangan model awal, 3) uji coba produk, 4) revisi produk dan penilaian pakar, dan 5) menghasilkan produk akhir. Subjek penelitian ini adalah mahasiswa Pendidikan Bahasa Indonesia FKIP Universitas PGRI Palembang yang mengikuti mata kuliah Menulis Karya Sastra pada semester 4 tahun akademik 2020-2021 yang berjumlah 61 orang.

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Untuk mengukur tingkat validasi modul menulis *Retisa de Rikayat* dalam mendukung penguasaan kemampuan menulis karya sastra dievaluasi dosen ahli bidang bahasa Indonesia dan pakar. Modul menulis *Retisa de Rikayat* tersebut cukup efektif sebagai salah satu alternatif bahan ajar pelengkap menulis karya sastra, khususnya pembelajaran menulis cerita rakyat. Hal ini sesuai dengan hasil penilaian, modul ini memiliki nilai rata-rata dari dosen ahli sebesar 76,8 yang termasuk dalam kategori baik serta disusun sesuai analisis kebutuhan mahasiswa. Jadi, hasil penelitian ini disimpulkan bahwa mahasiswa dapat melakukan aktivitas pembelajaran menulis sastra dengan menyenangkan dan module ini layak digunakan pada kelas menulis sastra, serta meningkatkan semangat para pendidik dalam mengembangkan bahan ajar.

INTRODUCTION

In the world of education and teaching, literature is one of the teaching materials that must be delivered. Teaching literature is included in the old teaching and persists in teaching and is listed in the educational curriculum. The survival of the teaching of literature has a very important role in achieving aspects of educational goals, such as moral, social, attitude, judgment, and religious education. One of the language skills that can achieve this aspect of the goal in teaching literature is writing skills. Written language is a tool and medium in activities to convey messages (communicate) in written form to other parties (Dalman, 2013). However, writing skills for students is also not easy. Many factors influence it. One of them is teaching materials or learning resources that must be provided authentically (Rehman & Perveen, 2021).

Writing skill is a language skill that is used to communicate indirectly. It is one of the language skills that requires practice to be mastered well (Susandi & Rachman, 2019). Writing also requires a thought process in conveying messages (information). Furthermore, Saddhono & Slamet (2014) stated that writing is a very complex activity because it involves an orderly way of thinking and various requirements related to writing techniques. Writing must also be achieved in learning the four language skills. Because basically, the purpose of language learning is to guide students' language development in a sustainable and in-depth manner through reading, writing, listening and speaking (Atmazaki, 2013). So, writing skills are related to the abilities that students must have by involving critical thinking patterns and information possessed by each student so that they can use writing as a communication tool.

Problems of literary writing skills for students that arise specifically for folklore writing skills can be influenced by internal and external factors. It comes from internal factors; namely, students have a low understanding of the development of story ideas, causing less than optimal literary writing skills. Less skilled students are also in the selection of interesting story ideas. In addition to these factors, the causes of students' low literary writing skills are the intensity of the practice of writing stories that are still lacking, the experience of writing is not extensive and very limited. Even though learning to write is important for students because these skills are a means to express ideas, ideas and student experiences (Armariena, 2018). From the evaluation results of the learning outcomes in semester 4 of the 2019-2020 academic year, it is concluded that students only exercise when they get assignments from the lecturer. Students have not cultivated literacy and even consider writing a difficult subject. Students have difficulty writing, especially in the use of language. While the problems that come from external factors are the lack of guidance and lecturers' explanations in learning. In addition, the learning resources provided by the lecturers are not special. They are only taken from several learning sources, books or websites so that these learning resources also cannot provide conformity with the needs or difficulties of students in writing folklore. In addition, an urgent problem to get attention from lecturers in the course of Writing Literary Works is the need for modules. So, the development of teaching materials in the form of the *Writing Retisa de Rikayat* South Sumatra module that has been used must be done. Modules are teaching materials that are indispensable in teaching and learning activities in the Indonesian Language Education study program. The use of exciting modules will help students achieve good results (Majid et al., 2012)

So far, in the Indonesian Language Education study program at Universitas PGRI Palembang, literary writing skills are integrated into the Literary Writing course. In this course, it is known that learning literature is unique in shaping personality, sensitivity to the environment and instilling an aesthetic attitude that can control students in social life. Literature writing activities at the university are about mastering theory and applying the theory, and producing a literary work, especially prose, in this case, folklore. Therefore, the study program should have a program for developing teaching materials such as modules for literary writing courses that suit the needs of students. Moreover, the development of social life that continues to change and develop along with the development of science and technology also requires graduates to have skills levels that are relevant to the 21st century.

A lot of research is related to the development of teaching materials and also writing skills. Literary writing activities are carried out through a continuous learning process. Writing learning that has been done by lecturers so far is too product-oriented (results) and ignores the process (Juwita et al., 2017). Writing activities can also encourage students to express ideas, opinions, feelings and thoughts in written language. Therefore, writing activities are seen as activities that involve physical and thoughts and feelings (Rahmayantis & Nurlailiyah, 2020). One must also combine imagination and creativity to produce good work (Sutejo, 2009; Wiyatmi, 2009). Creative writing builds on two important elements of writing as a skill and creativity as a mentality that tends to create (Armariena, 2017). Maryanto et al. (2018) concluded that students need to present teaching materials for writing short stories relevant to the Indonesian context and culture. Teaching materials must also be able to build a learning environment by student characteristics, content and learning interests (Wekke, 2017). Writing research is related to various creativity and also the context of student needs. Therefore, in this study, lecturers innovate in developing teaching materials such as learning modules so that students are more motivated in the process of writing activities and creating a literary work that can run very well. So, the gap to be raised in this study lies in the focus of developing the *Retisa de Rikayat* South Sumatra Writing Module as a learning material in the hope of making it easier for students to carry out the literacy movement in writing prose, especially folklore based on local wisdom possessed by students. In the practice of writing literary works, this module's teaching materials direct students to use storytelling theory and deconstruction theory to increase students' creativity in developing culture and love of literature. Students can also develop a variety of folklore themes. In addition, this research is motivated by the need for learning teaching materials that have relevance to the learning and psychological needs of Indonesian Language Education students, especially teaching materials that can have a cultural effect on writing on students because these skills are not only related to processes and products but are closely related skills with a social context that can be implemented in the ability to write literary works.

Thus, the purpose of this study was to produce a deconstruction of folklore as a result of the development of the South Sumatran *Retisa de Rikayat* Writing Module based on Storytelling Adapt From Deconstruction Theory which has been tested for its validity, effectiveness and has a potential impact on the South Sumatran *Retisa de Rikayat* Writing Module which has been developed on the results student learning. So, this research and development resulted in the *Retisa de Rikayat* writing learning module for students of the Indonesian Language Education Study Program. The results of this study are expected to provide benefits to improving students' literary writing skills in the Indonesian Language Education study program.

METHOD

Research Design

This research used development research (R&D) methods. Research and development (Research and Development or R&D) is a process or steps to develop a new product or improve an existing product, which can be accounted for (Creswell, 2012). In this study, researchers used a

research and development approach to produce products in the form of modules for Indonesian Language Education students in creative writing, especially folklore. The development of the creative process requires real awareness in creating creativity, both creative capacity for individuals and groups. Huda (2013) stated that the synectic process and creativity have a close relationship so that it can raise awareness of the creative process and develop individual capacities significantly. The creative process in developing ideas is creating a written topic in different ways (Armariena & Murniviyanti, 2017). The procedure of study used the concept from Borg and Gall (2010), which has been adapted into five stages, including 1) identification of student needs and situations for the literary writing module, 2) initial model design, 3) product trials, 4) product revision and expert assessment, and 5) produce the final product. The following is the design of the research stages;

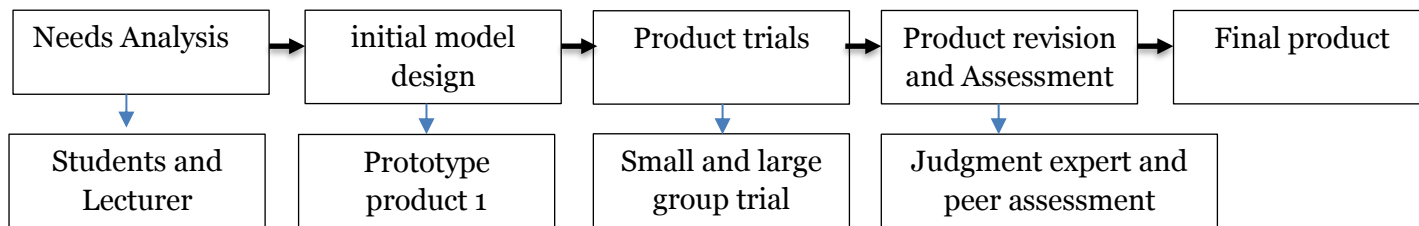


Figure 1. Research design

Participants

This development research classifies the test subjects into two, namely judgment expert in question is the lecturer who acts as a determinant of whether the material packaged in the module is by the level of depth of the material and the truth of the material used or not. The trial subjects in this development research were 26 Indonesian Language Education Study Program students who took creative writing courses. The number of students who became the source of research needs analysis data was 35 people in the fourth semester of the Indonesian Language Education Study Program, PGRI Palembang University, who took a course in writing literary works. The following is the distribution of participant characters;

Table 1. Distribution of participants

Characters	Needs Analysis	Trial Group
18-23 years old	35 (F=20, M=15)	26 (F=11, M=15)
Semester 4		
Students have received writing courses in semesters 2 and 3		

Techniques of Collecting Data

The research data was taken from observation. This process was used during preliminary research to determine student needs and to observe the process of small and large group trials. The documents are taken from the syllabus and literary writing teaching materials that have been used so far. Questionnaires were taken to collect the needs analysis and product testing. While the test is given when testing a large group of products.

Instrument

This instrument is related to the data used in the analysis. Qualitative data were taken from observations, questionnaires, and syllabus documents and teaching materials. In contrast, quantitative data is taken from the results of product trials which are presented in the form of test scores. In developing the *Retisa de Rikayat* writing module based on Storytelling Adapt From Deconstruction, philosophers Michel Foucault and Jacques Derrida provided the theoretical grounding for their therapeutic practices (Ingemark, 2013). Data requirements include 1) student needs for the folklore writing module and 2) validation test for the prototype of the *Retisa de Rikayat* writing module based on Student Storytelling Adapt From Deconstruction. The instrument used is in the form of a questionnaire.

Students taking literary writing courses will fill out questionnaires on student needs for the Retisa de Rikayat writing module based on Storytelling Adapt From Deconstruction. Questionnaire grid of student needs for the *Retisa de Rikayat* writing module based on Storytelling Adapt From Deconstruction. can be seen in table 2.

Table 2. Student Needs Questionnaire Grid

	Aspect	Indicators	Total
1	Students' understanding and needs of the folklore writing module	<ul style="list-style-type: none"> ➤ Students' understanding of learning to write folklore ➤ There will be a module that can help in writing folklore. ➤ Student needs for folklore writing module 	4
2	Students' understanding and needs about writing folk tales	<ul style="list-style-type: none"> ➤ Students' understanding of writing folk tales. ➤ Student needs exposure to folklore writing material. ➤ Student needs for the practice of writing folklore. 	4
3	Student needs for the physical module of folklore writing	<ul style="list-style-type: none"> ➤ Student needs for the module cover display. ➤ Student needs for the type and size of letters (fonts) 	11
4	Student needs for the folklore writing module	<ul style="list-style-type: none"> ➤ Student needs for the content of teaching materials ➤ Student needs for the table of contents. ➤ Student needs for the types of questions. ➤ Student needs for bibliography. ➤ Student needs the use of spelling and language. 	4
5	Student expectations.	Student expectations for the <i>Retisa de Rikayat</i> writing module based on Storytelling Adapt From Deconstruction	1

While the prototype validation test questionnaire was used to assess the prototype module that the researcher had designed. This questionnaire was given to lecturers of Indonesian Language Education. The range of scores given to each point is 1 to 4, with the lowest score being 1 and the highest being 4. As for scoring, a score of 1 is worth 25, a score of 2 is 50, a score of 3 is 75, and a score of 4 is 100. The questionnaire grid prototype validation test can be seen in the table 3.

Table 3. Prototype Validation Test Questionnaire Grid for Writing *Retisa de Rikayat* Module

	Aspect	Indicators
1	Material preparation	<ol style="list-style-type: none"> 1. The suitability of the material presentation technique 2. The suitability of the order of presentation of the material
2	Material	<ol style="list-style-type: none"> 1. Conformity of content with title/subtitle 2. Completeness of materials 3. The effectiveness of the examples presented 4. The effectiveness of story writing practice 5. The suitability of the exercise with the level of student understanding
3	Language and legibility	<ol style="list-style-type: none"> 1. The suitability of language with students' cognitive development 2. Readability level suitability
4	Graphics	<ol style="list-style-type: none"> 1. Interesting title 2. Compatibility of color composition, skin, and illustrations 3 Accurate use of font size and type 4. Appropriateness of module size and thickness

Data Analysis Technique

The analysis of this research data involves a process of expert and peer assessment of each product that has been developed and tested.

FINDINGS AND DISCUSSION

The results of data analysis from the distribution of questionnaires, observations and documents of syllabus and materials were used as the results of the needs analysis as the basis for developing the *Retisa de Rikayat* Writing Module based on Storytelling Adapt From Deconstruction. While the quantitative data is taken from the test in the large group trial, and it is presented using an average of the score before and after using the product.

Results of Student Needs Analysis of *Retisa de Rikayat* Writing Module

The results of the needs analysis of the development of the *Retisa de Rikayat* Writing Module based on Storytelling Adapt From Deconstruction were obtained from the analysis of student needs for the Storytelling Adapt From Deconstruction-based *Retisa de Rikayat* Writing Module. The results of this need analysis will be considered for compiling a prototype of the *Retisa de Rikayat* Writing Module based on Storytelling Adapt From Deconstruction. Student needs for the *Retisa de Rikayat* Writing Module based on Storytelling Adapt From Deconstruction include (1) students' understanding and needs for the prose writing module, (2) students' understanding and needs about writing prose/folklore, (3) students' physical needs for the prose writing module /folklore, (4) students' needs for the content of the prose/folklore writing module, and (5) students' expectations of the prose/folklore writing module. The following is a presentation of the results of the questionnaire.

a. Student's Understanding and Needs of the Prose/Folk Story Writing Module

Aspects of students' understanding and needs of the prose/folklore writing module, there are four indicators, namely (1) students' understanding of learning to write literary/prose/folk tales, (2) students' understanding of the module, (3) agree or not modules that can assist in writing literary/prose/folk tales, and (4) student needs for modules on writing literary/prose/folk tales. Each indicator contains one or more questions. In each question, each student chooses an answer. To get an overview of student opinions regarding the understanding and needs of students on the module for writing literary/prose/folk tales, it can be seen in table 4.

Table 4. Students' Understanding and Needs of the Folklore Writing Module

Indicators	Question	Answer Chosen	Total
Students' understanding of learning to write literary/prose/folk tales	What do you think about learning to write Prose/Folks?	Very important	24
		Important	11
		Less important	0
		Not important	0
Student understanding of the module	So far, what learning resources have you used to learn to write Prose / Folklore?	Module	5
		Textbooks	21
		Internet	9
		Another	0
	What do you think about the learning resources used in learning to write prose/folk stories?	Interesting	6
		Boring	8
		Less important	21
		Teaching materials do not focus on developing ideas for writing prose/folk stories	0

Indicators	Question	Answer Chosen	Total
The existence of the module can help in writing literary/prose/folk tales	Do you agree if there is a special learning resource (module) for writing Prose/Folk Stories that can be used as a guide	Agree	32
		Disagree	3
Student needs for the module for writing literary/prose/folk tales	What kind of Prose/Folk Story writing module do you want?	A module that only contains the essence of writing Prose / Folklore	2
		A module that contains the essence of writing prose/folk stories, examples of writing prose/folk stories	12
		A module that contains the essence of writing Prose/Folk Stories, examples of writing Prose/Folk Stories, and writing practice	21

Table 4 describes the needs of students to write literature in prose which is presented as a textbook. The modules presented must also be equipped with various reading sources with manuals for using the modules.

b. Students' Understanding and Needs about Writing Prose/Folk Stories

Aspects of students' understanding and needs for the prose/folklore writing module, there are three indicators, namely (1) students' understanding of writing literary/prose/folklore works, (2) students' needs for exposure to literary/prose/folklore writing materials, and (3) students' needs for the practice of writing literary/prose/folk tales. Each indicator contains one or more questions. In each question, each student chooses an answer. To get a picture of students' opinions regarding the understanding and needs of students about writing literary/prose/folk tales, it can be seen in table 5.

Table 5. Students' Understanding and Needs about Writing Folklore

Indicators	Questions	Answer Choice	Total
Students' understanding of writing literary/prose/folk tales	What material is suitable to be presented in the module?	Understanding of writing Prose / Folklore	2
		Characteristics that need to be considered in writing Prose / Folklore	2
		Steps to writing Prose / Folklore	5
		Example of writing Prose / Folklore	4
		All answers	22
Student needs exposure to material for writing literary/prose/folk tales	In your opinion, how do you explain the material for writing Prose/Folks in the module?	Short	31
		Long and rambling	0
		Use a lot of foreign/complex terms	4
		Other	0

Indicators	Questions	Answer Choice	Total
Student needs for examples of writing literary/prose/folk tales	What kind of practices is appropriate in learning to write prose/folk stories?	Contains steps to work that are coherent and easy to understand	27
		Go straight to the practice in question	8
		Other	0

Table 5 explains that the module must briefly, concisely, and clearly present all material related to literary works. Each instruction in the module also has steps for working on the questions in a sequenced and easy-to-understand way. Thus, students can

c. Students' Physical Needs for the Prose/Folk Story Writing Module

Aspects of student needs for the physical module of writing prose/folklore, there are three indicators, namely (1) student needs for the physical module for writing literary/prose/folklore writing modules, (2) student needs for the type and size of letters (font) module writing works literature/prose/folklore and (3) student needs for the size and thickness of the module for writing literary/prose/folk tales. Each indicator contains one or more questions. In each question, each student chooses an answer. To obtain an overview of student opinions regarding student needs for the physical module for writing literary/prose/folk tales, it can be seen in table 6.

Table 6. Students' Physical Needs for the Prose/Folk Story Writing Module

Indicators	Questions	Answer Choice	Total
Student needs for the physical module for writing literary/prose/folk tales	What kind of cover do you think is interesting? What kind of images is suitable for the cover of the Prose/Folk Story writing module? In your opinion, where should the image be placed? What is the appropriate number of images for the front cover of the module? In your opinion, what should be the size of the image?? What colour is suitable for the front cover of the module? Is it suitable to fill the back cover of the module?	Pictorial and colourful	30
		Pictorial, black and white	0
		Pictorial and one colour	5
		Caricatur	5
		Animation/ cartoon	17
		Photo	13
		Other	0
		On the sidelines/flanked by the title	0
		Under the title, customized size	29
		Under the title, almost one page	6
		Other	0
		One	19
		Two	9
		More than two	7
		Small	0
Medium	27		
Large	8		
Student needs for the type and size of the letters (font)	What type of font do you like for the module title?	Flashy colours	11
		Soft colours	22
		Black white	2
		Other	0
Student needs for the type and size of the letters (font)	What type of font do you like for the module title?	Content	16
		Author biography	19
		Other	0
Student needs for the type and size of the letters (font)	What type of font do you like for the module title?	Comic sans ms	11
		Arial	9
		Segoe print	0

Indicators	Questions	Answer Choice	Total
module for writing literary/prose/folk tales	Which font size do you like for the module title?	Kristen ITC	15
		Large	14
		Medium	11
		Small	0
Student needs for the size and thickness of the module for writing literary/prose/folk tales	What size book is suitable for the module?	Pocketbook	7
		Small book, A5. Paper size	15
		Large, A4 paper size	13
	What is the appropriate thickness for the module?	Other	0
		10-20	10
		20-30	16
		30-40	9
		Other	0

Table 6 shows that students need modules with pictorial and colourful covers with unique images that attract the desire to learn. Every picture that complements literary material has clear and harmonious gradations of colour, size and photos.

d. Student Needs for the Contents of the Prose/Folk Story Writing Module

To obtain an overview of student opinions regarding student needs for the contents of the module for writing literary/prose/folk tales, it can be seen in table 7.

Table 7. Student Needs for the Contents of the Prose/Folk Story Writing Module

Indicators	Questions	Answer Choice	Total
Student needs for the physical module for writing literary/prose/folk tales	In your opinion, what are the contents of the module that should be included in learning to write Prose/Folk Stories?	Presentation of the material for writing Prose/ Folklore	1
		Examples of writing prose/folk tales	3
		Presentation of the material for writing Prose/ Folklore	5
		Examples of writing prose/folk tales	26
Student needs for the module table of contents for writing literary/prose/folk tales	Should a table of contents be included in the module?	It is necessary	28
		No Need	7
Student needs for the bibliography of the module for writing literary/prose/folk tales	Should a bibliography be included in the module?	It is necessary	29
		No Need	6
Student needs for the use of language in the module for writing literary/prose/folk tales	What is the language used in the Prose / Folklore writing module?	use the right word choice	7
		improved spelling and punctuation	5
		easy to understand	23

Aspects of student needs for the content of the prose/folklore writing module, there are three indicators, namely (1) student needs for the content of the literary/prose/folklore writing module,

(2) student needs for the table of contents for the literary/prose/story writing module, (3) students' needs for the bibliography of the module for writing literary/prose/folk tales, and (4) students' needs for the use of language in the module for writing literary/prose/folk tales. Each indicator contains one or more questions. In each question, each student chooses an answer. The results of data analysis in table 6 show that students need examples that can be used as reference materials in writing literary works. Modules must also be equipped with a table of contents and a bibliography so that they can easily search for references.

e. Students' Expectations on the Prose/Folk Story Writing Module

Students' expectations for the prose/folklore writing module that will be developed can be seen in table 8.

Table 8. Students' Expectations on the Prose Writing Module

Indicators	Questions	Answer Choice	Total
Students' expectations of the modules to be developed	What are your expectations for the prose/folklore writing module?	The modules that are arranged should not be too thick	8
		Modules are arranged using language that is easy to understand and understand	16
		The module cover must have attractive and colourful images	11

Table 8 shows that students' expectations related to the module for learning to write literature include 1) the module has several pages that are not too thick, 2) the module is designed using simple and easy-to-understand language so that students can interpret each instructional instruction easily, and 3) the cover module can interpret the contents of the module. Thus, students have an interest in the modules that have been developed.

This research includes development research that is oriented at the end of the research to produce a final product in the form of a Prose/Folk writing module based on Storytelling Adapt From Deconstruction by going through several stages starting from analyzing student needs, validating expert lecturers and being tested on students. The *Retisa de Rikayat* module based on Storytelling Adapt From Deconstruction is used by lecturers as learning materials that are adapted to the syllabus and lesson plans. This module is expected to help students in the learning process both independently and accompanied by lecturers. The product of the *Retisa de Rikayat* module based on Storytelling Adapt From Deconstruction supports the lecture process for Writing Literary and Creative Writing courses. Further validation is carried out by expert lecturers to get advice and recommendations from these experts to produce modules that are capable of being tested on Education students. Indonesian Language Faculty of Teacher Training and Education, Universitas PGRI Palembang. The validation process for two expert lecturers on the *Retisa de Rikayat* module based on Storytelling Adapt From Deconstruction for the Creative Writing course lecture material is feasible to test.

For this reason, storytelling theory will support strengthening students' writing experiences in reshaping the folklore of South Sumatra Bangka Belitung to be developed from adaptations of literary deconstruction theory. Furthermore, folklore research has been conducted Aziz & Hajrah (2017) showed that in general, the average respondent's assessment of the suitability of aspects of the content of folklore in the category of fairy tales with teaching materials for learning Indonesian language and literature in elementary schools is 3.92 or in the category worthy of being used as teaching materials. Writing is an activity to convey messages (communicate) in written form to other parties using written language as a tool or medium (Dalman, 2013). Learning to write still often uses conventional learning methods, so lecturers tend to be less creative and innovative in directing students when stringing words (Amalia & Doyin, 2016). For this reason, a module is needed that can direct students in assembling words to create creativity and novelty of story ideas by raising the theme of local wisdom of South Sumatran folklore. According to opinion Freire (2008), students'

learning and teaching process can be added to material about local wisdom that makes students in real knowledge according to what they do every day in their environment. In this case, learning to write folklore is not only addressed as material to train writing skills technically but also directs students to be able to appreciate the values of life in folklore which are reflected in everyday life in the modern era, have the motivation to learn, and motivate students to do something positive. This is in accordance with the function of literature as a beautiful and useful human work (Martha, Ulfa, & Pri, 2019) Gigit Mujianto et al., 2019).

The Result of Test of Product in Large Trial Group

Process of large trial product provided the test (pre-test and post-test). It supported the result of expert judgment and trial product in the class. The following is the average score before and after using the final product (module);

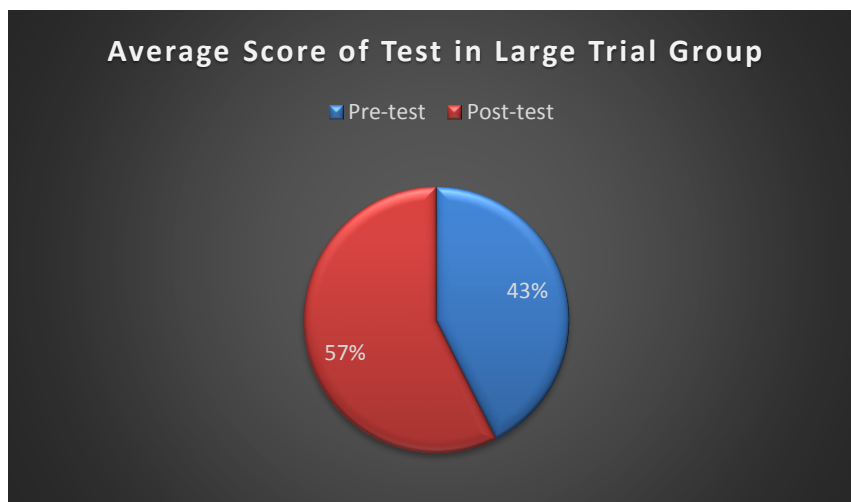


Figure 2. The result of the test

Figure 2 concluded that the product positively impacts students' achievement in literary writing. The average value before using the product is lower than after using the product, which is 43%. Meanwhile, after students learn to use products that have been developed, it increases to 57%. The increase in the percentage value illustrates that the literary writing module product that has been developed is quite significant and can be used in literary writing classes. The results of interviews conducted with the test class also showed a positive attitude. Students feel that this module is quite helpful for them in understanding the material for writing literary works that have the value of local wisdom. This can also be seen from the attitude of students during the trial process who were enthusiastic about writing and asked a lot of questions during the questioning process.

Advantages of Writing Retisa de Rikayat Module Based on Storytelling Adapt From Deconstruction

Researchers' learning modules have advantages, both in terms of content and form. In terms of the form, the teaching materials for writing prose/folk tales are designed with attractive colours and illustrations. In addition, the module is practical and easy to carry. Thus, students will be more interested in knowing and learning to write prose. The learning evaluation in the related folklore writing module is divided into two parts, namely process evaluation and evaluation of learning outcomes. Process evaluation aims to determine the needs and activities of students. The assessment of the learning process using this module was carried out during several meetings. Furthermore, the assessment of learning outcomes is carried out to measure whether this module is effective or not in learning to write folklore in line with opinions (Wardiah, 2017; Ginting & Permana, 2018; Armariena, 2018).

The writing module for *Retisa de Rikayat* was prepared using an understanding of storytelling and deconstruction which helps novice students in writing prose with initial ideas

developed according to their imagination and applying stories told in written language. In line with the results of a study by Puspitoningrum (2015) entitled the development of teaching materials for rewriting fairy tales for seventh-grade junior high school students that the development of these teaching materials can be used as an alternative material for learning to write fairy tales, learning to write fairy tales becomes more meaningful and interesting for students. The *Retisa de Rikayat* writing module is quite effective as an alternative to complementary teaching materials for writing prose, especially learning to write folklore. This is by the results of the assessment, this module has an average score of 76.8 from expert lecturers and is arranged according to the analysis of student needs.

CONCLUSION

The *Retisa de Rikayat* writing module using Storytelling Adapt From Deconstruction is categorized as suitable for use as teaching material for literary writing and creative writing courses and is arranged according to the analysis of student needs and the assessment of expert lecturers that the *Retisa de Rikayat* module Based on Storytelling Adapt From Deconstruction is 76.8. As an independent study material, the module contains five main parts: the foundation of folklore creation, activities to find interesting folklore ideas, folklore writing framework, folklore storytelling and deconstruction creativity, and follow-up activities. The modules are developed based on the Borg and Gall development model.

The learning module made by the researcher has weaknesses, in terms of the number of module pages and the delivery of material from the choice of words is more simplified and difficult to adjust to the level of readability of students, which must be done differently. So, this research can still be continued and developed again, leading to the completion of the weaknesses found. So, further researchers can still develop character values in developing literary writing modules, and the values of local wisdom that they want to teach can be realized. In addition, the results of this study also have implications for the concept of developing teaching materials in the Indonesian Language Education study program, especially for literary writing skills and related to meeting the needs of students in developing writing skills.

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