



## The Effectiveness of *Picture and Picture* Model and Synectic Model in Poetry Writing Study for 10<sup>th</sup> Grade of Senior High School Students

Bindarin Muayah<sup>✉</sup>, Agus Nuryatin, Wagiran Wagiran

Universitas Negeri Semarang, Indonesia

### Article Info

History Articles

Received:

9 February 2023

Accepted:

19 March 2023

Published:

30 April 2023

Keywords:

Writing poetry, Picture and Picture, Synectic Models

### Abstract

This research aims to find out the effectiveness of picture and picture model and synectic model in poetry writing study for 10<sup>th</sup> grade of Senior High School students. The populations for this research are the 10<sup>th</sup> grade Math and Science students of MA Assalafiyah and the 10<sup>th</sup> grade Math and Science students of SMA Negeri 1 Wanasari. The samples of this research are the first experiment group of 10<sup>th</sup> grade Math and Science students of MA Assalafiyah using picture and picture model and the second experiment group of 10<sup>th</sup> grade Math and Science students of SMA Negeri 1 Wanasari using synectic model. This research uses experimental research by applying factorial design. The result of this research shows that synectic model is more effective compared with the picture and picture model in poetry writing study for 10<sup>th</sup> grade of Senior High School students.

<sup>✉</sup> Correspondence address:

Gedung A Kampus Pascasarjana

Jl. Kelud Utara III, Semarang, Indonesia

E-mail: [bindarinmuayah345@students.unnes.ac.id](mailto:bindarinmuayah345@students.unnes.ac.id)

p-ISSN 2301-6744

e-ISSN 2502-4493

## INTRODUCTION

Education is the primary way as the effort to prepare Indonesia's golden young generation to welcome and face the competitive developments. There will be human's changing process in the long term through education. Education is also a method to improve the quality of human resources.

One competence in Curriculum of 2013 that should be mastered by the students is poetry writing. Poetry writing is the activity to express thoughts, ideas and experience into the written language that is understandable by the readers. Through poetry writing, the activity of generating thoughts and feelings into the written language can be delivered with the intention that thoughts or feelings can be developed in accordance with applicable regulations.

Many people believe that writing poetry is a talent, so that someone who does not have talent will never able to write poetry well. This opinion is not completely true. Someone can be skillful at writing poetry because of the hard work; so that writing poetry is a skill (Wiyanto, 2006).

Poetry is one interesting aspect of literature that always evokes the sense and promotes literature things (Deppa, 2018). In the process of poetry writing study, the material used for teaching activity in the class is still putting forward the poetry writing theory.

Poetry writing study becomes the part of literature creative writing. As the creative activity, writing poetry can be developed gradually, continually, directed and integrated (Andhika, 2017). There will be also obstacles in writing poetry for the students; there are still many students who do not really like with the poetry writing study caused by psychological factor. Psychological factor that is related with students' interest, motivation, inspiration and feeling explains that writing poetry is difficult, so that students prefer to finish multiple choice questions or easy essays.

To cope with that condition, it needs the creative, innovative and pleasant study method. The usage of picture and picture model and synectic model is demanded to cope the study issue that make students think creatively.

<i>Picture and picture Model</i>	Synectic Model
Learning group by developing pictures.	Learning group by developing interactions.

Those two models are chosen because they are similar with the characteristic of the teaching material and the students are able to gain inspiration in practicing poetry writing.

The superiority of picture and picture model is giving priority to learning group that is using picture as the medium and also the comparative learning. Comparative learning is a method which is mindfully and systematically developing interaction between each member (Kusumawati, 2016).

Meanwhile, synectic model is beneficial to develop students' new understanding about an issue so that they will be aware how to behave in certain situation, develop students' clarity of understanding and internalization, and able to find the new way of thinking in solving an issue (Endah, 2021:5). Based on the explanation, the students can obtain the new understanding on them through synectic model and develop creative thinking so the students will not find any difficulties in writing poetry.

The application of both models aims to involved students actively in teaching activity. The students are free to think more creative in developing intellectual activity related to the material given by the teacher and also able to use their intellectual activity in completing their poetry writing task. Moreover, the chosen learning models by the teacher are expected to be able to deliver the students to master various language competencies especially on writing skill. As it is stated by (Cole: 2015), that the students

need specific technique to improve their writing skill.

## METHODOLOGY

The design used in this research is factorial in which to examine and prove the hypothesis about the dissimilarity of learning models; they are picture and picture and synectic model. This design divides groups into two and also sample group. The both groups are the first experiment group of 10th grade Math and Science students 1 of MA Assalafiyah Luwungragi and the second experiment group of 10th grade Math and Science students 1 of SMA Negeri 1 Wanasari. The first experiment group is given picture and picture model in poetry writing study and the second experiment group is given synectic model in poetry writing study.

The populations of this research are Math and Science students MA Assalafiyah Luwungragi and SMA Negeri 1 Wanasari. The technique of sampling used is purpose sampling. This technique is done by determining the sample that notices certain important consideration. The purpose sampling technique chooses a group of subject based on the certain characteristic which is rated to have linkages to the population's characteristics that will be examined. This research determines two classes of sample of all the populations that will be the first experiment class (10th grade Math and Science students 1 of MA Assalafiyah Luwungragi) and the second

experiment class (10th grade Math and Science students 1 of SMA Negeri 1 Wanasari).

The independent variable of this research is picture and picture and synectic model. Meanwhile, the dependent variable is the skill of poetry writing.

The instruments used for this research are examination and skill instruments. The examination instrument in this research is giving work method in written and essay. Meanwhile, the skill instrument covers the content compatibility with organization, vocabulary, sentence, and mechanic.

The data collection techniques used for this research are examination technique and non-examination technique. The data analysis technique involves validity test, instrument reliability test, data formality test, hypothesis test, and analysis variation test.

## RESULTS AND DISCUSSION

Result of the research done towards the first experiment group (10th grade Math and Science 1 students of MA Assalafiyah Luwungragi) using picture and picture model and the second experiment group (10th grade Math and Science 1 students of SMA Negeri 1 Wanasari) using synectic model.

### Tests of Normality

CLASS	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
VALUE FIRST EXAM	.126	36	.159	.949	36	.098
FINAL EXAM	.140	36	.071	.920	36	.012

Based on the output data calculation tests of normality on the column of Kolmogorov-Smirnov and the result of first exam table, the 10th grade Math and Science 1 students of MA Assalafiyah Luwungragi as the first experiment class gains the significance in the amount of 0,159

> 0,05 so the first exam result on the first experiment class distributes normally, and the 10th grade Math and Science 1 students of SMA Negeri 1 Wanasari as the second experiment class gains the significance in the amount of 0,77 > 0,05 so the first exam result on the second

experiment class distributes normally. This can be concluded that the result of the first exam for both classes distributes normally.

Based on the output data calculation tests of normality on the column of Kolmogorov-Smirnov and the result of final exam table, the first experiment class gains the significance value in the amount of 0,071 and the second experiment class gains the significance value in the amount of 0,116. Both classes have the significance value of  $> 0,05$  so it concludes that the final exam result of poetry writing for both classes distributes normally.

Furthermore, based on the output data calculation tests of homogeneity of variances in homogeneity test table, the first exam result for both classes gains the significance value in the amount of 0,683 (first experiment) and 0,070 (second experiment). If the significance value is  $> 0,05$ , so it concludes that both classes' samples are homogeny or owns the same variants.

The output data result from the calculation of tests of homogeneity of variances in homogeneity test table from the first exam towards both classes gains the significance value in the amount of 0,683 for the first experiment class and 0,070 for the second experiment class. All of them values  $> 0,05$  and it can be concluded that the variation in the first exam is homogeny.

The output data result from the calculation of one way anova comparison test for the first experiment class shows 0,000 and for the second experiment class shows 0,048. If the significance value is  $< 0,05$  so that  $H_0$  will be rejected. This means that there is the average of learning outcomes dissimilarity which then can be done for the advanced test of LSD.

Furthermore, the output data result for the advanced test of LSD for the first experiment class has the comparison between the very high and high of creative thinking skill which has the signification value of  $0,601 > 0,05$ , so there is no significant average of learning outcomes dissimilarity between the very high and high of creative thinking skill. Meanwhile, the very high and low creative thinking rate has the signification value of  $0,000 < 0,05$  so that there is the significant difference of average learning

result between the very high and low creative thinking rate. The high and low creative thinking rate has the signification value of  $0,000 < 0,05$  so that there is the significant difference of average learning result between the high and low creative thinking rate.

Moreover, the exam data of the second experiment class has the comparison of the very high and high creative thinking skill which has the signification value of  $0,942 > 0,05$ , so that there is no significant difference of average learning result between the very high and high creative thinking skill. Meanwhile, the very high and low creative thinking rate has the signification value of  $0,029 < 0,05$  so that there is the significant difference of average learning result between the very high and low creative thinking rate. The high and low creative thinking rate has the signification value of  $0,019 < 0,05$  so that there is the significant difference of average learning result between the high and low creative thinking rate.

Based on the calculation result with one way anova, that the hypothesis of effectiveness difference shows the average picture and picture model with the very high creative thinking rate of 89,33, the high creative thinking rate of 87,68 and the low creative thinking rate of 77,25. Meanwhile, the synectic model has the very high creative thinking rate of 87,4, the high creative thinking rate of 87,26, and the low creative thinking rate of 82. Hence, the poetry writing study using synectic model with the very high creative thinking rate has the highest value of average learning result, which can be concluded the poetry writing study with synectic model towards students with very high creative thinking rate, is more effective compared with the synectic model of poetry writing study towards students with high, low, and very low creative thinking rate. This also applies to the picture and picture model of poetry writing study towards student with very high, high, low, and very low creative thinking rate.

In this research, the poetry writing teaching process uses Curriculum of 2013 for both experiment classes so it's obtained poetry writing study result value and attitude value

during the study. The first experiment class is conducted in MA Assalafiyah with the 10th grade students of Math and Science 1 while the second experiment class is conducted is SMA Negeri 1 Wanasari with the 10th grade students of Math and Science 1.

At the first hypothesis, based on the result of paired t-test states that on the column of sig. (2-tailed) can be known that the sig value on the first and final exam picture and picture model in independent sample test values =  $0,000 < 0,05$  and  $H_0$  rejected, which means there is difference between poetry writing first exam and final exam based on creative thinking rate of 10th grade students.

From the difference of the value is obtained the students' post-test average with high score of 85,77 which is higher than students' pre-test with the score of 66,5. This can be concluded that there is the enhancement for the learning result in the class that is using picture and picture model.

Based on the result of those tests, this research proves that the picture and picture model is effective to be applied in poetry writing study. The result of this research affirms the previous researches about the effectiveness of writing study using picture and picture model (Dewi, 2019) in her research entitled "The Impact of Picture and Picture Learning Model Based on Visual Media Towards Indonesia Language Writing Skill" which illustrates the writing study in Indonesia Language subject using picture and picture model towards the 3rd grade students of SD Gugus V Mengwi in academic year of 2018/2019 has got the improvement. This can be seen from teachers' and students' activity during the cycle study of description writing both in the control class and experiment class. The comparison of teaching process is also visible in the cycle of each class. The experiment class shows the enhancement process more significantly compared with the control class. This thing shows that the picture and picture method is well used in writing study of Indonesia Language subject to the 3rd grade students of SD Gugus V Mengwi.

In Puspitasari's journal on the research done (2019) entitled "Using Picture and Picture

Model to Improve Writing Short Story". The result of the research shows that short story writing using picture and picture model on the 11th grade students of SMK 2 Cilaku has got the enhancement. The result can be seen from the implementation of picture and picture model in short story writing of 11th grade students of SMK Negeri 2 Cilaku has the significant value of 2-tailed 0,009 smaller than 0,05 which shows that  $H_0$  is rejected by the difference of experiment class which has average value 72,9474 higher than the control class 70,2500 so this research is said to be successful.

Realizing that the researches are always developing, picture and picture model is not only used on poetry writing study but also in other field (Wulandari, 2019), (Dewi, 2019), (Widyawati, 2019), (Puspasari, 2020), and (Sangadah, 2021) in which all of them has the research that shows picture and picture model is effective enough for writing study. Besides that, there is also (Syarifuddin, 2019) who states that picture and picture model can be effectively used for Social Science study.

The students who have high creative thinking rate are more capable to write poetry better than the students who have low creative thinking rate in picture and picture class. This is proven by the result of hypothesis test which declares sig that values 0,000. It is clearly that  $0,000 < 0,05$ . If  $H_0$  is rejected so it means that there is the difference average of learning result. In picture and picture class there are highest, high, low and lowest creative thinking rate because there is average difference between those creative thinking rates.

The use of creative thinking rate variable in this research is also completes and affirms to previous researches that used the variable. As it is done by (Nugraha, 2022), who analyzes creative thinking ability together between college students group who study using PBM model with college students group who study using expository model. In another field of study, the use of dependent creative thinking variable also completes and affirms the previous research. Atikasari (2015) discusses the analysis of creative thinking ability

from VII F class students of MTs Negeri Kendal academic year of 2013/2014.

The result of this research affirms the previous researches about the effectiveness of poetry writing study using synectic model as the research done by (Aztry, 2012) which explains the synectic model is effective for poetry writing study both in high independence class and low independence class. The model of finding concept is effective in poetry writing study both in high independence class and low independence class, and there is significant difference in the result of poetry writing ability between the students who get the learning using synectic model in which the students with high independence rate with finding concept model, high independence rate students using synectic model and also low independence rate students using finding concept model. The other research done by (Komaria, 2019) claims that there is the impact of in usage of synectic model in description writing towards creative thinking ability on Middle School students.

Noticing the researches that are always developing, synectic model is not only used for poetry writing study but also in other fields (Fatemipour, 2014), (Sutini, 2016), (Khan, 2017), (Ramadhani, 2017), (Nasution, 2020) in which all of them has the result that shows synectic model is effective for writing study. The other thing done by (Yunita, 2022) reveals that synectic model is effective as teaching aids of audiovisual language towards students' writing ability of SMP Muhammadiyah Terpadu Kota Bengkulu. Such as stated by (Zulaekha, 2012) who gives explanation about the aim of synectic model that students are sharpened in their creativity which have been occurred in their daily life, and then synergized with high empathy and sensitivity in surroundings' social relation.

The using creative thinking rate variable in this research also completes and affirms the previous researches which use the variable as it is done by (Robson, 2014) which discusses creative thinking that shows children's developing value of learning process.

In other fields of study, the use of creative thinking variable also completes and affirms

previous research. As it is done by (Wong, 2002) about students' creative thinking and also the analysis of students' creative thinking mapping analysis is applied by young people to develop their creative thinking. Marcos (2020) who discusses about creative thinking (divergent thinking) can be improved by writing and reading activity which is done by cooperative learning of school children. The further research done by (Jamilah, 2020) which discusses the impact of creative thinking and social interaction towards Indonesia language short story writing ability of 11th grade students of Madrasah Aliyah Swasta in South Jakarta.

The researches above give statement and conclusion a teacher really needs to know students' creative thinking rate since it is helpful for teacher in developing students' ability and knowledge towards the subject that will be learned.

## CONCLUSION

Based on the research's discussion and the result of data analysis, the conclusion as follows; (1) there is effectiveness of poetry writing study using picture and picture model based on creative thinking rate in 10th grade students of SMA/MA; (2) there is effectiveness of poetry writing study using synectic model based on creative thinking rate in 10th grade students of SMA/MA; (3) there is the difference of poetry writing study effectiveness using picture and picture model and synectic model based on creative thinking rate in 10th grade students of SMA/MA. The poetry writing study in 10th grade students of SMA/MA using synectic model is more effective than using picture and picture model.

## REFERENCES

- Andhika, Ayu, Raheni Duhita, dan Sri Hastuti. (2016). "Upaya Meningkatkan Motivasi dan Keterampilan Menulis Puisi Bebas Melalui Model Pembelajaran Picture and Picture pada siswa Sekolah Menengah Pertama". *BASASTRA Jurnal Penelitian*

- Bahasa, Sastra Indonesia, dan Pengajarannya. Vol. 4. No. 1, 19-33.*
- Atikasari, G., & Kurniasih, A. W. (2015). "Keefektifan Model Pembelajaran Kooperatif dengan Strategi TTW Berbantuan Geogebra Terhadap Kemampuan Berpikir Kreatif Matematis Siswa Kelas VII Materi Segitiga". *Unnes Journal of Mathematics Education, 4*(1). DOI: <https://doi.org/10.15294/ujme.v4i1.7447>
- 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, Volume 1. No. 2.* DOI: [10.15294/SELOKA.V1I2.689](https://doi.org/10.15294/SELOKA.V1I2.689)
- Cole, Jenny & Jay, Feng. (2015). *Effective Strategies for Improving Writing Skill of Elementary English Language Learning. Chinese American Educational Research and Development Associational Annual Conference.* April 15-16, 2015, in Chicago, IL.
- Deppa. P & M. Ilankumaran. (2018). "Teaching Poetry Enhances Speaking Skills – an Analysis Based on Select Poems". *International Journal of Engineering & Technology 7* (4.36) (2018) 619-623. DOI :[10.14419/ijet.v7i4.36.24211](https://doi.org/10.14419/ijet.v7i4.36.24211)
- Dewi, N. N. K., Kristiantari, M. R., & Ganing, N. N. (2019). "Pengaruh model pembelajaran picture and picture berbantuan media visual terhadap keterampilan menulis bahasa Indonesia". *Journal of Education Technology, 3*(4), 278-285. DOI: <https://doi.org/10.23887/jet.v3i4.22364>
- Endah, Yuliana. (2012). Model Pembelajaran Sinektik. <http://littlenana10.blogspot.com/2012/05/blog-post.html>
- 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. DOI: <https://d1wqtxts1xzle7.cloudfront.net/>
- Jamilah, S. (2020). "Pengaruh Kemampuan Berpikir Kreatif dan Berinteraksi Sosial terhadap Keterampilan Menulis Cerita Pendek Bahasa Indonesia". *Diskursus: Jurnal Pendidikan Bahasa Indonesia, 2*(03), 259-266. DOI: <http://dx.doi.org/10.30998/diskursus.v2i03.6706>
- Khan, Aftab Ahmad. (2017). "The Role of the Synectics Model in Enhancing Students' Understanding of Geometrical Concepts". *Journal of Research and Reflections in Education* Desember 2017, Vol 2, 253-264. DOI: <http://ue.edu.pk/jrre/articles/1100123.pdf>
- 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), 133-150. DOI: <https://doi.org/10.29333/iji.2019.1239a>
- Kusumawati, K., Doyin, M., & Mulyono. (2016). "Meningkatkan Keterampilan Menulis Naskah Drama Melalui Media Kartu Gambar dengan Metode *Picture and Picture*". Melalui *Jurnal Pendidikan Bahasa dan Sastra Indonesia, Vol.5. No. 1.* 2016. 31-36. <https://doi.org/10.15294/jpbsi.v5i1.11299>
- Marcos, R. I. S., Fernández, V. L., González, M. T. D., & Phillips-Silver, J. (2020). "Promoting children's creative thinking through reading and writing in a cooperative learning classroom". *Thinking Skills and Creativity, 36*, 100663. DOI: <https://doi.org/10.1016/j.tsc.2020.100663>
- Nasution, R. S., Solin, M., & Lubis, M. (2020). "The Development of Synectic Models in Learning Writing in Short Story in the Class XI of Medan UISU High School". *Birle-Journal, 3*(1), 251-259. DOI:

- <https://doi.org/10.33258/birle.v3i1.758>  
Nugraha, E., Syihabuddin, S., & Damaianti, V. S. (2022). "Kemampuan Bepikir Kreatif Mahasiswa dalam Menulis Cerpen dengan Menggunakan Model Pembelajaran Berbasis Masalah". *Literasi: Jurnal Ilmiah Pendidikan Bahasa, Sastra Indonesia Dan Daerah*, 12(1), 11-33. DOI: <https://doi.org/10.23969/literasi.v12i1.5071>
- Puspitasari, N., & Diningsih, C. A. (2018). "Using Picture and Picture Model to Improve Writting Short Story". *Alinea: Jurnal Bahasa, Sastra, Dan Pengajaran*, 7(2), 112-119. DOI: <https://doi.org/10.35194/alinea.v1i3.407>
- Wiyanto, Usul. (2006). *Terampil Bermain Drama*. Jakarta: Grasindo.
- Wong, Bernice. (2002). "Effects of Guided Jurnal Writing on Students Story Understanding". *The Jurnal of Educational Research*. 95 (3). DOI: <https://journalofeducational/v95n3.pdf>
- Yunita, D. (2022). "The Effect of Synectic Model As Audiovisual Language Teaching Aid On Students'writing Skills" (*Quasi-Experimental Research of Students' Eighth Grade at SMP Muhammadiyah Terpadu Bengkulu City Academic Year 2022/2023*) (Doctoral dissertation, UIN Fatmawati Sukarno Bengkulu).\_\_DOI: <http://repository.iainbengkulu.ac.id/id/eprint/10085>
- Zulaeha, Ida. (2013). *Pembelajaran Menulis Kreatif*. Surkarta: Yuma Pustaka.