

A Synectic Model Based on Literature Ecocritic in Poetry Writing Learning

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Abstract

The synectic model is the basis for increasing creativity. The synectic model in learning to write poetry is one of the right steps to research. Creativity is the basis for writing activities. Writing activities require high creativity in producing good and original writing. The ability to write is always a problem from time to time because bringing out the creativity that exists in a person is not easy, but a way is needed to foster that creativity. One of the steps is to use the synectic model in learning to write poetry. The synectic model that carries steps to think creatively on the basis of metaphors helps students grow their creativity in writing poetry. The synectic model in learning to write poetry is then juxtaposed with literary ecocriticism, the goal is to produce literary works that care about the surrounding environment. Submission of criticism of the environment in the form of poetry will make an interesting work. This type of research is quantitative with a quasi-experimental method using a control class and an experimental class.

Keywords: Synectic Model; Literary eco-criticism; Poetry; Writing Learning

Introduction

Writing is one of the skills that must be mastered by students because writing is one of the determining aspects of the success or success of students at school, the world of work, and in everyday life (Steve Graham, et al, 2017). Furthermore, Beafort (in Marte Blikstad, B. Alas et al, 2018) states that writing is an activity that is a requirement both for oneself and for work, but there are still many students who have difficulties and are constrained in writing.

Writing difficulties faced by students in almost all aspects of writing (Steve Graham, and Tracey E, Hall, 2017). This was also stated by Hyland (2002) in his work entitled "Authority and Invisibility: Authorial Identity in Academic Writing" Writing is an activity that is difficult for some people because it requires the ability to develop one word into a sentence or also known as the ability to manipulate words. Furthermore, Manullang (2012) argues , there is a lot of evidence and phenomena which show that students still believe and believe that the process of writing or writing activities during the learning process is something difficult. This is driven by a learning attitude that is still traditional. Learning that makes the teacher the center is still mostly carried out in schools and this is traditional learning . Activities in traditional classes generally do very little writing practice compared to classes that apply certain approaches, this causes students to have less potential in writing (Graham and Harris, 2010). According to Sultan N. (2013), many students experience difficulty in writing, based on evidence in the field, this is caused by boring writing activities at school, teaching methods that are less varied so that students' experience in writing classes is lacking. The process of writing activities is not given proper attention and it makes writing difficult for students.

The difficulty of writing poetry is one of the things that we must pay attention to. The difficulty experienced by students is the difficulty in conveying ideas and pouring them in written form. The results of interviews with several students indicated that there were still many students who were constrained in writing poetry and they needed a long time to think of ideas to write into poems. The synectic model is one of the solutions to overcome writing difficulties, especially writing poetry. According to Gordon (2015) the word synectic comes from the Greek which means the unification of different and seemingly irrelevant elements. Synectic is human creative activity in solving a problem. The problem-solving process in synectics depends on an awareness of the mechanisms that must be worked out to arrive at solutions of fundamental novelty. Furthermore, according to Joyce, et al (2016) the synectic model teaches the left brain to increase creativity. Furthermore, according to Roukes (in Kulinski, 2018) synectic thinking is the process of discovering something new by bringing together disconnected elements. Disconnected elements mean something that is being analogized. According to Stephenson and Treadwell (2016) the synectic model is a model that can be used to solve a problem or problem creatively. This opinion is supported by Wilson, et al (1962) according to him, the concept of the synectic model is creative problem solving. At the beginning of its appearance, the synectic model was limited to use only in the fields of industry and management, then over time it developed in other fields, one of which is in the field of education. Synectic model steps can be seen in the following table 1.

Table 1. Synectic Model Steps

Phase One: Description of Existing Conditions	The teacher asks students to describe a situation or topic when they see it at that time.
Phase Two: Direct Analogies	Students show direct analogies, then choose an analogy, and explore it (describe it) further.
Phase Three: Personal Analogies	Students continue the direct analogy to become a personal analogy, students actually become something that has been analogized in the previous phase.
Phase Four: Shortened Conflict	Students take the descriptions of phases two and three, point out some of the abbreviated conflicts, and choose one.
Phase Five: Direct Analogies	Students generate and select another direct analogy, based on the shortened conflict.
Phase Six: Retesting Original Tasks	The teacher asks students to return to the original lever or problem and use the last analogy or the entire synectic experience

The Synectic model is then juxtaposed with literary eco-criticism, according to Endraswara (2016) literary eco-criticism is a critical way of thinking about ecology based on the concept of the whole ecosystem, the main idea of the dynamic balance concept, and literature as a medium for cultural criticism. The aesthetic values of the existing ecosystem are the foundation of ecocritical theory. Nature is an inseparable part of the writer's life. The traces of nature appear are expressions of admiration, adoration, and a desire for friendship and brotherhood. Nature is not a threat but something to be saved. Furthermore, Endraswara (2016) explains that literary eco-criticism is a study that links literary works with the physical environment, population growth, loss of wilderness and wild forests, rapid extinction of species, and increased contamination of water, air and soil on earth. Our earth is sometimes damaged by humans. Literature is often wary of aesthetics. Literary eco-criticism pays attention to the interrelationships between literary works and the environment, including the social, cultural and physical realities that are usually a concern in ecology. Literature is a reflection of environmental conditions.

The synectic model based on literary ecocritic is considered to be a solution to the difficulty of writing poetry. Poetry is Poetry is an empty object, which is not filled and lifeless. But poetry comes alive when the reader gives an interpretation of the meaning of the poem (Hasinah, et al, 2019). According to Nur and Mannahali (2021) a literary work that expresses the thoughts and feelings of the author imaginatively in which there is the utilization of various elements of language to be able to achieve the element of beauty. In line with Pradopo (2002) poetry is expressing thoughts that evoke

feelings, which stimulate the imagination of the five senses in a rhythmic arrangement. Meanwhile, according to Har (2011) poetry is an expression with personal words.

Wahyuni (2017) states that poetry is formed from elements that are interrelated and form the meaning or message to be conveyed to the public. So do not rule out that one of the purposes of poetry is indeed to be used to satirize, criticize or can even be used to bring down other people. One of the goals of creating poetry in the current political situation is to show the truth. Robingatun (2013) emphasizes that in giving a meaning to poetry, the reader may not interpret it at will, but must be based on a semiotic (sign) framework because poetry is part of a semiotic or sign system. As the opinion expressed by Ganie (2015) that one of the functions of poetry is to show moral truth and aims to influence readers and disseminate this truth to readers or society.

This research is important to do to improve students' poetry writing skills because poetry writing activities exist at every level of education. The ability to write literature is something that must be achieved by students. The writer chose this research because the synectic model has been used for research on short story writing and has proven successful. So this research is to prove whether synectic models based on literary eco-criticism can improve the skills of writing poetry texts or not. So that the synectic model based on literary eco-criticism is very good to be used to improve the skills of writing literary texts.

Methods

The research method is a method used were successfully selected by sampling to solve problems in scientific ways. The technique, the selected samples were class X research method used in this study is a MIPA 1 as the control class, totaling 30 quantitative namely the method used by researchers in obtaining data emphasizing on the analysis of numerical data or numbers obtained by statistical methods in the context of testing hypotheses so as to obtain a significant relationship between the variables studied. According to Sugiyono (2015) suggests quantitative research can be interpreted as a research method based on the philosophy of positivism, used to examine certain populations or samples, collecting data using research instruments, data analysis is quantitative/statistical, with the aim of testing established hypotheses. The research design is the plan or structure of the investigation used to obtain evidence in answering the research. The research design used in this study was the Pre- Experimental design with the One-Group Pretest-Posttest Design. In this design there is what is called the pretest, which is the initial test that is carried out before being given the treatment and the posttest, which is the final test after being given the treatment. With the pre-test and post-test, the research results can be seen more accurately, because the comparison of the two activities can be clearly seen in the data obtained, so that it can be seen whether there is an influence or not from the use of the literary ecocritic-based synectic model in writing poetry. As for the structure of the One-Group Pre-Test Post-Test design. This design can be seen as follows. This design can be seen as follows:



Information:

O1 = Pre-Test Value (before being given treatment)

O2 = Post-Test Value (after being treated)

X = Treatment using a synectic model based on literary eco-criticism.

Result and Discussion

This study used two samples that quantitative method, poeple, and X MIPA 3, totalling 30 poeple as the experimental class. This research was conducted in one of the senior high schools in the city of Padang. The following is the value data and N-Gain (increase rate) pretest and posttest experimental and control classes.

**Table 2. N-Gain Pretest and Posttest Class
Experiment X MIPA 3**

No.	Code	Pretes	Postes	Gain	N-Gain
1	E-1	70	94	24	0.80
2	E-2	85	86	1	0.07
3	E-3	85	94	9	0.60
4	E-4	62	91	29	0.76
5	E-5	85	94	9	0.60
6	E-6	78	86	8	0.36
7	E-7	70	94	24	0.80
8	E-8	83	94	11	0.65
9	E-9	70	78	8	0.27
10	E-10	78	94	16	0.73
11	E-11	78	94	16	0.73
12	E-12	78	86	8	0.36
13	E-13	83	88	5	0.29
14	E-14	85	94	9	0.60
15	E-15	85	80	6	0.40
16	E-16	83	83	8	0.47
17	E-17	78	86	8	0.36
18	E-18	78	77	1	0.05
19	E-19	78	85	7	0.32
20	E-20	70	72	2	0.07
21	E-21	56	72	16	0.36
22	E-22	53	85	32	0.68
23	E-23	78	83	5	0.23
24	E-24	53	75	22	0.47
25	E-25	85	72	14	0.93
26	E-26	62	94	32	0.84
27	E-27	62	92	30	0.79
28	E-28	72	80	8	0.29
29	E-29	61	77	16	0.41
30	E-30	70	94	24	0.80
Amount		2485	2882	355	18.95
Average		74.86	86.49	14	0.49

The table describes the N-Gain class X MIPA 3 as an experimental class. The researcher applied a synectic model based on literary eco-criticism in the experimental class. Based on the calculations in the table, the average pretest score is 74.86 and the posttest score is 86.49. In addition, an N-Gain class X MIPA 3 of 0.49 was obtained. Therefore, the increase that occurred in class XI MIPA 4 was included in the moderate category ($g = 0.49$, then, $0.3 \leq g < 0.7$).

**Table 3. N-Gain Pretest and Posttest Class
Control X MIPA 1**

No.	Code	Pretes	Postes	Gain	N-Gain
1	K-1	53	61	8	0.17
2	K-2	70	62	8	0.27
3	K-23	61	69	8	0.21
4	K-3	64	61	3	0.08
5	K-4	62	75	13	0.34

6	K-5	75	79	4	0.16
7	K-6	78	59	19	0.86
8	K-7	83	86	3	0.18
9	K-8	70	75	5	0.17
10	K-9	75	67	8	0.32
11	K-10	70	78	8	0.27
12	K-11	83	86	3	0.18
13	K-12	53	67	14	0.30
14	K-13	53	53	0	0.00
15	K-14	70	78	8	0.27
16	K-15	53	67	14	0.30
17	K-16	59	61	2	0.05
18	K-17	62	78	16	0.42
19	K-18	53	78	25	0.53
20	K-19	70	78	8	0.27
21	K-20	75	72	3	0.12
22	K-21	75	61	14	0.56
23	K-22	62	59	3	0.08
24	K-24	62	61	1	0.03
25	K-25	78	78	0	0.00
26	K-26	78	86	8	0.36
27	K-27	69	53	16	0.52
28	K-28	75	86	11	0.44
29	K-29	75	86	11	0.44
30	K-30	69	69	0	0.00
Amount		2191	2294	286	9.34
Average		65.38	70.37	8.64	0.28

The table describes the N-Gain class X MIPA 1 as the control class. Researchers apply conventional models in the control class. Based on the calculations in the table, the average pretest score is 65.38 and the posttest score is 70.37. In addition, an N-Gain class X MIPA 1 of 0.28 was obtained. Therefore, the increase that occurred in class X MIPA 1 was included in the low category ($g = 0.28$, so $g \leq 0.3$). The following is a graph of the increase in the experimental and control class.

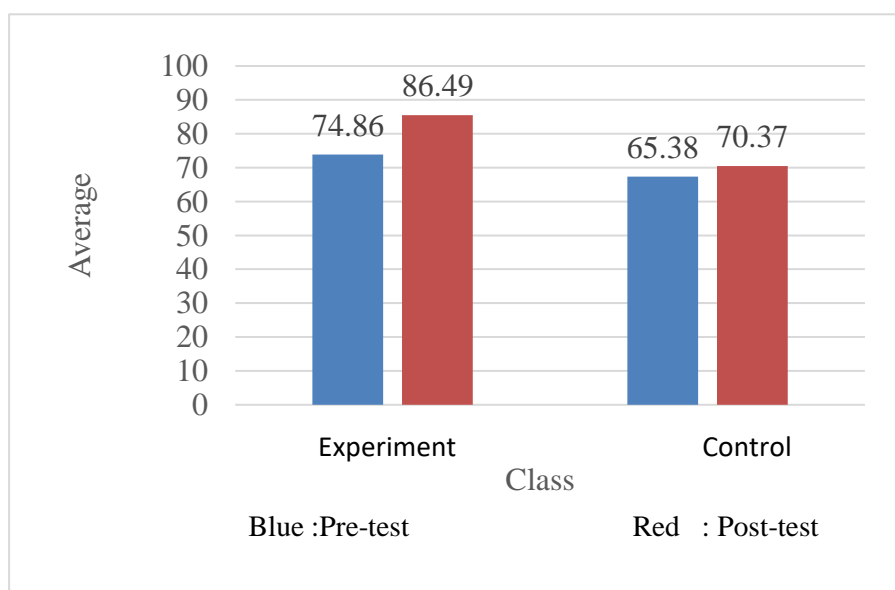


Figure 1. Sample Sample

After describe about gain the two classes, namely the experimental class and the control class, it was found that there was a moderate increase in the experimental class and a low increase in the control class, then the normality test was carried out using the SPSS 24 application, the normality test can be seen from the following table.

Table 4. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MIPA3_Pra_E	.124	34	.200*	.945	34	.088
MIPA3_pasca_E	.145	34	.069	.945	34	.090
MIPA1_pra_K	.137	34	.109	.943	34	.076
MIPA1_Pasca_K	.133	34	.132	.950	34	.126

a. Lilliefors Significance Correction

Based on the test results, it can be seen that the pretest and posttest scores for the experimental and control classes were normally distributed because the significance level was more than 0.05. Next is the hypothesis test, based on the results of the homogeneity test, showing a significance level of 0.307. Because the significance value is $0.307 > 0.05$, this indicates that the data on the classes that are being tested are homogeneous. The next thing to do is test the hypothesis. Hypothesis testing was carried out using two-way ANOVA. Based on the results of the hypothesis test, it was found that the significance value for the treatment variable was $0.001 < 0.05$, this means that there is a significant difference in learning outcomes to write poetry between the experimental group using a literary ecocritic-based synectic model and a control group that does not use a literary ecocritic-based synectic model but uses a literary ecocritic model. conventional. So for the formulation of this hypothesis, it means that H_a is accepted and H_o is rejected because the significance value is $0.001 < 0.05$. Based on the explanation above, it can be concluded that the students' poetry writing skills increased after being given treatment. Each class experienced changes in both the experimental class and the control class. However, the experimental class had a better change after the treatment compared to the control class. So the use of a synectic model based on literary ecocriticism is effectively used to improve students' writing poetry text skills.

Based on the results of this study, it was proven that the ability to write poetry texts of students increased using a synectic model based on literary ecocriticism. The ability to write poetry texts of students in the experimental class and the control class was very different, the use of literary ecocritic-based synectic models in the experimental class was proven to improve students' poetry writing skills, compared to the use of conventional models in the control class it was not able to improve students' poetry writing skills. Previous research on the synectic model based on literary eco-criticism which was used to improve students' writing skills was also successfully used to improve short story writing skills. This research further strengthens this, the synectic model based on literary eco-criticism is also able to improve students' poetry writing skills. So it can be concluded that the use of a synectical model based on literary ecocritic is very good to be used to improve students' abilities in literary writing skills. This is because the synectic model based on literary eco-criticism carries the theme of creative thinking which is in line with writing skills. Literary eco-criticism, which also carries the theme of criticism of the environment, makes writing fun and useful because the thoughts become more varied with the increasingly damaged environment. Creative ideas grow easily when the learning

process uses synectic and eco-critical models of literature combined, because it becomes easy for students to determine what they write.

Conclusion

Research on the synectic model based on literary ecocriticism in writing poetry texts has been well carried out. Based on the results of the research described above, the use of a synectic model based on literary ecocriticism can improve the ability to write poetry texts. It can be seen from the n-gain of the experimental class and the control class, the experimental class has increased in the medium category and the control class has increased in the low category using the conventional model. So it can be concluded that improving the ability to write poetry texts can be improved by using a model that can increase students' creativity in writing, one of which is the synectic model. Although the synectic model is not a model intended for writing literary texts, it is proven that this model can be used for learning to write poetry texts. The synectic model that is juxtaposed with literary eco-criticism becomes stronger because there are literary elements which are also used as tools to improve writing poetry texts. Based on the students' work, it can be seen how their creations in criticizing the environment are contained in the form of beautiful words.

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