

# Writing A Critical Fantasy Short Story: The Development of Foklore-Based Teaching Materials

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## ABSTRACT

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**Abstrak:** Penelitian ini mengembangkan bahan ajar menulis teks cerita pendek fantasi dengan memanfaatkan cerita rakyat Situbondo sebagai latar penciptaan penulisan sekaligus mengembangkan respons kritis dan kreatif terhadap budaya lokal. Model penelitian yang digunakan dalam pengembangan material ajar ini adalah ADDIE yang dikembangkan oleh Branch dalam lima tahapan pengembangan. Validitas bahan ajar ini dinilai oleh validator ahli di bidang pengembangan bahan ajar, pembelajaran menulis cerpen fantasi kritis, dan cerita rakyat Situbondo, serta validator praktisi guru Bahasa Indonesia. Hasilnya menunjukkan bahwa bahan ajar layak dan siap diimplementasikan. Dalam penelitian ini melibatkan 21 peserta didik di SMAN 2 Situbondo sebagai subyek uji produk. Hasil uji produk bahwa bahan ajar layak, efektif, dan berpengaruh untuk diimplementasikan.

**Abstract:** This research develops teaching materials for writing fantasy short story texts by utilizing Situbondo folklore as a background for writing while developing critical and creative responses to local culture. The research model used in developing this teaching material is ADDIE, developed by Branch in five stages of development. The validity of this teaching material was assessed by expert validators in the field of developing teaching materials, learning to write critical fantasy short stories, and Situbondo folklore, as well as Indonesian language teacher practitioner validators. The results show that the teaching materials are feasible and ready to be implemented. This study involved 21 students at SMAN 2 Situbondo as product test subjects. The results of the product test show that teaching materials are feasible, effective, and influential to implement.

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Teaching materials are a means of learning to build the competence and skills of students. This emphasizes that teaching materials have an important position in learning. Wijaya & Rohmadi (2009); Arsanti (2018); Indrawati et al., (2020) stated that the use of teaching materials can be a guideline for teachers to meet the material needs of students while developing their creativity and independence. Textbooks published by the Ministry of Education and Culture are the most widely used teaching materials in schools. The dominance of the use of textbooks is seen by Mir & Sultana, (2016) due to the arrangement following the needs and changes in the curriculum. On the other hand, Marand (2011) & Tomlinson (2012) viewed that in the use of textbooks in the classroom, teachers need to adopt and adapt the material presented in textbooks to suit the needs of students.

One of the material contents in Indonesian textbooks published by the Ministry of Education and Culture is the one for writing short story texts. The text of short stories presented in textbooks is conventional. Meanwhile, the current development of students prefers short stories characterized by fantasy. This can be seen from the development of the presence of manga comics and anime series in Indonesia. According to Toi (2020), teenagers like manga and anime because the storylines are interesting and the characters have magical powers to solve problems. On the other hand, MacWilliams (2011) argued that the existence of various manga comics and anime series helps teenagers gain complex imagination, inspiration, and knowledge as well as close to the themes of everyday life.

The use of fantasy short stories can be considered in the selection of reading as the teaching material. According to Utami (2018), presenting fantasy short stories causes students think critically to create unique characters and characteristics for them. In addition, these characters can also be used as role models in solving story problems. Folklore that is full of local character values can be taken advantage of as a source in writing fantasy short stories. According to Masri & Halfian (2020), the selection of sources is due to folklore having events that do not make sense based on the fantasy criteria. On the other hand, folklore also has philosophical values and wisdom that can be learned by students as a form of inheritance from previous generations (Bacchilega, 2010; Silverman, 2004; Zipes, 2001). Whereas, Satinem & Juwati (2017) and Nazila et al., (2020) expressed that the proximity of the source in writing ideas drives students to be more sensitive to the environment as well as develops their ability to fantasize.

One of the folk tales that can be integrated in learning to write fantasy short stories is folklore from Situbondo. The selection of these sources can be one way to introduce the folklore of Situbondo better. This is in line with the views of Wibisono et al. (2014) who uttered that Situbondo residents know more about folklore from other cities than the one from their own city. In the process of writing fantasy short stories based on the folklore of Situbondo, students need to perform intertextuality through the use of hypograms or transformational texts. As stated by Riffatere (in (Pradopo, 1995 & Rosa, 2020), hypogramming can be done by taking an important part in folklore texts as the initial foundation for developing stories, while transformational texts can be done by writing new stories based on deviations, confirmations, and reversals of folklore texts. The use of the folklore of Situbondo as a setting for the creation of fantasy short stories is not only a source of ideas, but can develop critical and creative responses. Through the activities of analyzing, evaluating, and writing, students can boost their critical thinking. Creativity can be seen from the activities of creating new ideas and processing story conflicts.

In the process of developing teaching materials for writing critical fantasy short stories, it is necessary to conduct a preliminary study by examining textbooks, conducting interviews, and distributing pre-development questionnaires. From these three activities, two important information was obtained. *First*, students already had the knowledge of short story concepts, however they were not skilled enough in writing short stories. This condition is because of the content of short story writing techniques in teaching materials that are incomplete so that it cannot guide students to write short stories. *Second*, the textbooks are not in accordance with the local needs of students. In fact, the use of folklore texts in learning to write fantasy short stories is seen as being able to make learning more challenging and at the same time getting to know the origins of the region. Based on the description explained before, it is extremely necessary to develop teaching materials for writing fantasy short stories based on the folklore of Situbondo. It was highly important to do this research based on two rational. *First*, students can get to know the folklore of Situbondo which has local characteristics and gain ideas for writing fantasy short stories. *Second*, students can develop their creativity and fantasy through the developed fantasy short story writing technique.

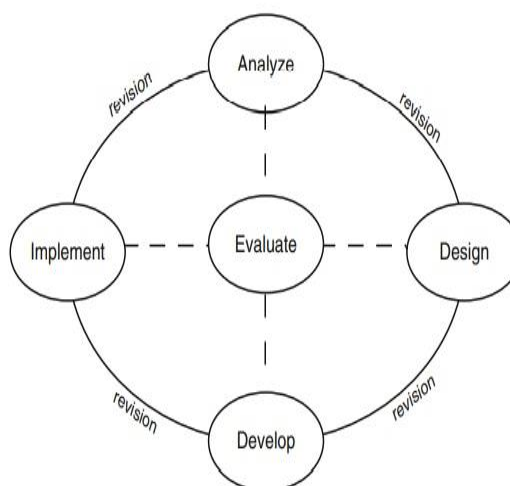
The results of the previous research on the topic of developing short story writing teaching materials can be used as a reference for providing innovation in the product development. (Satinem & Juwati, 2017) focuses on developing the technique of writing show short stories on the products they develop. This technique can help students develop story descriptions by showing the reality or facts implicitly. Anugraheny (2018) develops teaching materials for writing short stories that contain prophetic values in the selection of modeling texts. The prophetic values consisting of *siddiq*, *amanah*, *tabligh*, and *fatonah* can be applied in the lives of students to change attitudes. Mubasiroh et al., (2019) sees the need for critical awareness according to the level of thinking of students in teaching materials for writing short story text reviews. The critical stages used in this study consisted of asking, analyzing, comparing, contrasting, and evaluating.

The location of the innovation of the developed product compared to the three studies presented consists of three things. First, the provision of three techniques for writing fantasy short stories in three units of teaching materials. The arrangement of this technique is made from easy levels to more difficult levels. Second, the critical thinking stage is given to three different units, namely critically sorting, critically comparing, and critically connecting. Third, the short story modeling text presented in the teaching materials contains local character values sourced from the Situbondo folklore.

The development research in general has the aim of producing teaching materials in writing fantasy short stories based on the folklore of Situbondo for the eleventh grade high school students. Specifically, this study was intended to describe (1) the process of developing the teaching materials, (2) the responses of the test subjects of the teaching materials, and (3) the effectiveness of the teaching materials.

## METHODS

This study implemented the ADDIE model from Branch (2009). The stages in the ADDIE model consists of (1) the analyze, (2) the design, (3) the develop, (4) the implement, and (5) the evaluate. The five stages are mapped as follows.



**Figure 1. ADDIE Model**

The selection of the ADDIE model in this study was due to three things. First, each stage is arranged systematically. Second, each stage involves a revision process to produce the right final product. Third, it is suitable to be applied in activities to develop teaching materials (Hess & Greer, 2016; Tegeh & Kirna, 2013; Wang & Hsu, 2009). The data in this study were divided into two, namely (1) the verbal data and (2) the numeral data. In collecting the data, the main instruments and the supporting instruments were needed. The description of the data and data collection instruments obtained during the research phase is described in the following table 1.

**Table 1. Data and Data Collection Instruments**

Stages	Data Collection Instruments	Data Types	Data Forms
Analyze	Textbook analysis	Verbal data	The textbook reviews
	Pre-development questionnaires	Verbal data	The transcript of the pre-development questionnaires
	Interview guidelines	Verbal data	The interview transcript
Design	Text test instruments	Numerical data	The results of fantasy short story text quantification
Develop	a. The teaching materials product prototypes	Verbal data	The comments of the validator
	b. The expert and practitioner validation sheet teacher	Numerical data	The results of validation sheet quantification
Implement	a. The teaching materials product prototypes	Verbal data	The comments from product test subjects
	b. The product test questionnaires	Numerical data	The results of product test questionnaire response
Evaluate	a. The list of pre-test and post-test scores	Numerical data	The results of the pre-test and post-test scores of the students
	b. The teaching material prototypes	Verbal data	The results of the fantasy short stories writing of the students

Based on the two types of data in the presented table. The data analysis techniques in this development research were divided into two, namely the verbal data analysis and the numeral data analysis. The verbal data analysis was obtained from notes written on the validation sheets and the product test questionnaires. These notes serve as a reference for making repairs, replacements, and repackaging in terms of content, language, structure, and appearance.

The numerical data analysis was obtained from the percentage of the feasibility of teaching materials on the validation sheet and the product test questionnaire. The feasibility reference in this study used the four scales created by Arikunto (1996). *First*, if the teaching materials get a percentage of 85%-100%, then it is declared as very feasible to be implemented. *Second*, if the teaching materials get a percentage of 75% < 85%, then the teaching materials are declared as feasible to be implemented. *Third*, if the teaching materials get a percentage of 55% < 75%, then the teaching materials are declared as quite feasible to be implemented by revising. *Fourth*, if the teaching materials get a percentage of <55%, then the teaching materials are declared as less feasible to be implemented so it must be redeveloped.

## RESULTS

In the sub-chapters, the results of the study are described successively 1) the process of developing the teaching materials, 2) the responses of the test subjects of the teaching materials, and 3) the effectiveness of the teaching materials. The full presentation is as follows.

### The Process of the Teaching Materials Development

The stages carried out in the process of developing teaching materials consists of (1) analyze, (2) design, and (3) develop. The three stages are described as follows.

#### Analyze

At this stage, analyzing the textbook, doing interviews with Indonesian teachers, and distributing the needs analysis questionnaires took place. Based on the three activities at this stage, the results were (1) textbooks is not able to guide students to write short stories, (2) textbooks do not provide follow-up directions after students write short stories, both editing and publishing activities, (3) textbooks used by students are not in accordance with the local needs, (4) students already have knowledge of the short story concepts, but find it difficult to write short stories, (5) it is necessary to accommodate the local knowledge through folklore in short story learning so that it becomes challenging, and (6) selecting folklore can be an interesting short story writing idea as well as training the fantasy of the students.

#### Design

At this stage, collecting the teaching materials, processing the teaching materials, and conceptualizing the materials were done. The teaching materials collected are the conceptual material on techniques for writing fantasy short stories and writing fantasy short stories. The conceptual material for short story writing techniques is processed by a means of consulting studies with supervisors. Meanwhile, the fantasy short stories were processed by conducting a feasibility test limited to 10 students. This feasibility test is needed to determine the short story text that can be used as a modeling text according to the criteria of Nozen et al. (2017) and Santosa & Djamari (2015) which consists of four aspects, namely (1) the attractiveness of ideas, (2) the ease of use of language, (3) the suitability of characters or problems, and (4) usefulness. Furthermore, the processed materials are arranged in prototype teaching materials which are presented in three learning units.

#### Develop

At this stage, a validation test of the developed teaching material prototype was carried out. This activity aimed to test the feasibility of the teaching material prototypes before being tested on the students. The validation test involved 3 expert validators consists of an expert validator for developing the teaching materials, an expert validator for learning to write fantasy short stories, and an expert validator for the folklore of Situbondo. In addition, the validation test also involved 1 Indonesian teacher practitioner validator. The four balladators assess teaching materials based on four aspects, namely (a) substance, (b) presentation, (c) language, and (d) graphics. The results of the validation test on each aspect are described as follows.

### The Substance Validation Test

The substance validation test was done by four validators, namely (1) the expert validator of teaching material development (VA1), (2) the expert validator of learning to write fantasy short stories (VA2), (3) the expert validator of the folklore of Situbondo (VA3), and (4) the Indonesian teacher practitioner validator. The presentation of the results of the substance validation test is described in the table 2.

**Table 2. The Results of the Substance Validation Test**

No	Indicators	The Value of the Validator				x	Xi	Pi
		VA1	VA2	VA3	VP			
1	The material equipment	10	12	8	11	41	44	93%
2	The material depth	10	10		12	32	36	89%
3	The material accuracy	14	8		7	29	30	97%
4	The material support	19	14		11	44	48	92%
5	The authenticity of folklore			12		12	12	100%
6	The significance and the attraction of folklore			7		7	8	88%
7	The folklore variants			7		7	8	88%
Amount ( $\Sigma$ )						172	186	

### The Presentation Validation Test

The presentation validation test was carried out by three validators, namely (1) the expert validator of teaching material development (VA1), (2) the expert validator of learning to write fantasy short stories (VA2), and (4) the Indonesian teacher practitioner validator. The presentation of the presentation validation test results is described in table 3.

**Table 3. The Results of the Presentation Validation Test**

No	Indicator	The Value of the Validator			x	Xi	Pi
		VA1	VA2	VP			
1	The systematic presentation	20	18	19	57	60	95%
2	The presentation of learning	16		15	31	32	97%
3	The meaning and attractiveness of critical fantasy short stories		7		7	8	88%
4	The critical fantasy short story variants		6		6	8	75%
Amount ( $\Sigma$ )					101	108	

### The Linguistic Validation Test

The linguistic validation test was carried out by three validators, namely (1) the expert validator of teaching material development (VA1), (2) the expert validator of learning to write fantasy short stories (VA2), and (4) the Indonesian teacher practitioner validator. The results of presentation validation test is described in the table 4.

**Table 4. The Results of the Language Validation Test**

No.	Indicators	The Value of the Validator			x	Xi	Pi
		VA1	VA2	VP			
1	The language compatibility with the level of learners	6	9	8	23	24	96%
2	The communicative aspect	15	16	16	47	48	98%
3	The aspects of coherence and unity	8		8	16	16	100%
Amount ( $\Sigma$ )					86	88	

### The Graphical Validation Test

The graphic validation test was carried out by three validators, namely (1) the expert validator of teaching material development (VA1) and (2) the Indonesian teacher practitioner validator. The presentation of the presentation validation test results is described in the table 5.

**Table 5. The Results of the Graphical Validation Test**

No	Indicators	The Value of the Validator		x	Xi	Pi
		VA1	VP			
1	The Size	8	8	16	16	100%
2	The Cover Design	10	10	20	24	83%
3	The Content Design	26	25	51	56	91%
Amount ( $\Sigma$ )				87	96	

Based on the table 2-5, the results of the quantification of the assessment aspect ( $\Sigma x$ ) was 446, while the maximum score ( $\Sigma xi$ ) was 478. The relationship between ( $\Sigma x$ ) and ( $\Sigma xi$ ) can be an indicator to determine the percentage of the product feasibility (P). The calculation of the percentage of the product eligibility is shown as follows.

$$\begin{aligned}
 P &= x / xi \times 100\% \\
 &= 446 / 478 \times 100\% \\
 &= 93\%
 \end{aligned}$$

Based on the results of the validation test of the four aspects of the assessment of teaching materials, the percentage of feasibility was 93%. This percentage indicated that the developed teaching materials were feasible to be implemented.

### The Responses of Teaching Materials Test Subjects

The responses of the teaching materials test subjects were obtained through the implementation of the teaching materials by involving 21 students assigned by the Indonesian language teacher. It was implemented by adjusting to the number of units contained in the teaching materials. Therefore, the 21 students were re-divided into 3 small groups of the teaching materials test subjects.

After implementing the teaching materials, the product test questionnaire was distributed via the Google Form link. The student responses according to four aspects of the assessment of the development of teaching materials were gotten from the product test questionnaire. The description of the quantification response is presented in the table 6.

**Table 6. The Responses of the Teaching Materials Test Subjects**

No	The Assessment Aspect	x	$\sum Xi$	Pi
1	The Systematics of Presentation of Teaching Materials	225	252	93%
2	The Substance of Teaching Materials	216	252	89%
3	The Language Teaching Materials	214	252	89%
4	The Graphics Teaching Materials	293	336	91%
Amount ( $\sum$ )		948	1092	

Based on the user quantification data, the number of answers of the teaching materials test subjects per item ( $\sum x$ ) was 948, while the maximum score was 1092. The relationship between the two aspects serves to determine the percentage of eligibility (P). The percentage of eligibility was determined by the following calculation.

$$\begin{aligned}
 P &= x / \sum xi \times 100\% \\
 &= 948 / 1092 \times 100\% \\
 &= 87\%
 \end{aligned}$$

Based on the results of the calculation of the test results of teaching materials obtained a percentage of 87%. This percentage indicated that the teaching materials had proper qualifications from the point of view of the users of teaching materials or the eleventh grade high school students.

### The Effectiveness of the Teaching Materials

The effectiveness of the teaching materials is an indicator for evaluating the developed teaching materials. Therefore, the effectiveness test in this study is related to the evaluation stage in the ADDIE development model.

The effectiveness test activity in this study was carried out in three stages, namely (1) giving a pre-test of writing fantasy short stories based on the folklore of Situbondo, (2) implementing learning using the teaching materials, and (3) giving a post-test of writing fantasy short stories based on the folklore of Situbondo. From these three activities, the pre-test and post-test scores were obtained for writing fantasy short stories before and after using the teaching materials. The pre-test and post-test scores were analyzed using the SPSS 26.0 program to determine the normality test and the difference test. The data for the two tests are presented as follows.

*First*, the normality test aimed to determine the normality of the distribution of the writing ability scores. The normality test in this study used the One Sample Kolmogorov-Smirnov Test technique. The results of the calculation of the normality test are described in the following table.

**Table 7. The Normality Test**  
The Normality Test

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.172	21	.106	.928	21	.124
Post-test	.152	21	.200*	.937	21	.188

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table 7, it is known that the pre-test data had sig. 0.172 and the post-test data had sig. 0.152. Both data were normally distributed. This is due to both data sig. had a value greater than 0.05. *Second*, a different test was conducted to find out the significant difference between the pre-test and post-test scores of writing fantasy short stories. This test was conducted using the paired sampled t-test technique. The results of the calculation of the different pre-test and post-test scores for writing fantasy short stories are described in the table 8.

**Table 8. The Results of the Different Test****The Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	75.33	21	3.136	.684
	Post-test	81.33	21	2.477	.540

**The Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	21	.667	.001

**The Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Post-test	-6.000	2.366	.516	-7.077	-4.923	-11.619	20	.000

Based on the three tables obtained two information as follows. *First*, the mean post-test value of writing fantasy short stories was 75.33 and the mean pre-test of writing fantasy short stories was 81.33. This shows that the post-test score for writing fantasy short stories was 6.0. *Second*, the t value was -11,619 with a probability value or Sig. (2-tailed) was 0.000 or <0.05. This shows that there was a significant difference between the value of the ability to write fantasy short stories in the pre-test and post-test data. Therefore, the use of teaching materials for writing fantasy short stories based on the folklore of Situbondo had the effect in increasing the grades of the students and was effective to be implemented.

**DISCUSSION**

The teaching materials produced in this development research are entitled 3 Creative Ways to Write Fantasy Short Stories Based on Situbondo Folklore for Class XI High School Students. Based on the responses of the students obtained from the distribution of the product test questionnaires, this teaching material has a percentage of 87%. This percentage indicated that the teaching materials had decent qualifications. These results are supported by the existence of an effectiveness test that showed that teaching materials were effective and had an effect in increasing the value of the ability to write fantasy short stories.

This teaching materials can be an alternative reading in addition to teaching materials provided by the government. The advantages of this teaching materials can be seen in two ways. First, the presentation made into six activities in each unit helps students write fantasy short stories based on the folklore while increasing their critical and creative skills. Second, not only these teaching materials assist students to have knowledge and skills to write fantasy short stories, but also gain local knowledge of the folklore of Situbondo.

In the implementation process in the classroom, these teaching materials allow students to write fantasy short stories based on the folklore of Situbondo. The results of writing fantasy stories are influenced by the use of writing techniques in the teaching materials. First, students who were the subject of the product testing on the first day of writing fantasy short stories learned the technique of the writing modeling. The use of the modeling techniques makes students write fantasy short stories using the principle of transformation text in the form of structural similarities with folklore which is used as a modeling text. Second, the students who were the product test subjects on the second and third days studied internet detective writing techniques and cultural journalism. The hypogram principle is used in these two strategies to get pupils to compose fantasy short stories. This can be seen in the utilization of important parts of folklore as fantasy short stories. As a result, the product test subjects on the second and third days were more creative in utilizing folklore as fantasy short stories ideas than those on the first day.

In responding to the findings of the creations of the students, the teaching materials developed can be used as independent practice materials. This is in accordance with the findings of Mumpuni & Nurpratiwiningsih (2018) who claimed that the quantity of practice students do can improve their writing skills.

**CONCLUSION**

The teaching materials produced by this development research were developed based on the theoretical studies and the empirical studies. The theoretical study was carried out by examining the Indonesian Language textbook for Class XI SMA/Equivalent Revision 2017 published by the Ministry of Education and Culture. The empirical study was carried out by conducting interviews with three Indonesian language teachers in the eleventh grade of senior high school in Situbondo and distributing the needs analysis questionnaires to students in that class. The results showed that the textbooks used for learning to write short stories

need to be developed by providing the detailed exposure to fantasy short story writing techniques and accommodating folklore as a learning resource.

These teaching materials had gone through the validation tests, the product tests, and the effectiveness tests. The validation test involved four validators consisting of expert validators for developing the teaching materials, validators for learning to write fantasy short stories, the validators of the Situbondo folklore experts, and the validators of the practicing Indonesian teachers. *First*, the validation test of the teaching materials obtained a feasibility percentage of 93%. This percentage showed that the teaching materials had very decent qualifications and were ready to be implemented. *Second*, the product test involved 21 students as the product test subjects. The product test results obtained a feasibility percentage of 87% so that the teaching materials had proper qualifications from the point of view of eleventh grade of high school students. *Third*, the effectiveness test was obtained by conducting a normality test and a different test using the SPSS 26.0 software program. The results showed that the use of teaching materials for writing fantasy short stories based on the folklore of Situbondo had the effect in increasing the grades of the students and was effective to be implemented.

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