

## The Effectiveness of Learning to Write Conservation Poetry Texts with a Synectic Model Based on the Students' Independence Level

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### Abstract

Poetry text writing skills possessed by students so that they can produce poetry based on freedom of imagination and creativity. Synectic learning model with the students' independence level is appropriate for learning to write poetry. The purpose of this study is to analyze the effectiveness of learning to write poetry texts with a synectic model based on the independence level of the classroom students. This study used a quasi-experimental method with data collection techniques using observation and interview guides. Final data analysis used one-way ANOVA test to analyze differences in the effectiveness of learning to write conservation poetry texts based on the independence level. The results showed the average value of high independence students was 87.86, then the average independence learning outcomes were 84.63, while the average learning outcomes of low independence was 84. Learning to write conservation poetry texts with synectic models is more effective to be used in students who have a high level of independence. The benefits of the results of this study can add to the learning theory to write poetry that accustoms students' independence more effectively.

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## INTRODUCTION

Effective writing learning is very necessary for students in an effort to instill a sense of empathy in the surrounding environment. Writing is not merely about learning activities in writing, but writing is a complex learning activity (Smedt and Hilde: 2014). In line with Smedt's theory, Wagiran (2005) states that writing as one of the abilities taught is an extremely difficult activity for some people. Writing is a creative process that involves a lot of divergent (diffuse) thinking rather than convergent or centered (Zulaeha, 2008). Therefore, learning to write is very important to be taught as argued by Pocinho (2014) that learning to write can improve writing skill and train sensitivity.

Poetry text is a text that expresses ideas by selecting certain diction which have both implied and explicit meanings. Poetry has a text that has its own linguistic characteristics (Fasy, 2019). In creating poetry it is also necessary to have a creative process. The creative process is the change in the organization of personal life. So, the creative process that is not possessed by other authors (Nuryatin, 2014).

A study entitled "Learning to Write Free Poetry Using the Imagination Suggestion Method" by Pebriana (2017) stated poetry uses concise language, but its meaning is very rich. The words he uses are connotative words that contain many interpretations and understandings. Therefore, in the world of education an educator must choose a learning model that can improve writing poetry text skills.

The learning model used in learning Indonesian Language must be more interactive, creative, innovative, centered on students, and can improve students' critical thinking skills. Learning models are conceptual frameworks that describe systematic procedures in organizing learning experiences to achieve certain learning goals (Zulaeha, 2016).

Synecitic learning model is a learning model that is able to increase the students' creativity in writing literature. The synecitic model is more effectively empowered in learning creative writing to stimulate students' creative

writing abilities (Asri, 2011). Research conducted by Krisbono (2015), Mubarok (2017), and Irma (2019) shows the students' creativity in making literary works is proven to increase with synecitic models.

The effectiveness of synecitic model research conducted by Juidah (2016) showed that synecitic learning models were more effectively used for learning to write poetry texts.

Improving the ability of students in the learning process should also be seen from the level of independence. As stated by Ali and Asrori (2016) Independent individuals are individuals who dare to make decisions based on a consequences understanding of their actions. The characteristics of learning independence according to Desmita (2009) that "independence is usually characterized by several characteristics, including: the ability to determine their own destiny, creative and initiative".

Research on synecitic models conducted by Aztri (2012) showed the ability to write poetry of students with a high degree of independence has the highest score of 82.80. Other research was also conducted by Pratama (2012) by showing the results of writing learning increased from 77 to 95.

The purpose of this study is to analyze the effectiveness of writing poetry texts with a synecitic model based on the independence of students. The benefits of this research can add the development of educational research and increase knowledge in learning to write poetry texts in educational institutions.

## METHODS

This experimental research method used quasi experiment. In this study there was an experimental group that was learning to write poetry texts with a synecitic model based on the students' independence level, but there was no control class. The population in this study was the writing poetry text skill for tenth grade high school students in Pekalongan Regency. The sample used a purposive sampling technique. The reasons for using purposive sampling techniques based on certain considerations were the sample

criteria used based on the public schools category and having A accreditation, in addition, students have heterogeneous abilities, students get complete facilities and infrastructure. The sample of this research was the tenth grade MIPA 1 students of SMA Negeri 4 Pekalongan.

There were three variables in this study, the synectic model as an independent variable, the writing poetry texts skill as the dependent variable, and the independence model as a moderator variable. Data collection in this study used a questionnaire observation guide and documentation guide. The research instrument used consisted of poetry test instruments and non-test instruments in the form of independence questionnaire.

Instrument data analysis technique used the validity and reliability test. Validity and reliability test in this study using the formula Product Moment and Alpha Crombach, while to test the sample using the test for normality and homogeneity with the help of SPSS 25.

The final test data analysis used one way ANOVA test to determine the effectiveness of learning to write poetry texts based on the students' independence level.

The effectiveness of learning to write poetry texts with a synectic model was seen from the implementation and viewed from the students' learning outcomes. The application of synectic models includes the principles application, syntax, reaction systems, support systems, as well as instructional impacts and supporting synectic models impact.

Learning to write poetry texts with a synectic model is supported by an analysis of the independence level of each student. The independence level of synectic class students was detailed in Table 1.

**Table 1.** Independence Level of Synectic Class

Independence level	Total
High	7
Medium	22
Low	5
Total	34

Based on table 1, students from synectic class totaled 34. There were 7 students had high-independence, 22 students had moderate independence, and 5 students had low independence. Thus, the learning style tendency is moderate independence. The initial test results of writing poetry texts can be seen in table 2.

## RESULTS AND DISCUSSION

**Table 2.** Initial Test Results of Synectic Class

Category	Range	Frequency	Total Score	Percent	Mean
Very Good	85-100	1	85	2%	71.21
Good	69-84	18	1,388	52%	
Enough	53-68	13	848	38%	
Low	0-52	2	100	5%	
Total		34	2,421	100	Good

Based on table 2, there were 18 students in the value range 69-84. The value range was included in the good category. In addition, there were 13 students in the 53-68 range. The value range was included in enough categories. There are 52 students in the range 0-52. The value range was included in low categories. However, there was only 1 student with a range of grades 85-100, which was a value range with a very good category. The table also showed the lowest and highest values achieved by students. The lowest score of students is 50, while the highest value is 85. The average initial test score in the synectic

class was 71.21. These values was included in good categories. Thus the value  $71.21 < 75$ . Based on these comparisons it could be concluded that the students' initial test scores had not yet reached the minimum completeness criteria (KKM). The final test results could be seen in table 3.

Based on table 3, there were 14 students in the value range 85-100. The value range included in the very good category. In addition, there were 20 students in the value range 69-84. The final test results did not show any students who received a range of values of 53-68 and a value range 0-52. The table also showed the lowest and highest

values achieved by students. The lowest score of students was 79, while the highest value was 96. The average value of the final test in the synectic class was 85.30. This value was included in the

very good category. Thus it could be concluded that the value of  $85.30 > 75$ , meaning that the students' value had reached the minimum completeness criteria (KKM).

**Table 3.** Synectic Class Final Test Results

Category	Range	Frequency	Score	Percent	Mean
Very Good	85-100	14	1,248	8%	85.30
Good	69-84	20	1.652	64%	
Enough	53-68	0	0	0%	
Low	0-52	0	0	0%	
Total		34	2.900	100	

The final test results based on learning styles could be seen in table 4.

**Table 4.** Synectic Class Final Test Results Based on Independence Report

Students' independence level in the class using the Synectic model	Mean	N	Std. deviation
Very Good	64.00	5	10.808
Good	84.63	22	9.588
Enough	87.86	7	7.095
Low	73.18	34	12.236

The final test results in table 4 showed that the mean value of high independence students was 87.86, while the mean value of moderate independence student was 84.63. The mean value of high independence students was 84.00. With this, the average independence who gets the highest score was students who had a high independence level.

Before conducting a hypothesis test, a prerequisite test was performed. The prerequisite test consisted of normality test, paired sample t-test, homogeneity test, and one way ANOVA test. Before the data was tested whether there was an increase in learning outcomes (pretest and posttest) in the classroom with a synectic model, the data must be normally distributed first.

Based on the Kolmogorov-Smirnov Test One-Sample table, the Asymp value was obtained. Sig. (2-tailed) in the pre-test and post-test in the synectic class  $0.050 > 0.05$  then  $H_0$  was accepted. That was, the independence of students, including both categories.

Based on the results of the paired T-Test, it was stated that in column sig. (2-tailed) it could

be seen that the sig value in pair 1 was pre test of synectic model - post test of synectic model =  $0,000 < 0.05$ . So  $H_0$  was rejected, meaning that there were differences in the average value of the pre-test with the post-test of writing poetry skills based on the independence level in tenth grade students. Differentiated based on the independence level in the one-way test, the data must be tested for homogeneity first, to ensure that the data variance between each level of independence is the same. In the Test of Homogeneity of Variances output, sig.  $0.227 > 0.05$ , then  $H_0$  was accepted, meaning that the data variance was homogeneous.

One way ANOVA test was the last test used to compare averages consisting of 3 or more classes. If there were differences in average learning outcomes between classes, a LSD post hoc test could be performed to find which class was the best.

LSD post test results found that in class with synectic learning models, the most effective level of independence in improving learning outcomes was a high level of independence.

### **The Effectiveness of Learning to Write Poetry with a Synectic Model Based on the Students' Independence Level**

In this study, the learning process to write poetry used the 2013 curriculum for synectic classes to obtain the value of learning to write poetry. Synectic class was held in tenth grade MIPA 01 of SMA N 4 Pekalongan.

In this hypothesis, based on the results of the paired t-test in the column sig. (2-tailed) it could be seen that the sig value in pair 1 is

pre\_synectic - post\_synectic = 0,000 < 0.05. So  $H_0$  was rejected and  $H_1$  was accepted, meaning that there was a difference in the pre-test mean scores with the post-test of the ability to write poetry in the synectic class. In other words there was an increase in learning outcomes in the class with a synectic model.

The difference in values was obtained from the average post-test of students with an average of 85.30 higher than the pre-test of students with an average of 71.21. The conclusion from the difference, there was an increase in learning outcomes in the class with a synectic model.

Based on the results of these tests, this study proved that the synectic model was effectively used for learning to write poetry.

## CONCLUSION

There is the effectiveness of learning to write poetry using a synectic model based on the level of independence of high school students in class X. This is based on differences in the average value of students before and after being treated with a synectic model. Before being given treatment the average value of ability aspect to write poetry in high-level independence students as much as 65 while after being treated as much as 87.86, for students of moderate independence by 66.43 while after being treated by 84.63 then for independence student in low average value of 64.00 while after being treated as much as 84. So learning to write poetry with a synectic model is more effectively used on students who have a high level of independence than at a moderate level and low independence.

Suggestions that can be given for further research is the need for further research related to the use of research variables about other independence and the use of other learning models in learning to write poetry.

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