



# Synecitic Model Based on Literary Ecocritics

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**Abstract.** Creativity in learning Indonesian is always closely related to writing ability. Writing ability is the top ability of all language skills. Writing requires creativity to produce original and interesting writing. Writing in this research is writing short stories. Writing short stories has two challenges, the first contains literary value and the second is creativity. The synecitic model based on literary ecocriticism is one of the solutions used for difficulties in writing short stories. The synecitic model helps students to think creatively while literary ecocriticism is able to build a caring attitude and a conscious attitude towards the environment. The synecitic model carries metaphors and analogies in its implementation that can help in growing and giving birth to creativity. Literary ecocriticism which refers to criticism of the environment and is contained in the form of literary works will produce interesting literary works and foster an attitude of caring for the environment. This type of research is a preliminary study research with the data displayed in the form of a literature review or often known as a literature study.

**Keywords:** Synecitics · Creative Thinking · Literary Ecocritic · Short Story

## 1 Introduction

Writing skills must be mastered by students because writing is one aspect that determines the success or success of students in school, the world of work, and in everyday life (Steve Graham, et al, 2017, p. 254). Adas and Bakir (2013, p. 254) that writing is a complex and complicated activity and writing is the most difficult activity and skill of all language skills. The ability to write is still a problem that never ends. Writing short stories is a problem for which a solution will be found. The difficulty of writing short stories is the same as other writing difficulties. This is stated by Davis, et al. (in Ben Kotzee and Roger Johnston, 2011, p. 46) Problems in writing are caused by several factors ranging from lack of grammatical ability, lack of ability to use punctuation marks, difficulty writing what they are thinking, in other words, someone is confused about writing something that is already on his mind. Problems in writing cause many to think that writing is difficult. Writing difficulties faced by students in almost all aspects of writing (Steve Graham, and Tracey E, Hall, 2016, p. 3).

Learning that makes the teacher as the center is still widely carried out in schools. Something like this is old and can no longer be used. Writing activities should use a certain approach, so that students no longer have difficulty writing (Graham and Harris,

2010). Furthermore, the same opinion was expressed by Sultan N. (2013, p. 140) which states that writing difficulties experienced by students are caused by the teaching and learning methods used by the teacher so that writing activities become difficult and boring in addition to writing activities that are not accustomed to. by the teacher to his students so that students do not have sufficient experience in writing activities.

Writing short stories has entered the literary scene. According to Newell (1989, p. 148) researches on literature that have been conducted are either experimental (eg, Grimme, 1970; Grindstaff, 1968; Michalak, 1976; Weiss, 1968) and observational (eg, Heil, 1974; Kirkpatrick, 1972; McGreal, 1976) the problem of teachers in literature is that teachers tend to see results, do not understand the process and respond to the process, then the teacher does not have a well-developed conceptual framework. It can be concluded that the problems found in literary learning are the lack of innovative processes and activities for learning literature and the learning process that is not conceptual. Considering that learning about literature is studied at every level of education, starting from discussing literature and writing literature itself (George Newell, 1989, p. 148).

The focus of the research is writing short stories. From the description above, the problem faced is that learning activities are traditional and do not motivate students to think creatively. One of the models that can foster creativity is the Synectic model which is juxtaposed with literary ecocriticism. The goal is to produce literary works that contain creativity, are interesting, and care about the environment, because it is undeniable that our earth is increasingly being damaged by humans. So learning to write short stories using a synectic model based on literary ecocriticism does not only produce interesting short stories but is able to shape a better personality.

## 2 Research Methodology

The research method is a systematic sequence of scientific nature that is used by researchers as a tool to find data in a study. The research method is used to obtain accurate data needed in research activities. The type of research method used is library research. According to Sugiyono (2015, p. 32) the library research method belongs to the category of qualitative research. The object of study in library research is library data. Library data such as journals research, research reports, papers, seminar reports, theses, theses, dissertations, textbooks, documentation of scientific discussion results, official documents from the government and other institutions. Data analysis in library research requires hard work, creative thinking, and good intellect in collecting accurate data. Activities in this study aim to 1) obtain correct information about a matter, 2) find solutions to problems, and 3) obtain accurate and precise understanding. Each researcher must find a method that is considered appropriate and in accordance with the research to be carried out.

## 3 Results and Discussion

The results and discussion of this research are data and information related to library data. The discussion includes (1) the synectic model, (2) the ecocritic, and (3) the short story. The three topics are explained as follows:

### 3.1 Synectic Model

Different and irrelevant elements which are then put together. Synectics is based on creative activities in finding solutions to a problem. Furthermore, according to Roukes (in Kulinski, 2018, p. 44) synectic thinking is the process of finding something new by unifying several disconnected things. In other words, it means the process of analyzing something. According to Stephenson and Treadwell (2016, p. 64) the synectic model is a model that can be used for creative problem solving tools. This opinion is also supported by Wilson, et al. (1962, p. 260) that the synectic model is able to find solutions to problems creatively. Initially, the use of the synectic model was limited to industry and management. Then enter and develop into the world of education and teaching.

So the synectic model is a model created by William JJ Gordon which carries the theme of creativity. Synectics basically uses analogies and metaphors to improve students' creative thinking skills. This analogy helps students to dive into an object or situation where in the end students feel themselves really into the object and really feel the situation. According to Joyce, et al. (2016, p. 261) activities in the synectic model have two strategies, the first is to make something new and the second is to make something strange into something close to us or familiar.

<b>Strategy One: Creating Something New</b>	
Phase One: Describing something that exists	Students explain the current topic or event with instructions from the teacher
Phase Two: Live Analogies	Students find one direct analogy and develop it into several
Phase Three: Personal Analogy	Direct analogies that have been found by students are turned into personal analogies by students (the stage where students melt into an event)
Phase Four: Minimized Conflict	Personal analogies that have been chosen by students are used as short conflicts that will shape events
Phase Five: Live Analogies	Brief events that have been developed by students are further developed into direct analogies (stage students add other events).
Phase Six: Retesting the Original Assignment	Students work on writing assignments from the steps that have been explained.
<b>Strategy Two: Make the Stranger Familiar</b>	
Phase One: Substantive Input	Giving students a new topic
Phase Two: Live Analogies	The direct analogy is chosen by the teacher and the students explain the direct analogy
Phase Three: Personal Analogy	Just as before, the analogy is directly converted into a personal analogy (the process of students feeling an event that has been selected).

(continued)

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Phase Four: Comparing Analogies	Students compare the topic given by the teacher with the analogies they have explained.
Phase Five: Explaining the Difference	Students explain where the analogy does not fit.
Phase Six: Exploration	Students re-explore the original topic in their own terms.
Phase Seven: Generating Live Analogies	Students provide their own direct analogy and explore their understanding of the analogy.

### 3.2 Literary Ecocritic

According to Endraswara (2016, p. 25) literary ecocriticism is a critical way of thinking about ecology based on the concept of the whole ecosystem, the main idea of which is the concept of dynamic balance, and literature as a medium of cultural criticism. Aesthetic values contained in existing ecosystems are the basis or basis of ecocritical theory. The environment or the natural surroundings with various aspects of life are always closely related to literary works from ancient times. Natural situations are closely related to writers in producing literary works. Nature is something that must be saved, not made a threat.

Furthermore, Endraswara (2016, p. viii) explains that literary ecocriticism is a study that is used to criticize the damage that occurs to the environment, such as unstoppable population growth, deforestation, rare plant and animal species and air pollution., water and soil. The criticisms made on the environment are poured in the form of literary works. Literary ecocriticism focuses attention on the relationship between literary works and the environment, including the relationship between socio-cultural realities,

According to Glotfelty and Fromm (in Endraswara, 2016, p. 39) literary ecocritic basically asks eight questions. (1) How to represent nature in poetry? (2) The function of the physical setting (environment) used in the plot of short stories and novels? (3) Are the values conveyed in a poem, short story, novel, drama consistent with ecological wisdom? (4) How are the metaphors about land (earth) in literary works? (5) How do we describe nature as a literary genre? (6) Race, class, gender should be positioned as a critique? (7) how can environmental criticism become contemporary literature and popular literature? (8) What considerations are contained in and literature?. So it can be concluded that ecocriticism is criticism made of the environment. Ecocriticism is an interdisciplinary science. One of them is literary ecocritic which refers to literature in terms of critical thinking about the environment associated with literature.

### 3.3 Short Story

I obey \_ Kosasih (2003, p. 34) let me explain that *c e r p e n m e m i l i k i c i r i - c i r i* , namely: (1) use a simple flow; (2) characters in the story are limited or only a few people; (3) uses a limited background as well. Furthermore, according to Luxemburg (1984, p. 119) short stories are categorized into prose in the form of narrative. The text

used is in the form of a monologue or dialogue that consists of the arrangement of events and events that build the story. There are three aspects in narrative texts, namely 1) various language situations, 2) having different points of view, and 3) explaining the character's relationship with the series of events contained in the story.

### Structure Text Short story

Learning text short stories in schools contained in the 2013 curriculum, there are several short story text structures. According to Kosasih (2017, pp. 113–116) structure short story text is (1) part the beginning of the story, (2) the beginning of the conflict, (3) the climax of the conflict, (4) the decreasing conflict, and (5) the settlement. Parts that also known as abstract, orientation, complication, evaluation, resolution, and code.

### Rule language Text C e r i t a P e n d e k

In general, the rules of language contained in short stories are informal or non-standard language rules. (Kosasih, 2017, pp. 116–117) This is because short stories take pictures and explain everyday life and of course cannot be separated from the use of everyday language. For example, the word *input, item, no*. In addition, sentences with incomplete sentence structure are often found in short stories.

According to the Ministry of Education and Culture (2017, pp. 126–127) short stories have the following linguistic characteristics:

- 1) Short stories use sentences that mean the past, such as: *at that time, several years ago, it happened*, and so on.
- 2) Short stories unite events in sequence using chronological conjunctions. Examples of chronological conjunctions are *since then, after that, first, then*, and so on.
- 3) Short stories use verbs that occur in everyday life, such as: *ordering, cleaning, offering, jumping, avoiding*, and so on.
- 4) Short stories also use verbs that are in the form of indirect sentences. This is to explain the speech written by the author. Examples: *express, say that, tell, tell about*, and so on.
- 5) Short stories use verbs in the form of expectations and wishes from the characters. Example: *feeling, wanting, expecting, yearning, experiencing*, and so on,
- 6) There are dialogues in the short story. The use of dialogue in short stories can be seen from the use of double quotes (“...”) and verbs which mean direct speech. Example: Mother said “You have to eat immediately!”.
- 7) Short stories use adjectives (descriptive language) to describe characters, place settings, and atmosphere settings. Example: *Everything looks neat and orderly with the touch of his hand.*

## 4 Conclusion

The Synectic Model promotes creative thinking that is in line with the needs of the 21st century. The synectic model uses metaphors and analogies in its implementation. The synectic model based on literary ecocriticism is a solution that researchers offer to overcome difficulties in learning to write short stories. The synectic model is expected

to be able to foster student creativity in producing interesting short stories. Furthermore, with the existence of literary ecocritics juxtaposed with the synectic model, literary works are created in the form of short stories that contain criticism of the environment. What is highly expected in the research carried out is to cultivate a caring nature for the surrounding environment. This research still needs further study and analysis because this research is still library research.

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