

Learning Writing Short Story through Synectic Model Based on Students' Creativity

Pondra Muliawan^{1✉}, Agus Nuryatin², Ida Zulaeha²

¹. STKIP-PGRI Bandar Lampung

². Universitas Negeri Semarang, Indonesia

Article Info

History Articles
Received:
10 November 2019
Accepted:
15 Desember 2019
Published:
21 April 2020

Keywords:
short story text,
Synectic Model,
creativity

Abstract

Learning writing short story involves students' habitual behavior in composing creative writing, which is story about a character's life that contains conflicts and resolution. In this case, teachers choose learning model which is suitable to the students' creativity. This study attempts to analyze the effectiveness of Synectic model based on students' creativity in 11th grade students of senior high school. This study used one group pre-test-post-test design. The samples were taken by using purposive sampling. The data were analyzed by using validity and reliability test. Meanwhile, in order to test the sample, normality and homogeneity tests were used. The final data analysis used paired t-test to know the comparison of the effectiveness of learning writing short story based on students' creativity. The results showed that learning writing short stories through Synectic model effectively affected students with high, medium, or low creativity. The average score of students with high, medium, and low creativity was 87.86, 81.56, and 78.38 respectively. The significance of this research is to be able to provide new insight in educational research and increase knowledge in learning composing short stories in educational institutions

✉ Correspondence address:
Jl. Khairil Anwar No. 79, Bandar Lampung 35116
E-mail: pondramuliawan93@gmail.com

INTRODUCTION

Learning writing short story requires students' ability in writing story with proper and correct writing rules. Short story text is a literary work that contains stories from the lives of characters that attract author's attention in which there are conflicts and events experienced by several characters. Short story refers to fictional story where the problems contain a small part of the characters' lives that attract author's attention, and the whole story gives an impression to the reader, Muliawan (2020). Therefore, teachers must choose a learning model that is able to improve writing skills of short story. Nuryatin (2016:90) suggest that teachers also need to be adaptive, and individual learning must be considered so that learning can be conducted more effectively.

The learning model used by teachers must be able to create quality learning so that each party can be involved in the directed and joyful learning process for students. According to Joyce (in Trianto 2011:5), learning model is a plan or a pattern used as a guide in planning learning in class. Learning model is a conceptual framework that describes systematic procedures in regulating learning experiences to achieve certain learning goals (Zulaeha, 2016). Learning that uses innovative model provides creative experiences for students to adapt to the context of the social community environment, Zulaeha (2013).

One of the models that can be used in learning writing short story is Synectic model. Joyce (2011:270) said synectic models can be directly applied to creative writing. Synectic model refers to learning model that facilitates students to think creatively and use Synectic procedures to develop creativity groups, Mubaroq (2017). Ambarwati (2019) added that this model can direct students in finding ideas so that they can produce beautiful words in writing. The relationship between creativity and Synectic process can prompt creative process towards awareness and develop individual's and group's real abilities, Gordon (in Huda, 2014). Furthermore, Ouji (in Abed, S., Davoudi, AHM, & Hoseinzadeh, D., 2015) argues that in learning there are opportunities to create new

things and creative solutions by using prior knowledge given to someone. This means someone tries this model to see things and problems commonly found around us. synectics including association methods of activating creative thinking integrated into the its structure. The article can be useful for teachers within the vocational and pedagogical education system, as well as for professionals who develop creative abilities of students, Krayukhina (2016).

Research on Synectic learning model has been conducted by hilal (2013). The results showed that learning writing short stories through Synectic models has met the effectiveness criteria. Students' participation in Synectic group always created unique experiences that educated interpersonal understanding and social sense. The group members learn about themselves from each other, Dia (2015).

In addition to determining the right model, teachers also need know conditions of each student as writing short stories is a type of creative writing. Thus, teachers need to know creativity level of each student. Creativity is a way of thinking and acting or making something original (Mayaski, in Fachruddin, 2017). Other experts interpret creative as a process that produces original and valuable products (Fisher, 2004).

Based on the description above, it needs to know the effectiveness of learning writing short story through Synectic model based on students' creativity.

The significance of this study is to provide new insight to the development of educational research and to increase knowledge in learning composing short stories in educational institutions.

METHODS

This study used one group pretest-posttest design. In this study, the experimental group employed Synectic model in learning writing short story based on students' creativity, but there is no control group. The population in this study consisted of 11th grade high schools in

Tulang Bawang district. The sample was taken by using purposive sampling technique. The reason for using the technique is based on certain considerations. First, the schools have got A score in school accreditation. Second, the students have heterogeneous abilities. Third, the students get adequate facilities and infrastructure. The sample of this study was 11th grade science students of SMA Negeri 1 Banjar Margo. The variables in this study were divided into three: Synectic model as the independent variable, short story writing skills as the dependent variable, and creativity as the moderator variable.

The data of this study were collected through test and non-test technique. The techniques were carried out to determine the ability of students in writing short stories, and non-test technique consisted of questionnaires on creativity and documentation. Data analysis techniques in this study included test analysis and non-test analysis. Analysis of the test

involved a prerequisite test, which consisted of normality test and homogeneity test. The final test data analysis used paired t-test and *anova* test.

RESULTS AND DISCUSSION

The effectiveness of learning writing short story through Synectic learning model based on creativity can be assessed from the learning process by applying features of learning model and student outcomes. Synectic models are evaluated based on the application of the principle, syntagmatics, reaction systems, support systems, instructions, and supporting effects of the model.

The learning process of writing short story through Synectic model is supported by students' creativity. The students' creative thinking based on Synectic learning model is presented in Table 1.

Table 1. Creativity of Synectic Class

No.	Creativity	Total
1.	High	7
2.	Medium	9
3.	Low	8
Total		24

Based on table 1, there are 24 students in Synectic class: 7 students with high creativity, 9 students with medium creativity, and 8 students with low creativity. In other words, the students

tend to have medium creativity. The pre-test score of writing short story can be seen in the following table.

Table 2. Pre-Test Results of Synectic Class

No	Category	Range	Frequency	Total Score	Percentage	Lowest Score	Highest Score	Average
1	Very Good	85-100	0	0	0			
2	Good	69-84	13	665	54.16	54	79	68.33
3	Fair	53-68	11	975	45.83			
4	Bad	0-52	0	0	0			
Total			24	1640				Fair

Based on table 2, there are 13 students in the range of 69-84, and it is included in good category. In addition, there are 11 students in the range of 53-68, and it is included in fair category. However, there are no students in the range 0-52

and 85-100. The lowest score is 54 while the highest is 79. The average pre-test score is 68.33, and it is in fair category. Therefore, the value 68.33 is lower than 75. Based on the average score, it can be concluded that the students' pre-

test scores have not met the minimum completeness criteria (KKM). The post-test

scores are showed in table 3 as follows.

Table 3. Post-Test Result of Synectic Class

No	Category	Range	Frequency	Total Score	Percentage	Lowest Score	Highest Score	Average
1	Very Good	85-100	7	630	29.16			
2	Good	69-84	17	1346	70.83	75	92	82.33
3	Fair	53-68	0	0				
4	Bad	0-52	0	0				
Total			24	1976				Baik

Based on table 3, there are 7 students who gets very good score in the range of 85-100. 17 students get good score in the range of 69-84. In table 3, none of the students gets score in the range of 0-52 and 53-68. The lowest score is 75,

and the highest is 92. The average score is 82.33. It can be concluded that the score 82.33 is higher than 75. Therefore, the students have met the minimum completeness criteria (KKM).

Table 4. Normality Test

Tests of Normality							
	tes	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
hasil	awal	.166	24	.086	.904	24	.026
	akhir	.151	24	.164	.899	24	.020

a. Lilliefors Significance Correction

According to the table of normality test, there is kolmogorov-smirnov with pre-test showing sig= 0.86>0.05 and sig score in the

post-test= 0.164> 0.05. Based on that significante score, it can be concluded that the samples were distributed normally.

Tabel 5. Uji Homogenitas kelas Sinektik

Test of Homogeneity of Variances

hasil			
Levene Statistic	df1	df2	Sig.
.187	1	22	.670

According to homogeneity output result, the sig value of Synectic class is 0.670, which is

higher than 0.05. It can be said that the variance of the pre-test is homogeneous.

Table 6. One Way Anova Comparative Test

ANOVA

daya kreatif					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	344.379	2	172.189	7.456	.004
Within Groups	484.954	21	23.093		
Total	829.333	23			

It can be seen that the sig is $0.004 < 0.05$, so H_0 is rejected, meaning that there are significant differences in the average learning outcomes in Synectic class between high, medium, and low creativity. Because there are significant differences of average score between high, medium, and low creativity, LSD can be further tested.

Based on further LSD tests, the comparison between high creativity and medium creativity has sig value = $0.017 < 0.05$, so there is significant difference in average learning outcomes between the treatment. Meanwhile, the comparison between high creativity and low creativity shows sig value = $0.001 < 0.05$, so there is significant difference in the average learning outcomes between the treatment. Then, the comparison between medium creativity and low creativity shows sig. = $0.188 > 0.05$, so there is difference in average learning but not significant between the treatment. To see which one is better, it can be seen from the descriptive test.

Based on the result of descriptive test, it can be concluded that:

1. There is significant difference between high creativity and medium creativity. Based on the descriptive table, the high creativity is better.
2. There is significant difference between high creativity and low creativity. Based on the descriptive table, the high creativity is better.
3. There is less significant difference between medium creativity and low creativity. Even though in descriptive table medium creativity is better than low creativity, statistically medium and low creativity is considered equal due to insignificant difference of average.

This study is relevant to the results of Setyaningsih' (2010) study stating that student behavior changes. These changes lead to positive behavior. Students are increasingly motivated and keen on learning. The class atmosphere that was initially passive turn to active. This has an impact on improving student skills in writing short stories. Kafitri (2018) in his study entitled "the effectiveness of Synectic model and

quantum model in learning instructing short story through *pulup* game media for 11th grade students of high school" showed that Synectic model and quantum model were effectively used in learning constructing short story through *pulup* game media for for 11th grade students of high school. Fasy (2019) in his research entitled "The Effectiveness of Learning to Write Conservation Poetry Texts with a Synectic Model Based on Students' Independence Level" argued that there was effectiveness in learning writing poetry by using Synectic model. It is supported by Ahsin (2019) from the results of his study. He asserted that the use of synectic models was effective in improving the ability of writing short stories for students. Krisbiono (2015) in his study entitled "The Effectiveness of the Use of Synectic Models and Simulation Models in Learning Writing Drama Texts Based on Learning Styles in for 11th Grade Students of High School" proved the effectiveness of the use of Synectic models and simulation model in students with visual and auditory learning styles so that optimal learning outcomes were achieved.

Karwati (2012) used Synectic model in art learning. The result indicated art learning activities in the studio visit program were more meaningful and able to develop ideas and enhance students' creative activities. In other literary learning such as poetry, Munarto (2016) proved the effectiveness of Synectic learning model. Aztry (2012) in his research said in general it can be concluded that by using Synectic model and the discovery of effective concepts in learning writing poetry both in high-independence class and low-independence class, there is significant differences in the results of the ability of writing poetry between the students. Amintaningsih (2019) in study stated that learning process through Synectic model could improve students' skills in writing short stories based on KUIK. Komaria (2019) in his research said synectics model had an effect on creative thinking and metacognition skills. Nugraha (2017) in his study said that the ability to write drama scripts for experimental class

students using Synectic models was better than the control class using lecture methods.

The significance of this study is to provide new insight in educational research and increase knowledge in learning to compose short stories in educational institutions. Fatemipour (2014) said that the Synectic model has significant positive effect on developing student creativity. The creation of creative vehicles becomes stimulants that are always present and inspire students to be creative. Teachers play the role as creativity sponsors. In this case, the teachers do activities that encourage students to be involved through giving gifts for creative behavior, Fachruddin (2017). Then Sulistiarmi (2016) said that students' creative attitudes based on indicators of students' creative attitudes tend to have free ideas. Nevertheless, students are also good at seeing problems from various points of view, both in asking questions, curiosity, imaginative power, and originality of opinion and ideas.

CONCLUSION

There is effectiveness in learning writing short story through Synectic model based on 11th grade students creativity. This is based on differences in the students' average score before and after applying Synectic model. Before giving the treatment, the average score of students with low creativity was 66.00 while after giving the treatment it increased to 78.38. The average score of students with medium creativity was initially 67.89, and after giving the treatment the score increased to 81.56. In addition, the average score of students with high creativity was initially 71.57, and after giving the treatment the score increased to 87.86. Therefore, learning writing short stories through synectic models is considered more effective in students with high creativity.

REFERENCES

- Abed, S., Davoudi, A. H. M., & Hoseinzadeh, D. (2015). The effect of synectics pattern on increasing the level of problem solving and critical thinking skills in students of Alborz province. *WALIA journal*, 31(1), 110-118.
- Ahsin, M. N., & Ristiyani, R. (2019). Penerapan Model Sinektik Untuk Meningkatkan Kemampuan Menulis Cerpen Bagi Mahasiswa. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 3(1). <https://jurnal.umk.ac.id/index.php/kredo/article/view/4060/0>
- Ambarwati, W. (2017). Pengembangan Model Sinektik Berbantuan Media Video dalam Pembelajaran Menulis Puisi Pada Peserta Didik Di Kelas V SD. *Tarling: Journal of Language Education*, 1(1), 91-103. <http://ejournal.iainpurwokerto.ac.id/index.php/tarling/article/view/1125>
- Amnitaningsih, A. (2011). Peningkatan Keterampilan Menulis Cerpen Berbasis Kuik (Kisah, Unsur Intrinsik, dan Khayalan) Melalui Model Sinektik Di Kelas X SMA Negeri 1 Pemalang. *Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa*, 4(2), 75-85. <http://ejournal.unp.ac.id/index.php/linguadidaktika/article/view/1258>
- Aztry, A. (2012). Keefektifan Model Sinektik dan Penemuan Konsep Pada Pembelajaran Menulis Puisi Berdasarkan Tingkat Kemandirian Siswa Kelas VII SMP. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 1(2). <https://journal.unnes.ac.id/sju/index.php/seloka/article/view/689>
- Dia, E. E. (2015). Model Sinektik dalam Pembelajaran Kemampuan Menggunakan Bahasa Indonesia Untuk Memaparkan Pendapat. *Sastronesia: Jurnal Program Studi Pendidikan Bahasa Indonesia*. <https://ejournal.stkipjb.ac.id/index.php/sastra/article/view/826>
- Fachruddin, F. (2017). Pengembangan Daya Kreatif (Creative Power) Melalui Dunia Sekolah: Identifikasi Isu. *Sukma: Jurnal Pendidikan*, 1(1), 131-175.
- Fasy, N. F. N., & Zulaeha, I. (2019). The Effectiveness of Learning to Write

- Conservation Poetry Texts with a Synectic Model Based on the Students' Independence Level. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 8(3), 57-62. <https://journal.unnes.ac.id/sju/index.php/seloka/article/view/35381>
- Fatemipour, H., & Kordnaeej, M. (2014). The effect of synectics and journal creative writing techniques on EFL students' creativity. *International Journal of Language Learning and Applied Linguistics World*, 7(3), 412-424
- Fisher, Robert; Williams, Mary. (2004). *Unlocking Creativity: Teaching Across the Curriculum*. London: David ulton Publisher.
- Hilal , Indra Nur. (2013). Keefektifan Pembelajaran Menulis Cerpen Dengan Menggunakan Model Problem Based Instruction (Pbi) dan Model Sinektik Pada Siswa SMA. *Journal. Fakultas Bahasa Dan Seni Universitas Negeri Semarang*
- Huda, M. (2014). *Model-Model Pengajaran dan Pembelajaran*. Yogyakarta: Pustaka Pelajar.
- Joyce, B., Weil, M., & Calhoun, E. (2011). *Models of Teaching*, edisi 8. Yogyakarta: Pustaka Pelajar.
- Kafitri, A., & Doyin, M. (2018). Keefektifan Model Sinektik dan Model Quantum dalam Pembelajaran Mengonstruksi Sebuah Cerita Pendek melalui Media Pulup Game Untuk Siswa SMA Kelas XI. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 7(1), 1-6. <https://journal.unnes.ac.id/sju/index.php/jpbsi/article/view/23240>
- Karwati, U. (2012). Aplikasi Model Pembelajaran Sinektik (Synectic Model). *Jurnal Seni & Budaya Panggung* Vol, 22(2), 147-159.
- Komaria, N., & Wicaksono, I. (2019). The Effect of Using Synectics Model on Creative Thinking and Metacognition Skills of Junior High School Students. *International Journal of Instruction*, 12(3).
- Krayukhina, O. E., Shmakova, L. E., Smetanina, V. Y., Nikolaeva, E. A., & Tershukova, M. B. (2016). Activation of Learning and Creative Activity of the Vocational Pedagogical University Students. *International Journal of Environmental and Science Education*, 11(15), 8311-8322
- Krisbiono, A. D., Supriyanto, T., & Rustono, R. (2015). Keefektifan Penggunaan Model Sinektik dan Model Simulasi dalam Pembelajaran Menulis Teks Drama Berdasarkan Gaya Belajar Pada Peserta Didik Kelas XI SMA. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 4(2).
- Mubarq, A. K., & Subyantoro, S. (2017). Keefektifan Pembelajaran Menulis Cerpen dengan Model Sinektik dan Model Kreatif-Produktif pada Peserta Didik SMA Berdasarkan Tipe Pemerolehan Informasi. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 6(1), 53-58
- Muliawan, Pondra. (2020). Keefektifan Pembelajaran Menulis Teks Cerita Pendek dengan Model Project Based Learning dan Momdel Sinektik Berdasarkan Daya Kreatif Peserta Didik Kelas XI. Tesis. Universitas Negeri Semarang.
- Munarto, M., & Mulyani, M. (2016). Pengembangan Model Sinektik Terpimpin Berwawasan Lingkungan Menulis Puisi dalam Pembentukan Moral Siswa. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 5(1). <https://journal.unnes.ac.id/sju/index.php/seloka/article/view/12738>
- Nugraha, E. (2017). Model Sinektik Berorientasi Berpikir Kreatif dalam Pembelajaran Menulis Naskah Drama (Kuasi Eksperimen Terhadap Siswa Kelas VIII SMP PGII 2 Bandung). *LITERASI: Jurnal Ilmiah Pendidikan Bahasa, Sastra Indonesia dan Daerah*, 7(2), 121-131.

- <http://journal.unpas.ac.id/index.php/literasi/article/view/511>
- Nuryatin, Agus dan Irawati, Retno Purnama. (2016). Pembelajaran Menulis Cerpen. Semarang: Cipta Prima Nusantara.
- Setyaningsih, N. H. (2010). Peningkatan Keterampilan Menulis Cerpen Mahasiswa Jurusan Bahasa dan Sastra Indonesia dengan Model Sinektiks yang Dikembangkan. *Lingua*, 6(2).
<https://journal.unnes.ac.id/nju/index.php/lingua/article/view/876>
- Sulistiarmi, W., Wiyanto, W., & Nugroho, S. E. (2016). Analisis Kemampuan Berpikir Kreatif Siswa Kelas XI-IPA pada Mata Pelajaran Fisika SMA Negeri Se-Kota Pati. *UPEJ Unnes Physics Education Journal*, 5(2), 95-101.
<https://journal.unnes.ac.id/sju/index.php/upej/article/view/13628>
- Trianto. (2011). Model Pembelajaran Terpadu Konsep, Strategi dan Implementasinya dalam Kurikulum Tingkat Satuan Pendidikan (KTSP), Jakarta : Bumi Aksara
- Zulaeha, I. (2013). Innovation models of indonesian learning in multicultural society. *Procedia-Social and Behavioral Sciences*, 103, 506-514
- Zulaeha, I. (2016). Teori, model, dan implementasi pembelajaran menulis kreatif. Semarang:Unnes.