# Synectics Multiliteracy Learning Model in Writing Short Stories

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**Abstract.** Learning to write short stories has not gone well, so it is necessary to increase creativity through the use of multiliteracy synectic learning models. This study aims to implement a multiliteracy synectic learning model in junior high schools in Ponorogo, East Java, Indonesia. The method used is classroom action research with the stages of research, namely planning, implementation, observation, and reflection. The results of the study obtained observational data, namely learning to write poetry with this multiliteracysynectic learning model was successful and the class was very active. Based on interview data or comments submitted by the teacher positively, it can be analyzed that learning to write short stories with this multiliteracysynectic learning model is successful. Based on the questionnaire data of students who have positive opinions, it can be analyzed that learning to write short stories with the multiliteracysynectic learning model is successful. The results of the class average score in learning to write short stories using the multiliteracysynectic learning model is 80. So it can be concluded that the learning outcomes of the Indonesian language study field of basic competence in writing short stories with the multiliteracysynectic learning model are considered successful according to the description of the modified Likert scale because the average grade value lies on an interval scale of 61–80.

**Keywords:** Learning Models · Short Stories · Synectics · Multiliteracy

## 1 Introduction

The educational value of the interactions that occur between teachers and students. Educational appropriate interactions are caused by the learning activities carried out, directed at achieving certain goals that have been formulated before the learning is carried out. Djamarah (2006:1) stated that the learning process is an educational activity. The teacher consciously plans learning activities systematically for the benefit of the teaching and learning process. Arsyad (2002: 1) stated that learning is a complex process that occurs in everyone throughout his life. This learning process also occurs in literary learning.

Learning literature, especially writing short stories, can increase students' creativity. Widyamartaya (2005: 102) writing short stories is writingabout an event or main event. Sumardjo (2004: 84) argues that writing short stories is an art, a skill in presenting

stories. Based on this opinion, it can be concluded that writing short stories is an art/skill in presenting a story about an event or main event that can be used as an alternative world for the author. To stimulate these creative ideas, an innovative learning model is needed.

The selection of the right learning model is oriented towards teaching goals, including the objectives of each material that will be discussed at each meeting given to students (Nadrah, Tolla, Ali, & Muris, 2017: 123). The learning model is a conceptual framework that describes a systematic procedure in organizing experiential learning to achieve certain learning objectives, and serves as a guide for instructional designers and teachers in planning and implementing learning activities (Pitoyo, Waluyo, Suwandi, & Andayani, 2014: 21).

The synectic learning model encourages teachers to actively develop sequential instructions for students to understand the concepts of various fields (Masunah, 2016: 3). One of the instructions in the synectic learning model, namely making the strange familiar, is designed to create something new, unfamiliar ideas will be more meaningful. This model gives students understanding to add and deepen new things or difficult material.

The synectic learning model has several advantages and disadvantages, including; 1) This learning model is useful for developing a new understanding in students about a problem so that they are aware of how to behave in certain situations; 2) This learning model is useful because it can develop clarity of understanding and internalization in students about new material; 3) This learning model can develop creative thinking, both for students and for teachers; The learning model is carried out in an atmosphere of intellectual freedom and equal dignity among students; and 5) This learning model helps students find new ways of thinking in solving a problem (Nugraha, 2017: 127).

Weaknesses of the synectic learning model, namely; 1) the synectic learning model is difficult for teachers and students to do, if they are used to using the old way that emphasizes the delivery of information; 2) the synectic learning model focuses on reflective and imaginative thinking in certain situations, so it is likely that students lack mastery of facts and implementation procedures or skills (Huda, 2005: 89). In relation to the weakness of this model, it is necessary to have new learning activities because this synectic model only comes to producing learning outcomes. Such activities are; 1) test understanding, skills, and knowledge; 2) transfer knowledge and skills; 3) presenting work performance as a result of learning activities through social media. The additional learning activities are contained in the theory of multiliteracy learning with the term postactivity.

Multiliteracy is a new paradigm in literacy learning. Literacy itself has widened, meaning that it is not limited to reading and writing activities but is more complex in the practice of social and cultural lacuturation that directs learners to recognize, understand, apply, and cultivate these socio-cultural values in a better direction. In fact, nowadays, literacy gives rise to various dimensions such as environmental literacy, literary literacy, media literacy, technological literacy, and even moral literacy. Literacy learning has implications for the emergence of the concept of multiliteracy. Literacy according to Tomskin (in Resmini, 2008: 7) is the ability to use reading and writing in carrying out learning tasks both at school and outside school.

The concept of multiliteracy arises because humans do not only read or write, but they read and write with certain genres that involve social, cultural, and political goals that are the demands of the era of globalization, so this is the basis for the birth of multiliteracy in the world of education. Multiliteracy is a design that can be used to understand various types of texts and various forms of media resulting from various new technologies through pedagogic concepts that provide teachers/lecturers with opportunities to provide information to students using text and media forms (Abidin, 2015: 56).

## 2 Literature Review

The theoretical basis in this study describes: learning models, short stories, and multiliteracy synectics. The description of the theory as follows.

### 2.1 Learning Model

Feez and Joyce (2002: 2) argue that the learning model leads to operational procedures in order to achieve learning objectives as stated in the syllabus. The learning model is a conceptual framework, which describes the systematic learning process in organizing the learning experience to achieve the expected learning objectives (Munawaroh, Sudiyanto, & Riyadi, 2018: 154).

From some of these opinions, it can be concluded that the learning model is a systematic procedure that includes approaches, methods, and learning techniques in order to achieve learning objectives.

### 2.2 Short Story

Nurgiyantoro (2010: 10) states that a short story is a story that is finished reading in one sitting, roughly ranging from half to two hours.Pradopo (2012: 8), short stories are one of the prose genres that are popular with the public because the storyline is much shorter than the novel.

Based on the description above, it can be concluded that the short story is a form of fictional prose in the form of a fictional and relatively short story, which tells a moment in human life. About the length of the story is relative. The size of the length and short there is no rule, there is no agreement between the authors.

### 2.3 Synectic

Eristi & Polat (2017: 72) state that synectics is a learning model that has a structure or applicative steps that can improve the quality of learning and make students more active in the learning process. Scheepers (2015: 73) also produced the same concept of synectics, namely synectics is a step to support creative behavior and stimulate creative thinking to generate new ideas.

From the above opinion, it can be concluded that the synectic learning model is a learning model rooted in cognitive theory which has elements in the form of systematic steps to support creative attitudes and generate new ideas contained in a work based on social experiences.

### 2.4 Multiliterasi

Multiliteracy is the skill of using various ways to express and understand ideas and information using conventional text forms as well as innovative texts, symbols, and multimedia (Abidin, 2015: 3).Multiliteracy learning is a challenging learning so that students are able to study and apply practical literacy, this has a role as a liaison to learn various cross-curriculum concepts (Ivanic in Abidin, 2015: 186).

From some of the opinions above, it can be concluded that multiliteracy is learning that uses various literacy abilities to form a unified whole and is challenging to increase creativity and creative thinking.

## 3   Method

In this study, the method used is descriptive qualitative research method, which is a research method that aims to describe and summarize various conditions and situations as well as various social phenomena that exist in the community that are the object of research and attempt to draw that reality to the surface as a picture or description. Certain phenomena (Bungin, 2008:68). This qualitative descriptive method was chosen based on the consideration that the qualitative descriptive method is able to capture various information in the form of words, sentences, or images that can be observed and is able to describe the problems that exist in the field in more depth so that they will be able to reveal more in-depth answers to the problems raised. Already formulated.

This research procedure uses action research procedures. Aqip (2007:12–14) suggests that classroom action research is an examination of activities that are intentionally raised and occur in a class. Classroom action research can improve teacher performance so that they become professional and make teachers more creative because they are always required to make innovation efforts as the implementation and adaptation of various theories and learning techniques as well as the teaching materials they use. According to Arikunto (2007, 16–20) the stages in this research consist of planning, implementation and observation, and reflection. The explanation for each of these stages is as follows.

### 3.1   Planning

At this stage the researcher explains what, why, when, by whom and how the action is carried out. In the stage of compiling this design, the researcher determines the point or focus of events that need special attention to be observed, then makes an observation instrument to help researchers find out the facts that occurred during the action.

### 3.2   Implementation and Observation

Implementation is the application of the contents of the design, the teacher must remember and try to obey what has been formulated in the design, but must also be reasonable (not artificial). Observation is an observation activity that observes the teacher when the action takes place. In this case the observer has the right to record little by little what

happens during the learning process in order to obtain accurate data for the improvement of the next cycle. This activity took place at the same time because when the teacher was taking action, his heart was fused with the activity, of course he did not have time to analyze the events that occurred during learning. Therefore an observer is needed.

### 3.3 Reflection

Reflection is an activity to restate what has been done. Reflection is carried out after implementation, then between the teacher and observers conduct discussions to evaluate themselves and find things that have been felt because they are in accordance with the design or carefully identify things that need to be improved.

## 4 Results and Discussion

This research is an action research. The results of the study can be described as follows.

### 4.1 Planning

The results of this research start from planning which includes observations or class observations. Research and information collection which includes observations or class observations. In class observations obtained data that the sense of creativity of students has faded. This is evidenced by the behavior of students (Devi EkaAriyanin and EkoDwiantoro) when asked by the teacher about short story authors who have contributed to Indonesia and extrinsic elements in literary works, students tend to be unfamiliar with the names of these authors. Based on the results of observations at this stage of research and initial information collection, the researchers managed to collect initial information related to the symptoms that affect student failure in learning, especially writing short stories.

In this planning stage, the researcher succeeded in collecting field data obtained from the results of the initial information collection. The data is a lack of creativity in terms of figurative language, this is proven when the teacher asks students about the types of figure of speech in literary works, especially short stories (Devi Eka Ariyanin and Eko Dwiantoro) who do not know it. The results of this recording are the basis for researchers to teach short stories using the multiliterate synectic learning model. In this planning stage, the researcher also conducted a pretest, which contained questions about short stories and language styles. The results of the pretest stated that there were 9 students who passed the KKM, namely Candra Dyah Ayu Angestiningrum, Lalu Yanuar, Rhamadhan Wisnu, Lily Endra, Imam Arifin A, Faje'ri Indra Tri Hanggara, Devi Eka Ariyani, Riris Hanitasari, and Candra Dyah. The remaining 21 students scored below the KKM. In addition, in this stage the researcher conducted a test to determine the research subject, and the result was that class VIIIA got the highest average score of the four classes tested. So that class VIIIA is used as the research subject.

## 4.2   Implementation and Observations

Implementation of the multiliterate synectic learning model in short story writing activities. Activities during learning are divided into four, namely observation, interviews with teachers, student questionnaires, and assessment of short story writing tests. The results of these activities are as follows.

**Observations**

Observations were carried out by two observers, namely Hadi Subroto, S.Pd and Nadhif Dwi Saputra S.Pd. This observation is to determine the level of student activity during the learning process. Observation data, namely 1) All students pay attention to the teacher's explanation, 2) Students carry out the teacher's orders to write short stories, 3) Students respond to the multiliterate synectic learning model with discussion, 4) Students ask the teacher, 5) Students are noisy during the lesson, 6) Students are lazy to study in class, and 7) Students can write short stories with the multiliterate synectic learning model. Based on the observation data, it can be analyzed that learning to write short stories with the multiliterate synectic learning model is successful and the class is very active.

**Interviews**

Interviews were conducted by researchers with class VIII teachers during the learning process on the multiliterate synectic learning model. The results of teacher interviews, namely 1) the language used is quite interesting, 2) the color display is appropriate, and 3) the material is very appropriate and supports the competencies being taught. Based on interview data or comments submitted by the teacher positively, it can be analyzed that learning to write short stories with this multiliterate synectic learning model is successful.

## 4.3   Student Questionnaire

Student questionnaire data was obtained from the implementation of the multiliterate synectic learning model. The questionnaire data is expected to provide an overview of the expectations, interests, and situations of learning to write short stories using the multiliterate synectic learning model. The results of the delivery of student questionnaires stated that students gave a lot of positive views on short story writing textbooks with the multiliterate synectic learning model, as stated by Vivi Fridayanti that this multiliterate synectic learning model has interesting steps, is easy to understand, and can express feelings based on experience. Similar to Vivi Fridayanti's opinion, Indatus Fatmawati stated that with this multiliterate synectic learning model, we can understand more about short stories and gain knowledge about learning models. The next positive view was put forward by Ambar Dwi A, that apart from being interesting, this multiliterate synectic learning model is complete and there are several examples to motivate students in doing assignments. Based on the questionnaire data of students who have positive opinions, it can be analyzed that learning to write short stories with this multiliterate synectic learning model is successful.

### 4.4  Test

In the implementation stage, students get the task of writing short stories using a multi-literate synectic learning model. This test results in quantitative data being collected and analyzed. The criteria for assessing students' short stories in writing short stories with the multiliterate synectic learning model are based on the theory of Nurgiantoro (2010: 487), the theory can be explained, namely the percentage of each category of student scores is calculated by dividing the frequency of students' scores in each category by the total number of students multiplied by one hundred percent. The percentage of each category of student scores is calculated to find out how many percent of students get a certain value, so that the results of learning to write short stories can be seen using the multiliterate synectic learning model, namely student short stories.

Based on the calculation results, it can be explained that the percentage of students' score categories on the results of student training, namely writing short stories, the highest score category, which is between 92–94, was only obtained by a student with a score of 92 with a percentage of 3.33%. The category of scores between 86–88 was obtained by 4 students with a percentage of 13.33% of the total number of students. In the category 83–85 obtained 7 students with a percentage of 23.33%. In the 80–82 category there are 6 students with a percentage of 20%. In the category 74–76 there are 7 students with a percentage of 23.33%. In the 71–73 category, there are 3 students with a percentage of 10%, while the lowest category of poetry writing scores lies between 68–70 with a percentage of 6.68%. So it can be concluded that at this implementation stage there are 5 students who have scores below the KKM in junior high school (75).

The average student score at the implementation stage is calculated by adding up the product of the midpoint of each interval and the frequency is divided by the total number of students multiplied by one hundred percent. The average percentage of student scores is calculated to determine the average student learning outcomes when learning to write short stories with the multiliterate synectic learning model.

Calculation of the class average value obtained $fX = 792$, and $N = 10$, so that the class average value of X-1 can be calculated, namely:

$$M_x = \sum \frac{fX}{N}, M_x = \frac{2400}{30}, M_x = 80$$

From the results of the calculation of the mean above, the result of the class average in learning to write short stories using the multiliterate synectic learning model is 80. So it can be concluded that the learning outcomes of the Indonesian language study field of basic competence in writing short stories with the multiliterate synectic learning model are considered successful with good according to the description of the modified Likert scale because the average class value lies on an interval scale of 61–80.

### 4.5  Reflection

Based on the results of implementation and observations, namely observations, interviews, student questionnaires, and tests, it was stated that there was an increase with good data criteria, it proved that the multiliterate synectic learning model was able to improve students' ability to write short stories. This is inseparable from the teacher's

role in choosing the right variation of learning and can motivate students in learning. With this success, it is hoped that new and effective learning will be born.

## 5   Conclusion

From the discussion above, it can be concluded that the data from the implementation of learning to write short stories with the multiliterate synectic learning model can be described as follows. Based on the observation data, it can be analyzed that learning to write short stories with the multiliterate synectic learning model is successful and the class is very active. Based on interview data or comments submitted by the teacher positively, it can be analyzed that learning to write short stories with the multiliterate synectic learning model is successful. Based on the questionnaire data of students who have positive opinions, it can be analyzed that learning to write short stories with the multiliterate synecticlearning model is successful. The results of the class average score in learning to write short stories using the multiliterate synectic learning model is 80. So it can be concluded that the learning outcomes of the Indonesian language study field of basic competence in writing short stories with the multiliterate synectic learning model are considered successful according to the description of the modified Likert scale because the average grade value lies on an interval scale of 61–80.

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