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Developing Critical Reading Skills Teaching Materials with A Moral Message Based on The Short Story by Helvy Tiana Rosa to The Class

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Missing " " (ETS)

Abstract. The use of short story teaching materials has great potential in students' reading skills. The purpose of this study is to determine the development and validation of teaching materials sourced from Helvy Tiana Rosa's short story for grade XI students of SMA Negeri 1 Galang Deli Serdang Regency for the 2023-2024 Learning Year. This research method uses the development of the R&D cycle of Borg and Gall. The steps in this study are data collection, product design, design validation, design revision, product trial, product revision, usage trial, product revision, and mass results. His research instruments are non-tests and tests. Research uses material experts to validate teaching materials. Data analysis techniques with descriptive analysis. The results of the development of critical reading skills teaching materials containing moral messages sourced from Helvy Tiana Rosa's short story for grade XI of SMA Negeri 1 Galang are included in the "Good" category. The results of the validation of the development of literary appreciation teaching materials on the aspect of teaching material are 3, as a whole can be categorized as "Good". Based on the effectiveness of development using validated teaching materials, it was found that the skills to distinguish opinions and facts, the skills to distinguish reality and fantasy, the skills to follow instructions, the skills to find elements of propaganda, the skills to assess the integrity of ideas in the category are very good..

Keywords: teaching materials, short stories, critical reading, moral message, development

I. INTRODUCTION

Reading according to Kridalaksana (in Rahmawati, 2018: 3) that reading is the skill of recognizing and understanding writing in the form of a sequence of graphic symbols and its transformation into meaningful speech in the form of silent understanding or spoken aloud.

Reading is one of the processes carried out and used by readers to obtain messages to be conveyed by the author through the medium of words or spoken language. (Tarigan, 2011:7). Thus, reading can be interpreted as identifying symbols and associating them with meaning.

Big Indonesian Dictionary (KBBI, 2018:83) that reading is spelling or pronouncing what is written. (Akhadiah, Arsjad and Ridwan, 2003:22)(Akhadiah, Arsjad and Ridwan 2003) revealed that reading is a unity of activities such as recognizing letters and words, associating them with sound and meaning, and drawing conclusions about the meaning of the answer.

Nurhadi (2014:57) explains that people's reading ability is different. There are good readers and poor readers. According to the level of reading ability, there are three groups of readers, namely

literal readers, critical readers, and creative readers. Each type of reader has its own characteristics.

Reading is an activity of perceiving written language and developing a set of cognitive skills to obtain from the written language read. Based on the results of previous researcher observations at SMA Negeri 1 Galang, Deli Serdang Regency in the 2023-2024 learning year that about 30% of 100% of students need to realize the existence of a variety of reading objectives that differ from one reading activity to another. The ability of students to formulate conclusions about the content of reading has not yet reached the KKM. The need to develop different reading strategies in accordance with different reading goals. Lack of reading practice with a variety of reading objectives; and the realization that someone who has a high reading ability (good) will be able to use various reading techniques in accordance with the reading objectives he wants to achieve.

In order to improve students' critical reading skills in understanding the moral message of short stories, a teacher or educator must know what to develop in students' reading skills. Nurhadi (2014:58) explains that in order to improve reading skills, there are several sub-skills that need to be practiced.

In this case, the research to be discussed is about the development of teaching materials for critical reading skills with moral messages from Helvy Tiana Rosa's short stories for Grade XI students of SMA Negeri 1 Galang, Deli Serdang Regency for the learning year 2023-2024. This critical reading skill is an ability that a person has in critically processing reading, recognizing, understanding, interpreting / interpreting the messages contained in short stories.

In accordance with the opinion of Nurhadi (2014: 58), who explains that critical reading is the reader's ability to process reading material critically to find the overall meaning of the reading material, both the explicit meaning and the implied meaning through the stages of knowing, understanding, analyzing, synthesizing and evaluating. Critical processing means that in the process of reading, a reader not only captures the explicit meaning, but also finds the meaning between the lines and the meaning behind the lines.

Somadayo (2020: 23) explains that critical reading is the ability to read in order to process reading material critically and to find the whole reading material, both the explicit meaning and the implied meaning. Based on the background of the problems described, in this case the discussion will be "Development of Teaching Materials for Critical Reading Skills Containing Moral Messages Sourced from Helvy Tiana Rosa's Short Story for Class XI Students of SMA Negeri 1 Galang, Deli Serdang Regency, 2023-2024 Learning Year".

Instructional materials are all forms of materials used to assist teachers or instructors in carrying out teaching and learning activities in the classroom (Mudlofir, 2011: 128). In this sense, Mudlofir emphasizes the form of materials used.

According to the National Center for Competency Based Training (in Prastowo, 2015: 16) According to the National Center for Competency Based Training (in Prastowo, 2015: 16), teaching materials are all forms of materials used to assist teachers or instructors in carrying out the learning process in the classroom. Other views also argue that teaching materials are information, tools and texts needed by teachers or instructors for planning and reviewing the implementation of learning. These views are also complemented by Panner (in Prastowo, 2015: 17) who reveals that teaching materials are materials or subject matter that are systematically arranged and used by teachers and students in the learning process. Teaching materials are a set of materials or subject matter (teaching materials) that are arranged systematically, which represent a complete figure of the competencies that students will master in learning activities.

Widodo and Jasmadi in Lestari (2013: 1) Teaching materials are a set of means or learning tools that contain learning materials, methods, boundaries, and evaluation methods that are systematically designed and attractive to achieve the expected objectives, namely the achievement of competencies or sub-competencies with all their complexities. This definition implies that a teaching material should be designed and written with instructional principles, because it will be used by the teacher to assist and support the learning process. According to Prastowo (2015: 217) According to Prastowo (2015:217), teaching materials are all materials (both information, tools, and texts) that are systematically arranged and display a complete figure of the competencies to be mastered by students and used in the learning process for the purpose of planning and reviewing the implementation of learning.

From different views and opinions regarding the definition of teaching materials, it can be concluded that teaching materials are all materials (both information, tools and texts) that are systematically arranged and present a complete picture of the competencies to be mastered by students and used in the learning process for the purpose of planning and checking the implementation of learning.

According to Prastowo in Lestari (2013: 8), based on the learning strategy used, the function of teaching materials can be divided into three types. The function of teaching materials in classical learning. As the only source of information, as well as supervision and control of the learning process also as a support material for the organized learning process.

The function of teaching materials in individualized learning as the main media in the learning process, as a tool for structuring and monitoring the process of information acquisition of learners, and as a support for other individualized learning media.

The functions of instructional materials in group learning as materials that are integrated into the group learning process by providing background information about the material, information about the roles of people involved in group learning, and instructions about the group learning process itself, and as supporting material for the main instructional material, and if designed in such a way, it can increase students' motivation to learn.

Teaching materials have a strategic function in the learning process that can help teachers and students in learning activities so that teachers do not present too much material. In addition, materials can replace part of the teacher's role and support individualized learning. This will have a positive impact on the teacher because some of his or her time can be devoted to guiding student learning. The positive impact on students is that they can reduce their dependence on teachers and get used to learning independently.

The need for the development of teaching materials, so that the availability of teaching materials in accordance with students' needs, curriculum requirements, target characteristics and requirements for solving learning problems. The development of teaching materials must be in accordance with curriculum requirements, that is, the teaching materials developed must be in accordance with the curriculum, which refers to the National Education Standards, both content standards, process standards and graduate competency standards. Then the target characteristics are adjusted to the environment, ability, interest and background of students. The following are the objectives and advantages of teaching materials: Provide teaching materials in accordance with the requirements of the curriculum by considering the needs of students, schools and regions, help students to obtain alternative teaching materials, make it easier for teachers to carry out learning.

Benefits of teaching materials for teachers are Obtained teaching materials that meet the requirements of the curriculum and the needs of students. No longer dependent on textbooks, which are sometimes difficult to obtain, Teaching materials become richer as they are developed with various references, Adding to the treasure of teachers' knowledge and experience in writing teaching materials, Teaching materials will be able to build effective learning communication between teachers and students because students feel more trust in their teachers, Obtain teaching materials that can help implement learning activities, Can be submitted as work that is considered capable of adding credit points for promotion purposes, and Increase teachers' income if their work is published.

Run-on (ETS)

Everyone has abilities that are talents from the Almighty. Some people are aware of the skills they have, but some do not have or do not realize the skills within themselves. The definition of skill is a person's ability to change something to make it more valuable and meaningful.

Using skills can be with the mind, spirit and creativity, if the skills are honed, it is possible to produce something profitable. According to Gordon, skill is the ability to do work more easily and accurately. Gordon's definition of skill tends to lead to psychomotor activities. According to Dunette, skill is the development of knowledge gained through training and experience by performing various tasks.

According to Dauson (in Tarigan, 2011: 5) Tarigan, 2008: 5) expressed that skill is a science given to humans, the ability of humans to develop their skills is not easy, they need to learn and explore to be more skillful. Skills are knowledge that is innately present in humans and needs to be studied in depth by developing the skills possessed. Skills are translated as the organization of an activity in relation to an object or situation, which includes a whole series of senses, mechanisms and movements.

These skills are also closely related to the thought processes that underlie language. A person's language reflects his or her thoughts. The more skillful a person is in speaking, the clearer and brighter is his or her way of thinking. Skills can only be acquired and mastered through practice and lots of practice, and practicing language skills also means practicing thinking skills. We can conclude that everyone's abilities must be improved through training programs or other guidance from the opinions of the experts described above. The basic abilities that a person already has are supported by training and so on.

In singular according to (Bukhari, 2010: 4) explains that reading is a process that is carried out and used by readers to receive messages that the author wants to convey through the medium of written words / language. In short, reading is understanding the patterns of the written image.

While the theory of reading, about the model of reading theory that was born perspective how the meaning is lifted from reading. The essence of the reading process is that a person understands the content of the author's message conveyed through reading, namely the bottom up model (Botton Up), top down (Top Down), and interactive models.

While in the types of reading contained in it about understanding about reading. SQ3R reading techniques, finding the main idea, how to read the main idea. And the knowledge of the main ideas of paragraphs, so we are able to recognize important details in reading and know the guide key words, so we will be open to other people's ideas, whether it is about critical steps in reading. On the basis of the above opinions, the researcher comes to the conclusion that skill is something that a rational person has, which is assigned to him in order to perform tasks or work in accordance with the expected conditions of competition, which is obtained through education.

Listening is the first skill humans learn and master. Therefore, the process of language learning, from listening to speaking, is a universal natural process. That is, all human beings everywhere experience the process of learning to listen and speak with the guidance of the closest people who love us very much. Hernowo (in Tarigan, 2011:3) Hernowo (in Tarigan, 2011: 3) succinctly and firmly reminds us of the importance of listening, explaining that, this listening activity while listening, becomes the main pillar in communication and its importance, sometimes surpassing speaking, reading and writing.

Then, Tarigan (2011: 31) explained that listening is a process of listening to oral symbols with full attention, understanding, appreciation, and interpretation in order to obtain information, capture the content or message, and add to the meaning of communication that has been conveyed by the speaker through speech or spoken language. Based on the above opinion, it can be concluded that listening is the process of listening to oral symbols with an understanding of each to obtain information orally and in writing.

Scientifically speaking, the activity of speaking skills is the next skill to be mastered after going through a process of learning exercises in listening skills. Speaking is also a person's ability to verbally express ideas and feelings to others. As a matter of fact, speaking can be said to be easy - easy. The main principle is as long as you are able to master what is being discussed. Another easy way to speak is to increase listening and reading activities.

According to Tarigan (2011:3), "Writing is a language skill that is used to communicate indirectly or not face to face with other people". While Bukhari (2010:98) explains that writing is a language communication activity that uses writing as its medium.

Reading and listening are key activities for mastering information. The more information is read and heard, the more information is mastered. By reading and listening a lot, it means that you will be able to know and master information, which will make it easier for someone to speak or write.

Tarigan (2011:35) explains that reading is a process that is carried out and used by readers to obtain messages that the author wants to convey through the medium of written words/language. In short, reading is understanding the patterns of the written image. And it can also pick up and understand the meaning and significance contained in the written language.

The main purpose of reading is to seek and obtain information covering the content and understanding the meaning of reading. Then the meaning is closely related to the purpose of reading.

Bukhari (2010:2) states that reading is the skill of recognizing and understanding writing in the form of a sequence of graphic symbols and changes into meaningful speech in the form of understanding either silent or loud teaching. In this case, the activity can be vocalized and can also be silent.

Nurhadi (2014: 58) Explaining what is meant by critical reading is the reader's ability to process reading material critically to find the overall meaning of the reading material, both the explicit meaning as well as the implied meaning through the stages of knowing, understanding, analyzing, interpreting and evaluating. Critical processing means that in the process of reading, a reader not only captures the explicit meaning, but also finds the meaning between the lines and the meaning behind the lines. Somadayo (2020:23) explains that critical reading is the ability to read in order to process reading material critically and to find the whole reading material, both the explicit meaning and the implied meaning. Soedarso (in Somadayo 2020: 23) explains that critical reading is a process.

In essence, literary works have various advantages such as art, beauty in content and expression. According to Priyatni (2010:12), "Literature is the expression of the reality of people's lives in an imaginary or fictional way". According to Purba (2010:2), "The world literature in Indonesian comes from Sanskrit. The root word *cas* means to instruct, guide, teach. Therefore, literature can be interpreted as a tool for teaching, a textbook, a manual, or teaching. Meanwhile, the word *susastra* is a word created by Javanese and Malay. Literature has certain characteristics, namely: literature is a creation and a spontaneous outburst of emotion. Literature is autonomous, it does not refer to anything else. Literature expresses what is not expressed.

According to Priyatni (2010:3), "the purpose of literary works is so that readers can enjoy, appreciate and at the same time appreciate the elements of beauty exposed in literary texts and provide pleasure or enjoyment to their readers". Thus, literary works are works that are full of aesthetic values so that they can be enjoyed by everyone according to their respective genres. Sadikin (2010:7) explains that there are five functions of literature, namely recreational function, didactic function, aesthetic function, moral function, and religious function.

The division of literature is explained by Sadikin (2010: 14). The first one is the old Indonesian literary works and the second is the new Indonesian literary works. Each work has its own characteristics. The old literary works are the works that were born in the old society, that is, a society that still has the customs that are valid in its area. Moral, educational, advice, customs, and religious teachings are usually found in old literary works.

The new Indonesian literature is very different from the old literature, according to Sadikin (2010:15). This literature is no longer under the influence of the customs of the environment community. Instead, new Indonesian literature tends to be influenced by literature from the West or Erofa. Sadikin (2010:16) explains that the new forms of Indonesian literature include: romances, novels, short stories, and modern poetry.

From this, it is possible to conclude that there are three types of literary work, which are prose, poetry, and drama. Prose is one of the literary works that is not tied to the shape, rhythm, and rhyme, or it can also be called a free composition; then, poems are literary works of human creation, consisting of one or more stanzas/lines; meanwhile, dramas are literary works that tell the story of human life, written in the form of dialogue, and presented in front of the audience.

Short story is one of the old fictional stories" according to Purba (2010:49). Furthermore, Marahimin (2005:113) states that a short story is a complete fictional story that does not have any existence, need not have any existence, and there must be no additions. Therefore, it can be concluded that a short story is one of the works of literature in the form of fiction and short stories, as the name suggests, show a short nature, both the events expressed, the content of the story, the number of actors and the words used.

Rokhmansyah (2014:32) explains that the two major components of literature are internal or internal components (themes, characters, plot, setting, point of view, and language style) and external components (religion, social, and cultural values).

Message is the value or message in each story. According to (Poerwadarminta 2007) states that morality are good and bad actions and conduct (morality, obligations). Morality is what society uses to measure a person's goodness, according to (Budiningih, 2008:24). Because morality is the attitude of good deeds that are truly selfless, morality can also be called morality. In the online dictionary, morality is generally accepted good and bad regarding actions, attitudes, commitments, etc., morality, character, etc. So, a moral message is a value or advice on good or bad actions, morality, and character traits contained in a story.

II. METHODS

The research method is a scientific approach to the conduct of a study, and the method must be clear to the reader. The method used must be clear to the reader about the data collected by the author. (Sugioyono, 2015: 6) concluded that the research method can be interpreted as a scientific way of obtaining valid data with the aim of being able to discover, develop, and prove a certain knowledge so that it can in turn be used to understand, solve, and anticipate problems in the field of research. Since there are different research methods such as qualitative, quantitative, and developmental research methods, the research method is a very important method to pay attention to in any research. In this case, the method used is the development method. The research and development method, or in English reaseach and development, is a research method that is used to produce certain products and to test the effectiveness of these products. (Sugioyono, 2015: 297). In this case, it is known that in order to produce a product that is suitable for use as teaching material, it must be validated by a team of experts and then adapted to BSNP standards.

In terms of the steps that the researchers will take in developing students' critical reading skills in interpreting the moral message of short stories, they are as follows: recognizing potentials and problems, collecting data, designing products,

validating design, revising design, testing products, revising product, trial use, revising product, and final results (teaching material products).

The strategy or design in this research is a product that will be developed. The product developed in this study is the development of students' critical reading skills in interpreting the moral message of short stories. The development of these reading skills is based on the development of Borg and Gall.

The research procedure is the steps that will be taken in the research. In this case, the steps taken by the researchers in this development are as follows.

1. Analyze the concept of developing students' critical reading skills.
2. Planning students' critical reading skills in interpreting the moral message of short stories.
3. Developing students' critical reading skills in interpreting the moral message of short stories.
4. To conduct validation by a team of experts.
5. To revise the test instrument.
6. Evaluate the process of developing students' critical reading skills in interpreting the moral message of short stories.
7. Make a second revision, if necessary.
8. Collect information data using a test on the development of students' critical thinking skills in interpreting the moral message of short stories.
9. Analyzing data, processing, and drawing conclusions from the research results.
10. The final result is the teaching material product Development of teaching materials for students' critical reading skills in interpreting the moral message of short stories.

The subjects of this study were 11th grade students of SMA Negeri 1 Galang, Deli Serdang Regency in the 2023-2024 learning year.

The data obtained from this study are: (1) Sheet of students' non-critical reading in interpreting the moral message of short stories. With the non-test result sheet of students' critical reading in interpreting the moral message of short stories, the development of students' critical reading will be known. In order to further improve students' learning results in interpreting the moral message of short stories.

The research instrument is an important part because it serves as a means of collecting data to show the success of the research. In this case, Arikunto (2010: 192) says that instruments are tools when research uses a method. Thus, in this study, the authors determined that the research instruments used were tests and non-tests of students' critical reading skills in interpreting the moral message of short stories. In this case, Arikunto (2010: 193) explains that a test is a set of questions or exercises and other tools used to measure skills, intelligence knowledge, abilities or talents possessed by individuals or groups.

In this study, the authors used measuring research instruments, namely by using learning outcomes tests and non-tests to see the results of students' critical reading skills. Thus, this instrument in the form of a test can be used to measure basic skills and performance or achievement.

III. RESULTS AND DISCUSSION

Research Result

The results of expert validation by Prof. Sutino, S.Pd., M.Pd., Ph.D., CIQAR., Lecturer at Al Wasliyah Muslim Nusantara University Medan that for the assessment of the feasibility of the content of teaching materials is known with an average of 3.00 categories "agree to be tested", the feasibility of teaching presentation is known with an average of 3.22 categories "agree to be tested", and the feasibility of using teaching language is known with an average of 3.00 categories "agree to be tested". With the final results, the teaching materials are good and feasible to be tested in the field without revision.

Description Aspects of students' needs, Students recognize teaching materials for critical reading skills with moral messages of short stories. Students use teaching materials for critical reading skills with moral messages of short stories in the learning process. Students need teaching materials for critical reading skills with moral messages of short stories in the learning process. Students who use critical reading materials with moral messages of short stories are expected to be able to achieve the expected learning objectives. Students find it difficult to find one that focuses on only one discussion material, such as teaching materials for critical reading skills with moral messages for short stories. It is appropriate for students to use critical reading materials with moral messages of short stories. Students' interest in critical reading materials with moral messages of short stories.

The results of the survey showed that 90 percent of the participants were unfamiliar with critical reading skills with moral messages of short novels, 80 percent used critical reading skills with moral messages of short novels in their learning, 85 percent used critical reading skills with moral messages of short novels in their learning, and 80 percent used critical reading skills with moral messages of short novels. Such as teaching materials for critical reading with moral messages of short stories 70%, appropriate use of teaching materials for critical reading with moral messages of short stories 85%, students' interest in teaching materials for critical reading with moral messages of short stories 80%.

The results of the teacher needs questionnaire research on teaching materials for critical reading skills that 1. teachers recognize teaching materials for critical reading skills with moral messages of short stories, teachers use teaching materials for critical reading skills with short story moral messages in the learning process and Teachers are in need of teaching materials for critical reading skills with moral messages of short stories in the learning process.

Teachers are also expected to be able to achieve the expected learning goals by using critical reading materials with moral messages in short stories. It is difficult to find teaching materials that focus on only one discussion material, such as short story moral reading comprehension teaching materials. Teaching materials for critical reading with moral messages of short stories is appropriate for teachers. Teachers' interest in teaching materials for critical reading skills with moral messages in short stories Teachers' interest in teaching materials for critical reading skills with moral messages in short stories.

Based on questionnaires, it is known that the questionnaire needs teachers who do not recognize teaching materials for critical reading skills with moral messages of short stories 100%, use teaching materials for critical reading skills with moral messages of short stories in the learning process 100%, need teaching materials for critical reading skills with moral messages of short stories in the learning process 50%, teaching materials for critical reading skills with moral messages of short stories are expected to be able to achieve the expected learning objectives 100%, it is difficult to find those that focus only on one subject. Teaching materials for critical reading skills with moral messages of short stories 50%, appropriate use of teaching materials for critical reading skills with moral messages of short stories 100%, teachers' interest in teaching materials for critical reading skills with moral messages of short stories 100%.

Based on the research results based on the research instrument (essay), it is known that the results of the research instrument for the ability to read critically with moral messages in the form of compositions, on the discussion of the definition of critical reading, known on average 90% accurate, Critical reading steps known on average 90% accurate, Understand the moral message of short stories known on average 90% accurate. The name of the main character in the short story "Lelaki Berhati Cahaya" by Helvy Tiana Rosa known on average 90% correct, 3 moral messages contained in short stories known on average 90% correct, Moral messages contained in short stories when compared with human life now known on average 90% correct, The character of the main character, The reason others hate the main character of the short story known on average 100% correct, The name of the character contained in the short story known on average 100% correct, and abstracting the short story known on average 70% correct.

The following table of student learning outcomes, which refers to the opinion of Arikunto (2007: 44), shows the critical reading learning outcomes of students through the use of teaching materials.

Tabel 1. Student Learning Outcomes

| Value Range | Description |
|-------------|-------------|
| 81-100 | Very good |
| 61-80 | Good |
| 41-60 | Good enough |
| 21-40 | Less Good |
| 0-20 | Very Less |

Discussion

The results of the discussion of the expert validation of the assessment of the feasibility of the content of the teaching materials with an average of 3 'agree with the test', the feasibility of the teaching presentation with an average of 3.22 'agree with the test', and the feasibility of the use of the teaching language with an average of 3 'agree with the test'. According to the final results, the teaching materials are good. They deserve to be tested in the field without revision. More details can be found in the following table.

Tabel 2. Teaching Material Expert Validation

| I. Content Feasibility | | |
|------------------------|---|------------|
| No. | Assessment Indicator | Assessment |
| 1 | The material presented contains subject matter that supports the achievement of KI and KD. | 3 |
| 3 | The material contained in the module can make students recognize ideas, identify and explain ideas, construct new knowledge and apply knowledge according to KI and KD. | 3 |
| 4 | The material presented is accurate and formulated appropriately so that it can support the achievement of KI and KD. | 3 |
| 5 | The principle of material preparation in the module is formulated accurately so that it does not cause multiple interpretations for students. | 3 |
| 6 | The procedures in the module are formulated accurately so that students do not commit systematic errors. | 3 |

| | | |
|-------------------------------------|---|---|
| 7 | Materials that contain concepts, principles, procedures, or formulas are clarified by accurate examples, facts, and illustrations. | 3 |
| 8 | The questions presented are accurate so that students can master the material learned. | 3 |
| 9 | The material presented (including examples, exercises, and bibliography) in the module is in line with current scientific and technological developments. | 3 |
| 10 | Features (including descriptions, examples, and exercises) presented in the module are up to date. | 3 |
| 11 | The material presented can encourage students to coherently make valid conclusions. | 3 |
| 12 | The material presented can foster student creativity in terms of problem solving. | 3 |
| 13 | The material formulated in the module has a connection between concepts. | 3 |
| 14 | The material presented in the module is communicative so that it can clarify the situation or problem being studied. | 3 |
| 15 | Materials that contain descriptions, examples, or exercises can explain the application of a concept in everyday life. | 3 |
| 16 | The material presented in the module is interesting so that it can foster students' interest in reviewing or studying it further. | 3 |
| 17 | The tasks contained in the module can encourage students to seek and obtain further information from various sources. | 3 |
| 18 | This module is equipped with evaluation materials that can measure students' abilities. | 3 |
| Average | | 3 |
| II. Presentation Feasibility | | |
| 1 | Each chapter contains a motivational generator (which can be a picture, illustration, or sentence structure), a precursor, and content. | 3 |
| 2 | The presentation of the material in the module is in accordance with the deductive flow of thinking so that students can follow it well. | 3 |
| 3 | The description of the substance between chapters (reflected in the number of pages) is presented proportionally while still considering the KI and KD. | 3 |
| 4 | The presentation in the module is interactive and participatory so that it motivates students to learn independently. | 3 |
| 5 | The presentation and discussion of material in the module accommodates active learning. | 3 |
| 6 | The presentation of the material can stimulate students to think critically, creatively, and innovatively. | 4 |
| 7 | The preceding section of the module is presented in full, such as a preface, instructions for use, and a table of contents and/or a list of symbols or notations. | 4 |
| 8 | In the content section, the presentation of material in the module is equipped with pictures, illustrations, tables, references, exercise questions, and summaries. | |
| 9 | At the end of the module, there is a bibliography, subject index, glossary, and instructions for answering exercise questions. | |

| Average | | 3,22 |
|---------|--|------------|
| No. | III. Appropriateness of Language Use | Assessment |
| 1 | The language used in the module to explain the learning material is appropriate to the intellectual level of students (imaginatively imaginable by students). | 3 |
| 2 | The language used in the module is appropriate for students' socio-emotional maturity. | 3 |
| 3 | The message in the module is presented in a language that is interesting, clear, on target, and does not cause double meaning, thus encouraging students to study the module thoroughly. | 3 |
| 4 | The words and sentences used are in accordance with the General Indonesian Spelling Guidelines (PUEBI). | 3 |
| 5 | The delivery of messages between one chapter and adjacent chapters and between chapters within chapters reflects a logical relationship. | 3 |
| 6 | The delivery of messages between adjacent paragraphs and between sentences in paragraphs reflects a logical relationship. | 3 |
| Average | | 3,00 |

It is very important and necessary to have, according to the results of the author's research on the questionnaire of students' needs for teaching materials for critical reading skills with moral messages. According to the results of students' answers that "Do you recognize the teaching materials for critical reading skills with moral messages of short stories as described in the above definition?" Many answered "yes". Many answered "yes". Because a lot of Indonesian language discussion materials, especially about literature, are not in accordance with the use of learning and teaching media, and critical reading learning media is needed. In terms of percentages, the students' need for critical reading teaching materials with moral messages for short stories by Helvy Tiana Rosa are known to be 90% who answered "yes" while those who answered "no" were only 10%.

The results of the author's research on "Using teaching materials for critical reading skills with moral messages of short stories in the learning process" on the questionnaire of students' needs for teaching materials. Many students answered "no". This is because the students still focused on the students' package books, so they are not familiar with the teaching materials for critical reading skills with moral messages of short stories. When the percentage of students' needs about whether or not teaching materials for critical reading skills with moral messages of short stories on teaching materials for critical reading skills with moral messages of short stories by Helvy Tiana Rosa, it is known that 80% said "yes" while those who said "no" were only 20%.

The results of the student needs research questionnaire on the need for teaching materials for critical reading skills with moral messages of short stories whose contents are as described in the above definition in the learning process. It is known that very many students need to increase the knowledge of students in analyzing extrinsic elements, especially the moral message of short stories using critical reading skills with moral messages of short stories by Helvy Tiana Rosa. For more details, it can be emphasized that students who answered "yes" were 85%, while students who answered "no" were only 15%.

The results of the student needs research questionnaire on the need for teaching materials for critical reading skills with moral messages of short stories whose contents are as described in the above definition in the learning process. It is known that very many students need to increase the knowledge of students in analyzing extrinsic elements, especially the moral message of short stories using critical reading skills with moral messages of short stories by Helvy Tiana Rosa. For more details, it can be emphasized that students who answered "yes" were 85%, while students who answered "no" were only 15%.

The results of the research on "Teaching materials for critical reading skills with moral messages of short stories whose contents are as described in the definition above are difficult to obtain?" students answered 70% Yes and 30% No. Because it's difficult to find special teaching materials for discussing discussion materials, especially in the field of literature.

The results of research on students' needs for teaching materials for critical reading of short stories containing moral messages, whose contents as in the understanding described above are suitable for use in learning to find moral messages of short stories, can be as much as 85% of students answered "yes" and 15% answered "no".

The results of students' needs on the topic of being interested or not in teaching materials for critical reading skills with moral messages of short stories as explained in the understanding of teaching materials for critical reading skills with moral messages of short stories. It is known that 80% of the respondents answered "yes" and only 20% answered "no".

Based on the results of the author's research on the teacher's needs questionnaire on teaching materials for critical reading skills with moral messages is very important and needs to be held. In accordance with the results of the teacher's answer that "Do you recognize the teaching materials for critical reading skills with moral messages of short stories as described in the

above definition? Many answered "yes". Due to a lot of Indonesian language discussion material, especially about literature, which is not in accordance with the use of learning and teaching media, and critical reading learning media is needed.

The results of the author's research on the questionnaire of teachers' needs regarding teaching materials in accordance with the use of "Using teaching materials for critical reading skills with short story moral messages in the learning process". Many teachers answered "no". Because the teacher is not familiar with short story moral critical reading materials. Because the teacher still focused on the teacher's package book. When the needs of the teaching staff about whether or not the teaching materials for critical reading skills with short story moral messages on teaching materials for critical reading skills with short story moral messages by Helvy Tiana Rosa, it is known that 80% said "yes", while those who said "no" were only 20%.

The results of the Teachers' Needs Research Questionnaire on the Need for Teaching Materials for Critical Reading Skills with Short Story Moral Messages whose contents are as described above in the learning process. It is known that very many teachers need to increase teacher knowledge in analyzing extrinsic elements, especially the moral message of short stories using Critical Reading Skills with Moral Messages of Short Stories by Helvy Tiana Rosa. For more details, it can be expressed in percentages that the teachers who answered "yes" were 85%, while the teachers who answered "no" were only 15%.

The results of the needs questionnaire on teaching materials for critical reading skills with moral messages of short stories whose contents as in the understanding described above in the learning process will help you in learning activities are known to be the percentage of teachers' agreement as much as 80% who answered "yes" and who answered no as much as 20%.

The results of the research on "Teaching materials for critical reading skills with moral messages of short stories whose contents are as described in the above definition are difficult to obtain?", the teachers answered 50% yes and 50% no. This is because it is rare to find special teaching materials for discussing discussion materials, especially in the field of literature. Because it is rare to find special teaching materials on the discussion of discussion materials, especially in the field of literature.

The results of the research on teachers' needs for teaching materials for critical reading skills with short story moral messages whose contents as in the understanding described above are suitable for use in learning to find short story moral messages can be expressed as much as 100% of teachers answered "yes" and 0% answered "no".

The results of teachers' needs as explained in the understanding of teaching materials for critical reading skills with short story moral messages regarding the discussion of whether they are interested in teaching materials for critical reading skills with short story moral messages or not. It is known that 100% answered "yes" while those who answered "no" were only 0%.

The results of the effectiveness of the development of teaching materials for critical reading skills with moral messages for short stories by Helvy Tiana Rosa and the results of the effectiveness of the development of teaching materials for critical reading skills assessment of non-test instruments:

1. Skills for finding factual information

There is a man with frighteningly wide eyes, with eyebrows that are too thick and almost cover the eyelids, a pointed nose that curves downward, a mouth that is too wide, plus sparse brownish teeth, and ears that look like Mr. Spock. Then there are the chapped black lips and the rough, scaly face, as well as the sparse hair in Helvy Tiana Rosa's short story.

2. The ability to find the implied main idea

The main idea of Helvy Tiana Rosa's short story "Lelaki Berhati Cahaya" is to describe the attitude, the nature of a man who is very good and obedient to the commands of Allah SWT. Even though he has been insulted, humiliated, ridiculed and even humiliated. But Amir still helps those who need it.

3. Skills to find the implied elements of sequence, elements of comparison, elements of cause and effect.

The element of sequence in a short story: The short story character always compares his past with his present. Always comparing and positioning oneself when helping others.

4. Scene-setting skills.

The atmosphere of the short story: Sad, happy, disappointed, angry, and ashamed.

5. Inference skills.

Conclusion of the short story: Based on the content of the short story Lelaki Berhati Cahaya by Helvy Tiana Rosa, the ugly face, the appearance of a human being does not necessarily mean that his heart and faith are ugly. In fact, sometimes people who are ugly from the face are better, more faithful, more obedient to the commands of Allah SWT. Don't be too quick to judge human behavior, nature.

6. The ability to find the purpose of the author.

The purpose of the moaner in the short story is that: all people are the same, it's just that.

7. The ability to predict or guess the effect.

8. The ability to distinguish between opinion and fact.

9. Short story content & opinion interpretation of short story moral message.

10. The ability to distinguish between reality and fiction.

The story that tells the reality in the short story Lelaki with a heart of light as quoted from the content of the short story that "I admire him very much, sir. He's a very kind boy. He always wants to help. His spirituality...subhanallah. You will be happy to meet him. It's just... his face, sir. His face is like...ah, astaghfirullah! I have no right to judge his

face! I don't know what his heart is like either...but the emanation of his heart, aka his actions...are amazing. Full of light."

11. Ability to follow instructions.
12. Ability to find elements of propaganda.
13. Ability to judge the integrity of ideas.
14. Ability to judge the completeness of ideas. Main idea and general idea.
15. Skills for judging the coherence of ideas. Main idea and related idea.
16. Skill in judging the suitability between the title and the content of the reading. The content of the short story *Lelaki Berhati Cahaya* by Helvy Tiana Rosa.
17. Skill in organizing reading material.
18. Skills to find the theme of literary works. "Instill religious, social attitudes and traits in the society."

IV. CONCLUSIONS

The results of the research on the development of teaching materials for critical reading skills with moral messages based on Helvy Tiana Rosa's short stories for Class XI SMA Negeri 1 Galang, Deli Serdang Regency for the learning year 2023-2024 are known to be 85% successful. It can be seen from the students' learning outcomes on the test research instrument in the form of an essay. The results of the validation of teaching materials for critical reading skills with moral messages sourced from Helvy Tiana Rosa's short stories are suitable for use without revision and can be applied in the learning process. Critical reading assignments with moral messages derived from Helvy Tiana Rosa's short stories for students in Grade XI of SMA Negeri 1 Galang, Deli Serdang Regency in the learning year 2023-2024 are known to be "very good". This can be seen from the results of the students' overall average score of 87 with a score range of 81-100. The overall response of students and teachers on the teaching materials for critical reading skills with moral messages for short stories by Helvy Tiana Rosa averaged 81.43% with a category that really needed teaching materials.

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