Development of prose appreciation teaching materials based on experiential learning

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Article Info

ABSTRACT

Prose appreciation is a mandatory course taken by prospective primary school teacher education students in the first semester with a load of 2 credits. This research was carried out to develop Prose Appreciation teaching materials based on an experiential learning approach and to determine the validity and practicality of Prose Appreciation teaching materials based on an experiential learning approach. This research uses an R&D (research and development) approach, namely the Dick and Carey model. The data collection techniques used were interviews and questionnaires. Data analysis techniques used were interviews and questionnaires conducted qualitatively and quantitatively. The research results show that the Prose Appreciation teaching lesson based on the Experiential Learning approach is valid and practical for use in lectures. The linguistic validation results show that the Prose Appreciation teaching material is very valid for use with a score of 0.89. The validation results of the presentation and graphics obtained a figure of 0.77 in the valid category. Meanwhile, the content/material expert assessment obtained a figure of 0.87, which is in the valid category. Furthermore, the small group trial showed that the Prose Appreciation teaching material was practical to use and the large group trial showed that the Prose Appreciation teaching material was very practical to use.

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Introduction

Based on the results of observations made by researchers in the field regarding the condition of prose appreciation teaching materials, information was obtained that: there was a lack of student interest and motivation during lectures, it was difficult for lecturers to provide students with an understanding of the important things in prose appreciation due to the lack of enrichment books available. related to the study of prose appreciation. Currently there are books to support learning, but they are still general in nature, not yet suited to the needs of lecturers and students, the examples given are still limited. This limited teaching material is an obstacle for lecturers, so that teaching and learning activities cannot be maximized according to the expected goals. Lecturers are more likely to use existing textbooks, which generally use books by other authors

and buy from certain publishers whose suitability does not meet the needs of lecturers and students. Furthermore, based on the results of interviews with students who have attended lectures, it shows that 75% of students are less than satisfied with the learning that has been carried out. Prose Appreciation learning material is more dominant in theories that are not adapted to current developments. The application of prose appreciation knowledge in everyday life is less detailed, so students do not feel the benefits gained from studying Prose Appreciation. This is the reason for the need to develop teaching materials for the Prose Appreciation course.

Appreciation learning is an effort to instill students' sense of sensitivity towards literary tastes(Wiyatmi & Syamsi, 2002). The importance of appreciating literary works (Inderawati, 2012) is said to foster character and personality. Appreciation of prose is one of the competencies that prospective elementary school teachers must have when teaching literary material. Considering the importance of this material for students, with the aim of providing knowledge and insight in appreciating prose, teaching materials are needed that are able to support learning activities carried out by lecturers and students. Appreciation is a process of knowing, understanding, enjoying and evaluating (Siswanto, 2008). Appreciation in its application requires activity, creativity and motivation to show one's abilities or potential because appreciation requires a process (Rusyana, 2019). Prose appreciation is appreciation or deep understanding of literary works in prose form. Prose is a form of writing that is not arranged in certain patterns like poetry. According to(Fananie, 2002)prose is the expression of events clearly by describing all thoughts and all feelings and is not bound by certain conditions in a literary work. Prose is usually used in short stories, novels, essays, and so on. Appreciation of prose involves understanding, analyzing, and evaluating various aspects of prose literary works, such as writing style, characters, storyline, themes, and the message conveyed by the author. The function of appreciating prose is that it can provide information, information and knowledge of a scientific nature. Growing readers' motivation to read and fostering appreciation for prose (Widayati, 2020).

Teaching materials refer to learning materials or resources used in the learning process. Teaching materials can include various types of materials, such as textbooks, presentations, modules, audio or video recordings, teaching guides, and so on. The existence of teaching materials can help students understand and master the material taught by lecturers to support learning activities to achieve competency. According to (Prastowo, 2011) teaching materials are materials that are arranged in such a way and systematically that are used by educators and students to assist in the learning process. Whether or not a teaching material is useful in the learning process really depends on a person's ability to develop and utilize it. Interesting teaching materials, containing appropriate and effective material when used in learning and being able to make it easier for lecturers to convey the material being taught, teaching materials play a very important role in determining the success of the teaching and learning process in the classroom. With interesting teaching materials, it is hoped that it will be able to increase student motivation and make it easier for them in the lecture process. Therefore, a lecturer is required to be able to develop teaching materials that suit conditions and needs. So that messages or material can be received and understood well, educators must use effective strategies and methods. In line with the opinion of (Murti and Lazuardi, 2019), teaching materials can be developed themselves by educators with the aim of making materials according to the conditions of their students.Good teaching materials should also have a match between the competencies that must be mastered and the scope of content, depth of discussion, and competency of students (Fahrurrozi & Mohzana, 2020). The development of teaching materials is an activity to expand and enrich a set of materials by systematically arranging them, either written or unwritten, to create learning conditions to achieve predetermined goals (Mashudi, 2015).This is in line with the opinion that (Frince S & Tambunan, 2020) when preparing teaching materials there are several things that must be known,one of which is students' needs for teaching materials and their learning achievements.

Teaching materials function as guidelines for lecturers who will direct all their activities in the learning process, as well as the substance of competencies that must be taught to students, guidelines for students who will direct all their activities in the learning process and are the substance of competencies that must be mastered, and as a tool for evaluating achievement learning outcomes(Turama et al., 2019). Another definition states that teaching materials are all forms of components that are applied to make it easier for educators to carry out teaching and learning activities(Amri, 2010). It must be realized that one of the determining factors for improving the quality of teaching is improving the quality of learning resources(Rahmani et al., 2021).One type of teaching material that can help meet the needs of lecturers and students during the lecture process is printed teaching materials. Printed teaching materials are learning materials printed in physical form, such as books, modules, worksheets, brochures, posters, teaching cards, and the like. Printed teaching materials can be an effective tool in learning, especially if they are well designed, easy to understand, and relevant to the learning objectives. According to (Supardi, 2020), printed teaching materials are more competitive or superior to other types of teaching materials, because printed teaching materials are media that can present words, numbers, musical notation, two-dimensional images and diagrams. Printed teaching materials in book form are generally more practical because they can be read and studied anywhere, they do not depend on other technology because

they are self-sufficient. This means that it can be used directly, or no other tools are needed to use it, it is easy to carry everywhere without dependence on other technology. The printed teaching materials in question are in the form of modules. Modules are teaching materials written with the aim that students can learn independently without or with the guidance of educators/lecturers, therefore, modules must contain learning instructions, competencies to be achieved, content of lesson material, supporting information, practice questions, instructions. work, evaluation and feedback on evaluation results (Yuberti, 2014).In the language module, patterns and other attitudes contained in the module are designed with teach language so that it seems as if the lecturer is teaching(Supriadi et al., 2019).

By providing modules, students can study independently without having to be assisted by lecturers, so that the learning process can continue even if it is not done in class.Learning with modules allows students tohave a high learning speed to have more abilitiesthan others(Wati et al., 2021).There are several benefits that can be obtained if you study using modules, including: student motivation is increased because every time students work on learning tasks that are clearly defined and in accordance with their abilities, after the learning process is complete, lecturers and students know the learning outcomes, and the learning load is more divided. evenly throughout the semester.This is in line with the opinion(Fitria et al., 2021)that modules are teaching materials that are arranged systematically according to the level of knowledge and age of students. The language used is easy to understand so that students can learn independently. A module is also a set of teaching materials that are presented systematically and are equipped with instructions for independent learning activities aimed at controlling and evaluating learning(Nastiti et al., 2018).Through the module, students can measure their own level of mastery of the material discussed in each module unit.Furthermore, according to(Nugroho et al., 2019)the existence of teaching materials is very helpful in teaching and learning activities, so that the material is conveyed better to students. The existence of teaching materials makes students more interested in studying the material being taught.

This is in line with the characteristics of 21st century learning, according to (Hosnan, 2014)1) student-centered learning (2) developing student creativity (3) creating an interesting, fun and meaningful atmosphere (4) emphasizing exploration, discovery, and creation and (5) creating learning in real situations and actual contexts. Meanwhile, according to (Hamidah et al., 2018) understanding the characteristics of 21st Century Learners, it will help educators determine suitable choices of materials, learning strategies, media and learning evaluation. 21st century learners are considered the digital generation. They grew up with easy access to technology, making them more technologically literate; they are mobile technology users where they can get information anytime and anywhere easily via laptops and smartphones. Based on this, one approach that can be used in developing a Prose Appreciation module that is in line with the demands of 21st century education is experiential learning-based teaching materials. According to (Hosnan, 2014) experiential learning is an approach that is centered on students which starts from the premise that people learn best from experience, and for a learning experience to be truly effective, one must use the whole learning wheel, from goal setting. , conducting observations and experiments, rechecking, and planning actions. If this process has been completed, it allows students to learn new skills, new attitudes or new ways of thinking.Based on the research results, it states thatExperiential learning-based modules can make it easier for students to learn more actively, creatively,and innovative to improve the quality of learning in the educational environment(Anita Winandari et al., 2022).Therefore, in this experiential learning-based Prose Appreciation teaching material, educators must design learning experience activities, such as what should happen to students, both individuals and groups. Experiential learning not only provides knowledge of concepts, but also provides real experience that will build skills through real assignments.This is in line with the opinion(Satinem et al., 2020) that the teaching materials that are prepared will have a role in improving students' abilities as well as getting used to independent learning without dependence on lecturers. Furthermore, the opinion(Frince S & Tambunan, 2020) states that teaching materials must be in accordance with students' needs and close to lifefrom the student environment. This is in accordance with the demands of the KKNI curriculumused, which is close to students' real life so it is easy to understand the material. Therefore, to increase students' interest in prose appreciation, it is necessary to create teaching materials that suit their needs.Experiential learning can stimulate a student-centered learning process to make this happenbuild on the experience they gain during the learning process(Mutmainah et al., 2019). Experiential learning is used more effectively in learning and is able to make a positive contribution to students' abilities in learning (Millatina, Naulan.; Gani, Sofyan A.; Samad, 2020).

The relevant research used in this research is conducted by (Himang et al., 2019)entitled Development of Experience-Based Short Story Writing Teaching Materials. The result is that this experience-based teaching material is declared to be very valid, very practical, and very effective for use as teaching material for writing short stories. Furthermore, research conducted by (Zulhendri, 2019) entitled Improving Poetry Writing Skills Using the Experiential Learning Model. The result is that through Experiential Learning it can improve students' writing skills in Indonesian poetry subjects. Apart from that, the relevant research used by researchers is research

conducted by (Inderasari, 2018)entitled Experiential Learning in the Poetry Appreciation Ability of Indonesian Tadris Students at FITK IAIN Surakarta. The results of the research show that the experiential learning method is able to apply student experience as a basis for appreciating poetry, and the level of poetry appreciation by students is better, through experience they can apply the experiential learning method.

Based on the relevant research studies above, there are similarities and differences in the research carried out by the author. The research equation used is that they both develop teaching materials and use an experiential learning approach. The difference lies in the teaching materials used by previous researchers. The teaching materials developed were writing short stories and writing poetry. Meanwhile, the author focuses on Experiential Learning-based Prose Appreciation teaching materials. Through experiential learning, the teaching materials prepared can help students combine knowledge and skills through direct experiences.The researcher considers that this research has novelty value and a significant contribution to knowledge in educational studies, and is academically feasible to carry out in order to advance education, especially in higher education.Based on the description above, the researcher hopes that this study and development research product will make a contribution to its users. From a scientific perspective, the results of this research and development study can be used as a reference in further research, the learning approaches used, and the development of other textbooks. On the other hand, this textbook model product can be used or used as a reference in learning for both students and course lecturers.

Method

This research was carried out at PGRI Silampari University on first semester students taking the Theory and Literary Appreciation course in the Primary School Teacher Education Study Program for the 2023/2024 academic year. This research uses an R&D (research and development) namely an industrial-based research model (results), industrial-based research model because it is used to produce products through systematic testing or evaluation and improvement with the aim of achieving certain criteria of effectiveness, quality or standards(Setyosari Punaji, 2020). The development of the teaching material model that researchers use is the Dick and Carey Model. The research and development steps carried out in this research are: (1) Potential problems, which are based on the results of a needs analysis carried out by researchers which aims to determine the needs for learning that will take place. (2) Module design, namely researchers design modules based on potential problems that have been carried out. (3) Validation, namely the module that has been developed will be validated by one expert in each aspect, namely design, material and linguistic experts.(4) Module revision, namely correcting weaknesses and deficiencies in the product that has been created based on criticism, suggestions and recommendations from the validator. (5) Product trials are carried out with the aim of seeing the effectiveness of the product being developed.

The data collection techniques used were interviews, questionnaires and tests. Interviews are conducted with the aim of collecting information in the form of input and suggestions that can be used to improve weaknesses and deficiencies in the product to be developed. Questionnaires were given to students to find out to what extent the teaching material model was acceptable. Tests given to students are used as a benchmark for assessing students' learning abilities. Data analysis techniques are used to analyze data obtained through interviews, validation questionnaires from validators, and student questionnaires conducted qualitatively and quantitatively. Questions in interviews and questionnaires are arranged based on a grid that includes the research variables to be measured. This instrument was prepared with the aim of obtaining information regarding the condition and condition of the teaching materials used so far and also to determine the user's response to the teaching materials that have been prepared. Qualitative data analysis techniques are carried out by analyzing verbal data from interviews and analyzing needs that have been classified to draw conclusions as a basis for developing teaching material products. Meanwhile, regarding quantitative data analysis techniques, it is carried out by calculating the presentation of answers to each question asked in the teaching material assessment questionnaire.

Results and Discussions

The results of research on the development of prose appreciation teaching materials are explained based on the steps in developing teaching materials. The results of research on the development of prose appreciation teaching materials can be seen from components including information gathering (identifying needs for teaching materials), product design, design validation (analyzing the product by design, material and language experts), design improvements, small, medium trials, product revisions, product usage tests, and product improvements.

Identify Teaching Material Needs

The need for prose appreciation teaching materials was obtained through filling out questionnaires and interviews with lecturers and students. The results of filling out the questionnaire and interviews are used as a reference in preparing teaching materials. Based on the results of a questionnaire filled out by 35 students, it can be seen the condition of the prose appreciation teaching materials used during lectures.

The teaching materials used by lecturers during lectures answered 17 students or 48% of them stated that the teaching materials were from publishers, ten people answered or 28.6% of the teaching materials used by lecturers came from the internet, and as many as eight students or 22.90 % stated that the lecturer used teaching materials written by other lecturers. Furthermore, the prose appreciation teaching materials currently used, the answers of 27 students or 77.10% stated that they did not help students master the prose appreciation material and according to 8 students or 22.90% stated that the prose appreciation teaching materials used by lecturers helped students understand the appreciation material. prose. Furthermore, the language used in prose appreciation teaching materials according to 30 students or 85.70% said it was quite easy to understand and 5 students or 14.30% said it was easy to understand. According to 7 students or 20% of the material presented in the prose appreciation teaching materials, it was stated that it was not structured systematically and 28 students or 80% stated that the material arranged in the teaching materials was not systematic. Regarding the content of the prose appreciation teaching materials, the answers of 30 students or 85.70% stated that it was less relevant to current developments and five students or 14.30% stated that it was not relevant.

The overall appearance of the prose appreciation teaching materials currently used by lecturers was that 32 students or 91.40% said they were not interesting and 3 students or 8.57% said they were quite interesting. So as many as 35 students or 100% stated that the teaching materials used by lecturers did not have their own characteristics. Furthermore, according to 32 students or 91.40% of the prose appreciation teaching materials currently used, they stated that they were not able to improve their prose appreciation skills and 3 students or 8.57% stated that they were unable to improve their prose appreciation skills. Furthermore, the form of prose appreciation teaching materials that students like is the answer from 5 students or as many as 14.30% stating that teaching materials have a lot of evaluation, as many as 5 students or as many as 14.30% stated that teaching materials contain material accompanied by examples and evaluations. 20 students or 57.1% said the teaching materials were easy to understand, simple and practical, and 5 students or 14.30% said the teaching materials had an attractive appearance. Furthermore, if Experiential Learning was implemented in prose appreciation teaching materials, 35 students or 100% said it was very good.

Furthermore, based on the results of interviews conducted with lecturers regarding the condition of the teaching materials currently used, information was obtained that Firstly, only some lecturers understand the importance of developing prose appreciation teaching materials. Second, lecturers are too fixated on appreciation teaching materials sold by book publishers even though they do not suit the characteristics of students. Third, there is a lack of reviewing up-to-date references in prose appreciation teaching materials. Fourth, lecturers have the perception that prose appreciation learning does not experience fundamental problems. Thus, the needs of lecturers in developing prose appreciation teaching materials include the development of prose appreciation teaching materials that are adapted to student characteristics and the college curriculum, and the importance of experiential learning being integrated into teaching materials to improve the ability to appreciate prose.

Teaching Material Prototype

Based on the results of the needs analysis from lecturers and students, the profile of prose appreciation teaching materials can be seen in three parts, namely material, presentation, graphics, and language. First, the material aspect is focused on prose appreciation material which consists of prose appreciation, types of prose, levels of appreciation, steps for prose appreciation, approaches to prose appreciation, and examples of prose appreciation. The examples presented relate to the approach used in teaching materials, namely experiential learning with the hope that the experiences students have can help and make it easier for students to appreciate prose. Second, the presentation aspect. Teaching materials are presented in the form of printed books. Printed teaching materials in book form are generally more practical because they can be read and studied anywhere, they do not depend on other technology because they are self-sufficient. This means that it can be used directly, or no other tools are needed to use it, it is easy to carry everywhere without dependence on other technology. The printed teaching materials in question are in the form of modules. Third, the graphic aspect, relates to the appearance of teaching materials which are arranged using several colorful designs and the pictures that support this are designed to eliminate student boredom when reading teaching materials. Fourth, the linguistic aspect, the language used is good and correct Indonesian, easy for students to understand. Communicative and easy to understand language can help students understand the material. After these teaching materials have been prepared based on the results of the needs analysis, the next step is to validate the teaching materials with experts.

Validation and Revision of Teaching Materials

Expert validation is carried out to determine the validity of the teaching materials developed. This validity data analysis was assessed based on linguistic experts, presentation and graphics experts, and content/material suitability experts. Expert assessment on linguistic aspects covers the entire use of language contained in textbooks developed by researchers. The expert assessment of this linguistic aspect consists of seven statements, namely regarding communicative delivery style, as well as spelling and grammar. Based on the results of linguistic experts' assessment of prose appreciation teaching materials, they obtained an average V number of 0.89 with a very valid category, which is adjusted to the interpretation of the validity of Aiken's V in a correlation coefficient of > 0.80.

The textbook products that have been developed are also assessed by presentation and graphics experts. The assessment of the appearance aspects of printed textbooks aims to determine the appropriateness and suitability of the appearance of the textbook. The assessment of aspects of the appearance of the textbook includes the physical size of the textbook, cover design, and design of the textbook contents. Based on the results of presentation and graphic expert assessments, an average V number of 0.77 was obtained with the valid category adjusted to the interpretation of the validity of Aiken's V in the correlation coefficient of $0.60 \leq V < 0.80$. Furthermore, related to the assessment of the content aspect of prose appreciation teaching materials, the aim is to find out how appropriate the content of the teaching materials being developed is, so that students can use them as a handbook. The assessment of this content aspect consists of several indicators, namely the accuracy of learning outcomes, the accuracy of learning outcomes with indicators, the accuracy of teaching materials, the accuracy of assignments, and the accuracy of assessments. An average V number of 0.78 was obtained with the valid category adjusted to the interpretation of the validity of Aiken's V in the correlation coefficient of $0.60 \leq V < 0.80$.

The overall calculation of the assessment of Prose Appreciation teaching materials can be seen in the table below:

Table 1. Validator Assesment

Expert Name	Obtained Score		
	Language	Graphic	Material
Dr. Agung Nugroho, M.Pd.	0,89	-	-
Dr. Dodik Mulyono, M.Pd.	-	0,77	-
Dr. Satinem, M.Pd.	-	-	0,78

Judging from the table above regarding the assessment of design validation, the average V is 0.89 with very valid category criteria. Meanwhile, language validation obtained an average V of 0.77 with valid category criteria and material validation obtained an average V of 0.78 with valid category criteria. Therefore, prose appreciation teaching materials are suitable for use and can be tested at the practical stage (individual tests and field tests).

Field Trials

Field trials were carried out in small groups and medium groups with the aim of knowing students' responses to prose appreciation teaching materials and at the same time to determine the practicality and effectiveness of the teaching materials. Small group trials were carried out by filling out a questionnaire containing 10 questions filled in by 6 students. The results of the small group evaluation questionnaire calculation can be seen in the Table 2:

Table 2. Small Group Evaluation Questionnaire Calculation

Student Code	Question Number										Amount
	1	2	3	4	5	6	7	8	9	10	
M-1	4	4	4	3	3	3	4	3	4	3	35
M-2	4	3	3	4	4	4	4	3	3	4	36
M-3	3	4	3	3	3	3	4	4	4	4	35
M-4	4	3	3	4	4	4	4	3	3	4	36
M-5	4	3	4	4	4	4	4	4	4	3	39
M-6	4	3	4	4	4	3	4	3	3	3	36
Amount											215

Percentage of total scoring

$$\text{P} = \frac{Total\ questionnaire\ score}{maxsimum\ total\ score} \, x \, 100\% = \frac{215}{300} \, x \, 100\% = 71,66$$

Based on the questionnaire scores completed by six students, the total questionnaire score was 215. Then calculated using a formula, the result was 71.66%. This shows that Prose Appreciation teaching materials are practical to use. Next, the teaching materials will be tested on a wider scope. Furthermore, in the medium group trial, one study class group of 38 students filled in 20 questions. The results of the total assessment of the medium group trials are:

Percentage of total scoring

$$P = \frac{Total\ questionnaire\ score}{maxsimum\ total\ score}\ x\ 100\% = \frac{2728}{3040}\ x\ 100\% = 89{,}70\%$$

Based on the questionnaire scores completed by 38 students, the total questionnaire score was 2728. Then calculated using a formula, the result was 89.70%. This shows that Prose Appreciation teaching materials are very practical to use.

This research aims to develop Prose Appreciation teaching materials based on the Experiential Learning approach and to determine the validity and practicality of Prose Appreciation teaching materials. The stages carried out in this research are potential and problems, data collection, module design, expert validation, product revision, product testing, and product revision. Based on the results of interviews and needs analysis questionnaires in the field, it is known that most lecturers use teaching materials from publishers, so that the teaching materials used are felt by students to be less helpful in mastering prose appreciation material. Students also find it a little difficult to understand the use of language in teaching materials, the foreign terms used make it a little difficult for students to understand some of the content of the teaching materials. The material presented in prose appreciation teaching materials is less systematic and the content of the material is also less relevant to current developments. The overall appearance of the prose appreciation teaching materials used is also less attractive, too monotonous or lacking in variety. The teaching materials used also do not have their own characteristics. So, students are less able to improve their skills in appreciating prose. Seeing this problem, researchers assess the need to develop teaching materials that suit student needs. According to(Prastowo, 2011), the aim of making teaching materials is to help students learn something, provide various types of teaching material choices, make it easier for lecturers to carry out learning, so that learning activities become interesting. In general, the benefits of teaching materials developed by lecturers can be designed according to the relevant curriculum, according to the needs and characteristics of students, so that the expected goals can be achieved.

Furthermore, based on the results of interviews conducted with lecturers regarding the condition of the teaching materials currently used, information was obtained that Firstly, only some lecturers understand the importance of developing prose appreciation teaching materials. Second, lecturers are too fixated on appreciation teaching materials sold by book publishers even though they do not suit students' characteristics. Third, there is a lack of reviewing up-to-date references in prose appreciation teaching materials. Fourth, lecturers have the perception that prose appreciation learning does not experience fundamental problems. Thus, the needs of lecturers in developing prose appreciation teaching materials include the development of prose appreciation teaching materials that are adapted to student characteristics and the college curriculum and the importance of experiential learning being integrated into teaching materials to improve the ability to appreciate prose. Based on the results of identifying problems and learning needs for prose appreciation, the researcher tried to design prose appreciation teaching materials using an experiential learning approach which would later be able to meet students' needs for prose appreciation materials. Experiential learning can be modified to direct students towards learning principles, processes and skills that relate to relationship dynamics. In theory, Experiential Learning has various advantages, including being able to improve students' high-level thinking, where students can formulate problems, plan solutions, study solution steps, and make guesses from incomplete data(Nurhasanah, Malik, and Mulhayatiah, 2017). Therefore, in this experiential learning-based Prose Appreciation teaching material, lecturers design experiential learning activities, such as what should happen to students, both individuals and groups. Experiential learning not only provides knowledge of concepts, but also provides real experience that will build skills through real assignments.

After the teaching materials have been developed, the next step is the validation test stage with three experts, namely a linguistics expert (Dr. Agung Nugroho, M.Pd.), a graphics and presentation expert (Dr. Dodik Mulyono, M.Pd.), and a content/materials expert (Dr. Satinem, M.Pd.). The linguistic validation results show that the Prose Appreciation teaching material is very valid for use with a score of 0.89. Then the results of the validation of the presentation and graphics obtained a figure of 0.77 in the valid category. Meanwhile, the content/material expert assessment obtained a figure of 0.87, which is in the valid category. Based on three expert opinions, it can be concluded that the Prose Appreciation teaching materials are suitable for use even though there are several notes from the validator. In presentation and graphic validation, the request is to improve image resolution and consistency of type and size of letters, then the content/material validator provides notes on discrepancies between learning outcomes and planned final abilities and there are still spelling

and writing errors. Researchers have corrected all criticisms and suggestions from validators for further field trials. Design validation is an activity process to assess whether a product design will be more effective than the previous one. After the assessment, the strengths and weaknesses of the product that have been developed will be known(Sugiyono, 2016).

Field trials were carried out in small groups and medium groups with the aim of knowing student responses to prose appreciation teaching materials. Small group trials were carried out by filling out a questionnaire containing 10 questions filled in by 6 students. Six students stated that the appearance of the Prose Appreciation teaching materials was attractive, there were a variety of interesting pictures and templates so that they could overcome boredom when students read the teaching materials. Furthermore, regarding the content of the material in the Prose Appreciation teaching materials, it is arranged systematically, the language used is simple, making it easier for students to understand the material and appreciate the prose. Based on the questionnaire scores completed by six students, the total questionnaire score was 215. Then calculated using a formula, the result was 71.66%. This shows that Prose Appreciation teaching materials are practical to use. Next, the teaching materials will be tested on a wider scope. Furthermore, in the medium group trial, one study class group of 38 students filled in 20 questions. Based on the questionnaire scores completed by 38 students, the total questionnaire score was 2728. Then calculated using a formula, the result was 89.70%. This shows that Prose Appreciation teaching materials are very practical to use. This shows that Prose Appreciation teaching materials are very practical to use. This means that the teaching materials that have been developed by researchers have met one of the criteria for teaching materials, namely user friendly, in that the teaching materials use simple language, are easy for students to understand and comprehend. produce teaching materials that are capable of playing their function and role in effective learning, teaching materials that are designed and developed following the rules and elements that require them(Lestari, 2013).Experiential learning-based prose appreciation teaching materials also provide real experience for students who will build skills through real assignments. This is in line with opinion(Kolb, 2012) that through Experiential learning lecturers can see the student learning process, not as a result, because students can involve themselves to increase learning motivation.This teaching material can help students practice honing feelings, reasoning and imagination, as well as sensitivity to society, culture and the environment through appreciation activities(Mustofa & Yuwana, 2016).

Similar research and development of teaching materials has been carried out by Himang, et al (2019) entitled Development of Experience-Based Short Story Writing Teaching Materials. The result is that this experience-based teaching material is declared to be very valid, very practical, and very effective for use as teaching material for writing short stories. Furthermore, research conducted by Gustina, et al (2019) entitled Improving Poetry Writing Skills Using the Experiential Learning Model. The result is that through Experiential Learning it can improve students' writing skills in Indonesian poetry subjects. Apart from that, the relevant research used by researchers is research conducted by Inderasari (2018) entitled Experiential Learning in the Poetry Appreciation Ability of Indonesian Tadris Students at FITK IAIN Surakarta. The results of the research show that the experiential learning method can apply student experience as a basis for appreciating poetry, and the level of poetry appreciation by students is better, through experience they can apply the experiential learning method. The three previous studies have tried to produce experiential learning-based teaching materials with different materials, namely writing short stories, writing poetry, and poetry appreciation. Meanwhile, what the researchers developed was prose appreciation material using an experimental learning approach as had been done by previous researchers. Based on this, future research can continue research and development of teaching materials with other literary materials.

Conclusions

The conclusions obtained from this research are as follows:The design of Prose Appreciation teaching materials was developed through stages a) analysis of needs and objectives; b) learner identification; c) analysis of learners (students) and context; d) formulate performance goals; e) developing instruments; f) develop learning strategies; g) designing teaching materials; h) validate teaching materials with experts; i) large and small group trials.Teaching materials are designed based on identification of needs analysis obtained from interviews with lecturers and filling out questionnaires by students. anatomy of writing teaching materials which consists of an introduction (cover, foreword, table of contents, and course overview), contents (chapters of prose appreciation material, summaries, and exercises), conclusion (bibliography and author's biography). Prose Appreciation teaching materials based on the Experiential Learning approach are valid and practical.

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