

Synecitic Model: Unleashing Creative Expression in Students' Narrative Writing Skills

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ABSTRACT

This research aimed to investigate the effectiveness of the synectic model in enhancing students' narrative writing skills. A quasi-experimental design was employed, involving 60 participants randomly assigned to either a control group or an experimental group. Data collection utilized pretests and posttests to assess students' writing performance. The analysis involved calculating mean scores and employing t-tests and gain score analysis to determine the impact of the synectic model. The results revealed a significant increase in narrative writing abilities among students in the synectic model group compared to the control group. This suggests that the synectic model effectively promotes creative thinking and diverse perspectives, making it a valuable tool for educators to improve students' narrative writing skills. The study highlights the potential of the synectic model in fostering narrative writing skills. Educators can integrate this model into their curriculum to enhance students' writing abilities. Further research is recommended to explore the model's effectiveness in different contexts and grade levels.

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1. INTRODUCTION

Writing skills are one aspect of student success at the educational level (Graham, et al., 2017; Astuti, 2014, Andyani, 2017, Mahmud, Alawia, Aisy, 2019, Suprianto 2020). Writing is a skill that many students admit is difficult and is the top skill among other skills (Adas and Bakir, 2013). Writing difficulties are felt by almost all students at any level of education (Graham and Hall, 2016, Fadli 2023). Writing activities must be trained, one of the things that must be considered in writing activities is grammatical ability (Henanggil, 2019; Henanggil, 2022; Henanggil, 2023). Apart from grammatical skills, the ability to use punctuation marks is also something that must be considered in writing activities (Davis, in Heranggil 2023). A learning method or model can also be used to foster creativity in students (Graham and Harris in Henanggil, 2019). Teachers are one of the keys to students' writing success by using teaching models that can foster student creativity (Sultan, N, 2013; Asmawati et al., 2023; Ulya, 2016; Ulya, 2017; Ulya, 2022).

Writing is one of the important language skills for students to master (Magdalena, 2022, Vanola, 2016, Hayati, 2022). Through writing skills, students can express their thoughts, feelings, and ideas in writing. Writing narrative text is one type of text that is often studied by students. Narrative text is the

text that tells an event or occurrence (Gultom, 2012; Mutoharoh, 2018; Wati & Agustina (2019)). The ability to write narrative texts for students in Indonesia is still relatively low. This can be seen from the results of research conducted by the National Education Standards Agency (BSNP) in 2018. The results of this research show that only 29.9 % of class VIII students were able to write narrative texts well. One factor that can influence students' ability to write narrative texts is the learning model used. The right learning model can help students develop their writing skills. The synectic learning model is a learning model that can be used to improve students' ability to write narrative texts. This learning model uses analogy and metaphor strategies to help students see an object or event from various perspectives.

Research on writing is still widely carried out, this is the basis for the decision that writing skills and difficulties in writing activities are still not resolved optimally. Research conducted by (Andriani, et al. 2023) on the ability to write narrative texts, (Halimah, et al., 2020) on writing short stories. Writing difficulties are still a topic that is still being discussed today, further research conducted by Silaniasti (2021) was also about news text writing skills. It is hoped that writing difficulties and obstacles in writing activities can be resolved in the future.

Writing skills in this research focus on narrative writing. A narrative text is a text in which there is a sequence of events, both real and fictional, according to the context of the story. The creative element is one of the basic things in a narrative text, the creative element in question is the storyline and other constructive elements contained in a narrative text (Telebinamvar and Zarrabi, 2022; Zou et al, 2022; Arifin and Wardani, 2020). The skill of writing a regular sentence that will be considered is literacy ability, while narrative writing skills are included in creative writing (Taylor, et al., 2019; LS Teng and Zhang, 2018). Writing narrative texts is one of the language skills that is important for every individual to master (Gultom, 2012; Mutoharoh, 2018; Wati & Agustina (2019)). This skill can be used to express thoughts and concepts, convey information, and entertain. However, not everyone has good narrative text-writing skills. Difficulties in writing narrative texts can be caused by various factors, both internal and external factors (Anzar, 2018; Listiani 2020). Internal factors that can cause difficulties in writing narrative texts include weak fine motor skills. Fine motor skills are the ability to control the movements of small muscles, such as hand muscles and fingers. Weak fine motor skills can cause difficulty in writing letters and words neatly and clearly (Gani et al, 2022; Ulya et al, 2013; Boeriswati, Lustyantie, & Ulya, 2021; Ulya, Noveria, Henanggil, Nurizzati, & Rachman, 2023; Afnita, Husein, & Ulya, 2023). Weak visual-spatial abilities. Visual-spatial abilities are the ability to understand and manipulate objects in space. Weak visual-spatial abilities can cause difficulties in understanding the structure of narrative text, such as orientation, complication, and resolution. Weak cognitive abilities (Ulya, 2021; Hayati, et al, 2022; Rasyid et al, 2023; Ulya, 2023; Afnita et al, 2021).

Cognitive abilities are thinking abilities, such as critical thinking abilities, problem-solving abilities, and creative thinking abilities (Setiadi 2017, Rahmawati, 2020). Weak cognitive abilities can cause difficulties in developing ideas and story ideas, as well as using effective and communicative language. Weak language skills. Language ability is the ability to understand and use language. Weak language skills can cause difficulties in understanding and using linguistic rules, such as grammar, spelling, and punctuation. Low interest and motivation to learn. Low interest and motivation to learn can cause someone to be less enthusiastic about learning to write, resulting in less practice and not developing their writing skills (Zuve, et al, 2022; Henanggil, Ulya, Sari, Rachman, Putri, Zuve, & Erlianti, 2023; Rachman, Oktoviandry, Putri, Ningsih, Ulya, Indriyani, & Juita, 2023). Apart from internal factors, difficulties in writing narrative texts can also be caused by external factors, such as a lack of opportunities to practice writing. Regular writing practice can help improve writing skills. The learning environment is not conducive. A less conducive learning environment can hinder the process of learning to write. Inappropriate writing learning methods. Inappropriate writing learning methods can make it difficult for students to understand the material and apply it in writing (Mahargyani, 2012; Umar 2016; Yanda, 2019; Sari 2020). Certain disorders or disorders. Certain disorders or disorders.

Creativity can also be seen based on the quality of the writing and in writing skills, the process is something that must also be considered starting from planning, writing, and revising. This process is also related to the quality of students' narrative texts (Lamb et al., 2021; Kim and Kim, 2020). However, the most important thing in writing skills is how to foster student creativity which is stimulated by a teaching technique used by the teacher or teacher. One learning model that can be used to foster student creativity is the synectic model. The synectic model is a model that is predicted to be used as a tool for finding creative solutions to problems (Gordon, 2015; Wilson in Heranggih, 2022; Ferdiansyah, et al., 2023). The synectic model also refers to creative thinking steps.

Apart from promoting creative thinking, the synectic model is also a model for producing something new (Roukes in Kulinski, 2018; Reza & Pramusinta, 2020, Yusuf, 2022). Creative thinking or creative steps in the synectic model are analogies (Stepensom and Treadwell, 2016). Another step in the synectic model is to create something new and make something strange familiar (Joyce, et al, 2016; Kariyati, Ramadhan, Mukhaiyar, & Ulya, 2024). So it can be concluded that the synectic model has a creative syntax in the form of analogy, and the synectic model creates something new and makes something foreign familiar. The synectic model is deemed suitable to be used to see the improvement of students' narrative text writing skills because writing skills require creativity and creativity can be raised with the teaching model used by teachers in the classroom. The research question is formulated to determine the extent to which the synectic model has an impact on students' ability to write narrative text?

2. METHODS

This research is classified as quantitative research because the data that will be used in this research are scores or grades from students' narrative text writing activities in the control class and experimental class. The research instruments used and data analysis used in quantitative research are statistical (Sugiyono, 2015). The population in this study was 150 people, and sampling was carried out using random sampling techniques and 60 samples were selected, 30 for the control class and 30 for the experimental class. Research design is a plan or structure of investigation used to obtain evidence in answering research. The research design used in this research is pre-experimental in the form of a One-Group Pretest-Posttest Design. In this design, there is what is called a pretest, namely an initial test carried out before being given treatment, and a posttest, namely the final test after being given treatment. With the pretest and posttest, the research results can be seen more accurately, because the comparison of the two activities can be seen from the data obtained, so it can be seen whether there is an improvement in the experimental class or not from the use of the synectic model in writing narrative texts.

3. FINDINGS AND DISCUSSION

3.1 Findings

In this study, the improvements that occurred in the experimental class were seen, but of course, the improvements in the control class will also be explained. The first increase can be seen from the N-gain of each class, both the experimental class and the control class. The experimental class uses a synectic model in learning to write students' narrative texts, and the control class uses the usual model used by teachers in writing students' narrative texts. Below you can see the increased numbers or what is often called N-gain for each class.

Table 1. *N-Gain Pretest and Posttest Experimental Class*

Num.	Code	Pretest	Posttest	Gains	N-Gain
1	E-1	78	86	8	0.36
2	E-2	78	77	1	0.05
3	E-3	78	85	7	0.32
4	E-4	70	72	2	0.07
5	E-5	56	72	16	0.36
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	70	94	24	0.80
18	E-18	85	86	1	0.07
19	E-19	85	94	9	0.60
20	E-20	62	91	29	0.76
21	E-21	85	94	9	0.60
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		2475	2782	355	18.95
Average		74.56	84.49	14	0.49

The table explains *the N-Gain* of the experimental class. Researchers apply the synectic model in experimental classes. Based on the calculations in the table, the average *pretest score* was 74.56 and the *posttest score* was 84.49. In addition, the experimental class *N-Gain was obtained* at 0.49. Therefore, the increase that occurred in the experimental class was included in the *moderate category* ($g = 0.49$, therefore, $0.3 \leq g < 0.7$).

Table 2. *N-Gain Pretest and Posttest Control Class*

Num.	Code	Pretest	Posttest	Gains	N-Gain
1	K-1	59	61	2	0.05
2	K-2	62	78	16	0.42
3	K-23	53	78	25	0.53
4	K-3	70	78	8	0.27
5	K-4	75	72	3	0.12
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	53	61	8	0.17
18	K-17	70	62	8	0.27
19	K-18	61	69	8	0.21
20	K-19	64	61	3	0.08
21	K-20	62	75	13	0.34
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		2391	2094	276	9.24
Average		66.38	70.27	8.54	0.26

The table explains the *N-Gain* of the control class. Researchers applied the conventional model in the control class. Based on the calculations in the table, the average *pretest* score was 66.38 and the *posttest* score was 70.27. In addition, the control class *N-Gain* was obtained at 0.26. Therefore, the increase that occurred in the control class was included in the *low category* ($g = 0.26$ so, $g \leq 0.3$).

Table 3. Normality Test Results

	Kolmogorov-Smirno			Shapiro-Wilk		
	v ^a			Statistic		
	Statistic	df	Sig.	ics	df	Sig.
_Pre_E	.123	30	,200*	,945	30	,087
_post_E	.144	30	,069	,945	30	,089
_pre_K	.132	30	.109	,943	30	,076
_Post_K	.136	30	.132	,943	30	,086

Based on the test results, it can be seen that the *pretest* and *posttest* scores for the experimental and control classes are normally distributed because the significance level is more than 0.05. Next is the hypothesis test, based on the results of the homogeneity test, showing a significance level of 0.305. Because the significance value is $0.305 > 0.05$, this shows that the data in the classes used for testing 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, a significance value was found for the treatment variable of $0.001 < 0.05$, this means that there is a significant difference in the results of learning to write short stories between the experimental groups using the synectic model. The control group did not use a synectic model based on literary ecocriticism but instead used a conventional model. So for the formulation of this hypothesis, it means that H_a is accepted and H_o is rejected because the significance value is $0.001 < 0.05$.

So, based on the description explained above, it can be concluded that there was an improvement in the experimental class after providing treatment in the form of teaching narrative texts using the synectic model. In the control class, there was also an increase, but when compared with the increase that occurred in the experimental class it was higher, the control class was only at a low level, while the experimental class was at a medium level. This is proven that the synectic model in students' narrative text learning can be used, and for future optimization, improvements can be made in the experimental class by using a base that can be synchronized with the synectic model. The Synectic Model can increase creativity and critical thinking. The synectic model encourages students to think creatively and critically when solving problems. Students are trained to see a problem from various perspectives and find innovative solutions. The synectic model can help students understand abstract concepts by connecting them with more concrete things. Analogies and metaphors can help students to understand the relationship between two different things.

3.2 Discussion

The research focuses on the effectiveness of the Synectics model in enhancing students' ability to write narrative texts, as evidenced by a significant improvement in the experimental group compared to the control group. This improvement can be attributed to several key factors inherent in the Synectics model that need to be discussed in depth.

One of the main advantages of the Synectics model is its ability to stimulate creativity and critical thinking. This aligns with the findings of Putri and Budiman (2024), who assert that the synectic model engages students in a process that encourages them to generate new ideas and solutions by forming connections between seemingly unrelated concepts. By utilizing analogies and metaphors, the Synectics model stimulates cognitive processes that are typically not activated in conventional teaching methods (Amin, 2017). This cognitive stimulation is crucial in narrative writing, where creativity and thinking outside the box are essential.

The use of analogies and metaphors in the Synectics model helps students understand abstract concepts by relating them to more concrete and familiar ideas. This aligns with the findings of Luthfiah (2023), who concludes that the synectic model is highly effective in teaching narrative writing, where students often struggle with abstract concepts such as theme, tone, and character development. By linking these abstract concepts to everyday experiences, students can develop a deeper and more intuitive understanding, thereby enhancing their writing skills (Amitaningsih, 2011; Rachman, Hanifa, Ningsih, Putri, & Ulya, 2024).

The homogeneity test results, which indicate a significance level of 0.305, show that the data from the experimental and control groups are comparable, thus bolstering the validity of the findings. This homogeneity ensures that any observed performance differences can confidently be attributed to the intervention (i.e., the use of the Synectics model) rather than pre-existing differences between the groups. The research findings have important implications for educational practice. These findings align with the conclusions of Iskandar's (2024) study, which stated that incorporating the Synectics model into the curriculum can significantly enhance students' narrative writing skills. This improvement is not only marginal but substantial, as indicated by the higher rate of improvement in the experimental group compared to the lower improvement in the control group.

For educators, this means that adopting innovative teaching methods like the Synectics model can lead to better learning outcomes. The model's emphasis on creativity, critical thinking, and the use of

analogies can make learning more engaging and effective (Khotima, 2023). Furthermore, these skills are not only beneficial for narrative writing but can also be transferred to other areas of learning and problem-solving.

Despite promising results, there is still room for further research and optimization. Further studies could explore how different variations of the Synectics model can affect learning outcomes. For example, integrating technology to facilitate analogy and metaphor creation, or combining the Synectics model with other pedagogical approaches, could potentially yield even better results. Additionally, long-term studies could examine how sustained use of the Synectics model impacts overall student academic performance and their ability to apply creative and critical thinking skills in various contexts.

The Synectics model has proven to be an effective tool in enhancing students' narrative writing skills by promoting creativity and critical thinking, as well as helping students understand abstract concepts through analogies and metaphors (Amitaningsih, 2011; Khotima, 2023; Iskandar, 2024). These research findings underscore the value of innovative teaching methods in education and highlight the need for further research to optimize and expand the application of the Synectics model. This study contributes to the growing body of evidence supporting the use of creative pedagogical approaches to improve learning outcomes and prepare students to face the complexities of the modern world.

4. CONCLUSION

Research on the synectic model in learning to write narrative texts can be said to be successful because there was an increase in experimental classes that received treatment using the synectic model. The synectic model is a model used to increase student creativity and is suitable for writing skills. Creativity does not appear by itself, but there must be a stimulus that we as teachers provide in the classes we teach. The synectic model has been proven to increase students' writing creativity, as seen from the students' pre-test and post-test results. Even though the new increase is in the moderate category, this could be because the model syntax implemented is not optimal and acceptance from students is also not optimal. However, students' creativity has been formed because of the stimulus that has been given to students in learning to write narrative texts. Based on the results of research that has been conducted, it can be concluded that the synectic learning model can improve students' ability to write narrative texts. This can be seen from the t-test results which show that the calculated t is greater than the t table. Thus, it can be concluded that there is a significant influence between the application of the synectic learning model on students' ability to write narrative texts.

Improving students' ability to write narrative texts using the synectic learning model can be seen from several aspects: In the idea and idea aspect, applying the synectic learning model can help students develop more creative and innovative ideas and ideas. This is because this learning model uses analogy and metaphor strategies to help students see an object or event from various perspectives. Regarding aspects of text structure, the application of the synectic learning model can also help students compose a more coherent narrative text structure. This is because this learning model emphasizes the importance of planning and preparing the text structure before starting the writing process. Regarding aspects of language use, the application of the synthetic learning model can also help students use language more effectively and interestingly. This is because this learning model encourages students to use various language styles and writing techniques, which can make narrative texts livelier and more interesting.

Based on these conclusions, it can be suggested that Indonesian language teachers apply the synectic learning model when learning to write narrative texts. This learning model can be an effective alternative for improving students' ability to write narrative texts. The synectic model which uses the analogy of thinking and creative thinking is a suitable model for learning writing skills. Apart from that, it is recommended that researchers conduct further research to examine the effectiveness of the synectic learning model in learning to write narrative texts using different media.

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