European Journal of Humanities and Educational Advancements (EJHEA)
Available Online at: https://www.scholarzest.com
Vol. 3 No. 03, March2022
ISSN: 2660-5589

THE EFFECTIVENESS OF SYNTHETIC-BASED CREATIVE WRITING LEARNING MODEL(IMPROVING STUDENTS' WRITING AND CREATIVE THINKING SKILLS)

Moh. Rakhmat

Article history:

Received: 1st January 2022
Accepted: 1st February 2022
Published: 4th March 2022

Abstract:

This research was conducted as an effort to develop a learning model that can improve students' writing skills. The underlying problem of research is the gap between curriculum demands and the condition of students' writing ability is still low. The fundamental problem in this research is how is the model of creative writing learning in accordance with the characteristics of students and how also the learning model is synergized with the synthetic approach. Therefore, this study develops a creative learning model based on synthetic writing to improve writing skills through learning activities in accordance with the requirements of the curriculum. To answer the above problems used research and development methods (research and development), namely research that uses a process to develop the validity of educational products. Developed products include not only learning materials but also procedures and processes defined such as methods, media, learning organizing strategies, and evaluations. The product that will be generated from this research is a creative learning model based on synthetic

Keywords Credible writing, instructional model, Synthetic

A person's creative abilities can be realized in writing. As Munandar (1988: 2) said, language is an essential part of human characteristics and character, so it is very important that a person expresses his ideas, thoughts and feelings creatively in writing. Writing is a productive activity in language. In other words, writing is a means of producing language. Olson (in Nenden, 1990:28) suggests the relationship between writing and thinking. He stated that thinking and writing are interdependent processes that give birth to meaning based on experience. Writing and thinking both require constant practice. Regular practice is very big role to improve thinking skills. Practicing writing means also training to think. Both support each other in conveying information. Good writing reflects a clear line of thought. Lado (1979: 143) argues that " to write is to put down the graphic symbols that represent a language one understands, so that others can read these graphics, symbols if they know the language and the graphic representation".

From this opinion, it can be taken an interpretation that writing is lowering or painting graphic symbols that describe a language that is understood by someone so that other people can read the graphic symbols if they understand the language and graphic images.

Alwasilah (1994:78) states that a psycholinguistic process begins with the formulation of ideas through semantic rules, then arranged by syntactic rules, then carried out in the order of the writing system. To build the order of the writing system requires a creativity.

Rusyana (1984: 191) reveals that the ability to write includes various abilities. These abilities include the ability to master the ideas presented, the ability to use elements of language, the ability to use style, the ability to use spelling and punctuation.

From the various opinions above, it can be concluded that writing is a very complex series of activities. This writing activity includes language activities and thinking activities. A person is said to be able to write well if the composition he makes meets linguistic rules and logic rules. Linguistic rules can be studied in terms of word use, sentence use, and writing techniques, while logical rules can be studied in terms of content and organization. An interesting new approach to developing creativity has been devised by Gordon with the term synthetic. This synthetic model is an excellent teaching strategy for developing creative writing skills (Joyce and Weil, 1980). The ability of students to develop creative skills in writing is still very weak. To overcome this problem, teachers must help students to get used to thinking creatively. Because the creative process is not mysterious, but can be explained, and individuals can be trained directly to increase their creative power.

Teaching writing means teaching written language skills to students . It would not be appropriate if teaching writing only provides knowledge about writing . Students should be involved in the process of writing it directly , so that students feel the presence of the creative in the process of writing .

The implication for teaching writing is that creativity is needed in writing activities . In the case of this teacher should be able to cultivate an attitude of creative students either as individuals or groups , so that the student is able to foster creativity in writing .

There are three stages proposed by Nunan (1991) in the writing process (at least), namely the pre-writing, writing, and revision stages. To implement the third stage in the teaching of writing in the classroom needed integration between pro - ses and products. Hamp-Lyons and Heasley propose a collaborative approach to writing. Meanwhile, Brown and Hood emphasized the importance of setting a model for learners and allowing opportunities for them in the classroom to train according to their needs. Another thing that needs to be considered is interest, cooperation, student opportunities and modeling.

The ability to write is not an ability that can be inherited, but the result of the process of learning and practicing. Therefore, the condition and quality of everyone's writing ability is not the same. The teacher is one who plays a role in improving the quality of students' writing skills. One of the efforts to improve students' writing skills is to apply the synthetic model. Synthetics is an interesting new approach to developing creativity, designed by William JJ Gordon and his colleagues. Gordon's original idea of synthetics was to develop group creativity in industry with the aim of solving problems (problem solvers) and developing production (product developers). The main element in this synthetics is analogy/metaphor.

According to Gordon, there are four views that underlie synthetics and at the same time oppose the old view of creativity.

1) Creativity is an important activity in everyday life.
2) The creative process is not mysterious, but can be explained, and individual can be trained directly to increase their creativity.
3) Creativity can be applied in all fields (arts, science, and others).
4) The way of creative thinking carried out by individuals or groups does not have differences. Both individuals and groups can generate ideas and product in the same way.

The synthetic process was developed based on the assumptions of the psychology of creativity as follows:

1) The power of individual or group creativity can be increased by:
   make creativity a conscious and conscious process create explicit tools.
2) The emotional component is more important than the intellectual component. Creativity is the development of a new mental pattern.
3) The elements of emotion must be understood in order to increase success in problem solving.

Based on the assumptions above, Gordon offers two teaching strategies or models, namely creating something new and introducing new product peculiarities. The first strategy is designed to recognize idiosyncrasies, will help students understand the problem of ideas, or products in something new which finally clarifies creatively. The second strategy is designed to increase students' understanding, and deepen new things or difficult subject matter. In order for unknown ideas to be meaningful, this strategy must create something new.

The development of the creative dimension through teaching writing is possible if students can be directly involved with the writing process. In learning to write or the like, the teacher must provide opportunities for students to take part in all phases of the writing process. They have to repeat before and during writing, conceptualize with the understanding that what they are writing is just the beginning, research what they have conceptualized, and finally share their writing with others so that they feel the joy of being authors.

Teaching writing in schools actually provides the basics of written language knowledge which is completely limited but has many purposes. Because teaching writing involves feelings, thoughts, and activities in written language. The results of this limited writing teaching activity are largely determined by the interaction between students, teachers and their environment. With all these limitations, the results of teaching writing are not satisfactory.

With regard to the results of this writing teaching, usually what is more highlighted by various parties is the problem of the competence of the teacher. Therefore, teachers should always try to improve their competence in teaching writing. Many teachers do not understand the basics of teaching writing. So this affects students' perceptions of teaching writing. The perceived unfavorable assumption is that teaching writing does not have a personal impact on the present and the future. To eliminate this assumption, it is necessary to create a harmonious interaction between teachers, students, and the environment. The environment gives its own nuance for the ongoing process of the interaction.

According to Rusyana (1998), some of the foundations for teaching writing that teachers must know are writing experience, writing knowledge, expression, and creativity. These three can be described as follows:

1) Writing experience, meaning that the teacher must have sufficient writing experience so that when he teaches he is also able to encourage writing. With this experience, it is hoped that students will be stimulated to write regularly.
2) Knowledge of writing, meaning that the teacher must have extensive writing knowledge both theoretically and practically, so that he is able to provide broad knowledge for his students, not limited to what his teachers asked him to do first. So when he discusses essays, he is able to explain and compare essays from the understanding of the essay, its structure, type, characteristics, shape, size, even to the impression of an essay.
3) Expression and creativity, meaning that before the teacher teaches writing, it is better if the previous teacher has experience in expressing and being creative in writing so that when he teaches he is able to transmit that experience

and knowledge in a didactic manner to his students at that time and in the future. So that when lessons and school ends, students are able/have very useful writing skills.

Basically, the emphasis on teaching writing is to gain knowledge and experience in writing, which is supported by the introduction of the theory and practice of writing itself. In the end, students are expected to have good attitudes and habits in viewing the teaching of writing.

From the basis of teaching writing described above, it appears that the aspect of creativity cannot be separated from writing activities. This shows that writing activities are always related to creativity. Because writing is an activity that has distinctive characteristics. These characteristics can be seen from the form of his work, function, and medium. This explains that writing is not just a language activity, but also as a tool for thinking and a forum for conveying the results of thoughts. Thus, writing as a language activity has a positive relationship with creative thinking.

The synthetic model that is now used in teaching emphasizes the aspect of student creativity growth. This creativity is always associated with an emotional attitude. According to Gordon, emotional attitude is not always bad. Although logic is used to make decisions, he believes that creativity is basically a process that requires irrational elements to enhance intellectual processes. The main element in this synthetics is analogy/metaphor. The synthetic model aims to develop individual creativity through group activities. Creativity is a conscious thing. The creative process often begins in group solving.

By knowing these mistakes, at least they are aware of the mistakes they have made as an experience. This study is intended to produce a prescription for a synthetic-based creative writing learning model, which can be used as a guide for teachers in the teaching and learning process of writing. This research problems is Model based learning creative writing synthetic Effectively improve the ability of high school students School in South Bandung area of Bandung regency .

METHOD

This research was using a model research and development). In this research approach is done through three stages. Stage first, studies preliminary (preliminary survey) which stages the collection of information on the situation which is actually in the field . Phase two , the development model of learning to write that directly tested and revised in the field. From this stage , the product is obtained in the form of a writing learning model based on a synthetic approach . In here the development is done in the form of research experiments . Phase three , the test model carried out in the form of test validation, so that the finally obtained a model of learning to write are ready to be disseminated. Location research development is carried out in a number of school mid- on in Regency Bandung. measures of research and development it can be described as it appears in the chart below this :

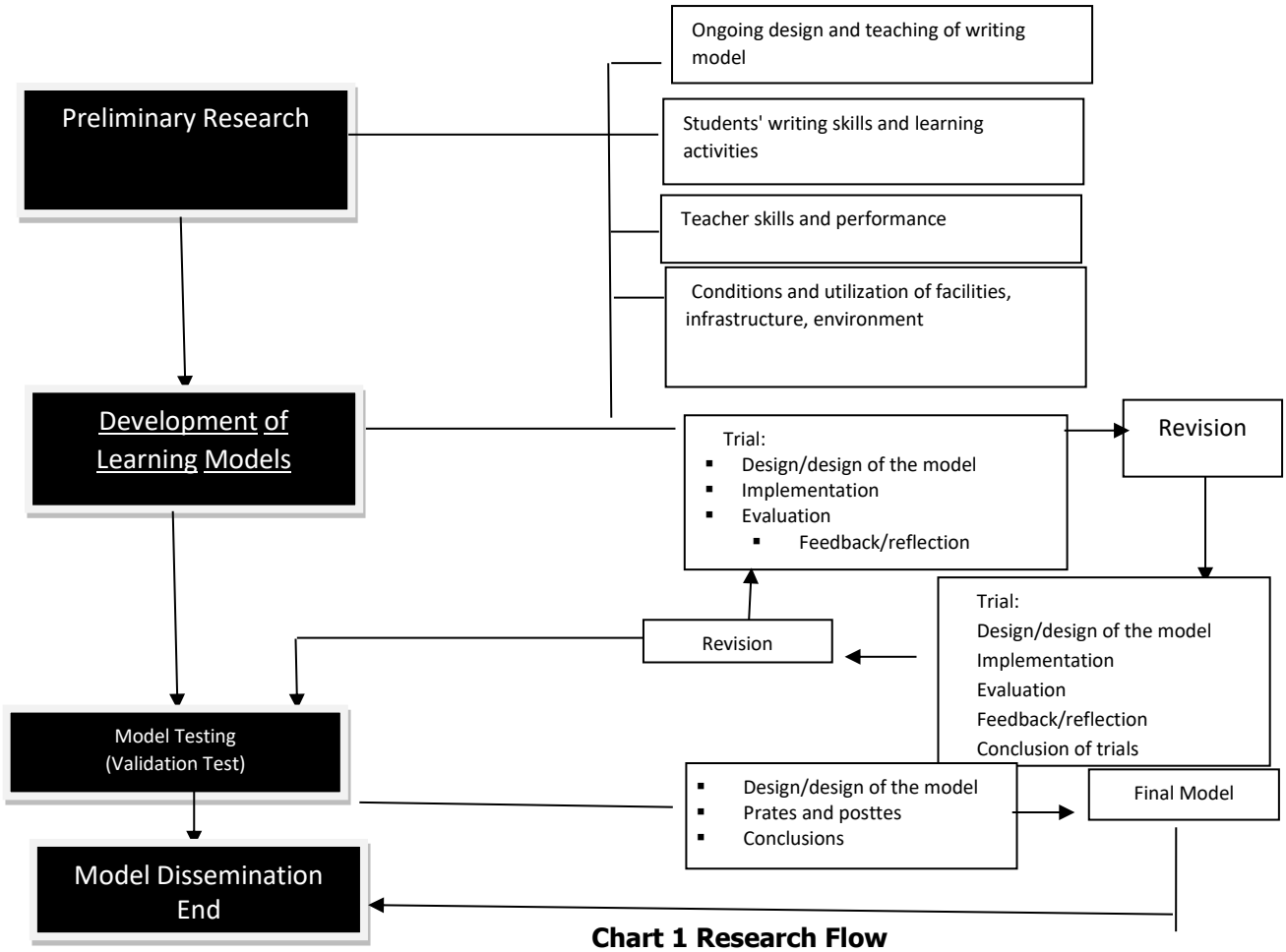

Chart 1 Research Flow

In this study also used several instruments, namely the composition test and its evaluation tool , student and teacher questionnaires . The data collected in the form of data in the form of composition, questionnaires that have been filled out by students and teachers and teacher observation data . To collect the data, it is necessary to use four instruments, namely (1) writing test, (2) student interest questionnaire , (3) teacher questionnaire, and (4) teacher observation. The data in this study were collected through the following stages: (1) the preparation stage, (2) the implementation stage, and (3) the result collection stage.

FINDINGS AND DISCUSSION

Determine the significance of differences in student learning gains before and after the learning model MKBS trials in this trial, performed statistical analysis with the z test for large samples (> 30). To meet the requirements of the z-test analysis, it is necessary to test for normality with the Kolmogorov test the results are as shown in table 5.9 below.

Table 5.9
Normality Test Results Posttest Writing

	Pretes Experiment	Pretes Control	Posts Experiment	Posts Control
N	35	35	35	35
Normal Parameters Mean	67.49	67.43	77.66	73.23
Std. Deviation	5.393	4.017	2.400	3.843
Most Extreme Differences Absolute	.153	.156	.126	.135
Positive	.143	.156	-.126	.135
Negatif	-.153	-.922	-.100	-110
Kolmogorov-Smirnov Z	.908	.922	.748	.797
Asymp. Sig. (2-tailed)	.382	.363	630	.549

a. Test distribution is Normal

From the table above, it can be seen that there are significant numbers of pretest writing data for the experimental class (0.382), the control class (0.363). The post-test data for writing experimental class (0.630) and control class (0.549) is greater than = 0.05, which means that the distribution of values is normally distributed . The data above is the result of the students' writing ability test using the MKBS learning model as a test to determine the implementation of the model and analyze its shortcomings . Furthermore, prior to the t-test, homogeneity test was carried out using SPSS 17.0 through Levene's test, the results of which can be seen in Table 5.10 below:

Table 5.10
Test of Homogeneity of Variances

	Levene statistic	df1	df2	Sig.
Pretes eksperimen Kontrol	3.334	1	68	.072
Postes eksperimen kontrol	2.434	1	68	.123

From the table above, it can be seen that the writing pretest data is 0.072 > = 0.05 and the writing post-test data is 0.123 > = 0.05, which means that the two data are homogeneous. Thus, the data analysis was continued with the Z-test because the data was > 30, the results of which are shown in table 5.3 below.

Table 5.11
Z-Test Results Pretest Data

	Experimental Class Pretest Data	Control Class Pretest Data
□	2362	2357
Average	67.4857	67.3429
S^2	23.5414966	13.10442177
S	4.851958017	3.620003007
x1 - x2	0.1429	
S^2 / n	0.547476665	0.304753995
(S^2/n)	0.85223066	
Root (S^2/n)	0.923163398	
Z	0.154747408	
Conclusion	H_0 is accepted (no there is a difference)	

From the table above, it can be seen that Z_{count} for writing pretest data is 0.155 when compared to $Z_{table} = \pm 1.96$ Z_{count} is outside that, it cannot be denoted $-1.96 < Z_{count} < 1.96$. This suggests that H_0 is received, which means there is no difference between the data writing pretest experimental and control groups (Table Test Z more attached).

For writing data, a Z-test was also carried out because it had met the requirements for normality and homogeneity. The results of the Z-test writing data processing are shown in table 5.12 below.

Table 5.12
Z-Test Results Posttest Data

	Experiment Class Posttest Data	**Control Class Posttest Data**
□	2718	2745
Average	60.2326	63.8372
S^2	19.70653378	36.90143965
S	4.439204183	6.074655517
x1 - x2	-3.6047	
S^2 / n	0.458291483	0.858173015
(S^2/n)	1.316464498	
Root (S2/n)	1.147372868	
Z	-3.141656268	
Conclusion	H_0 is rejected (there is a difference)	

From the table above, it can be seen that Z_{count} for posttest writing data is -3.142 when compared to $Z_{table} = \pm 1.96$ Z_{count} is outside that, it cannot be denoted $-1.96 < Z_{count} < 1.96$. This suggests that H_0 is rejected, which means that there is a difference between data postst write experimental and control groups (Table Test Z more attached).

From the conclusion of the Z test results above, information is obtained, that there is a difference in the experimental class writing posttest data with the control class posttest writing data. In this case, students after learning with the MKBS model in the trial get a higher score achievement than before learning.

Thus, as one of the positive impacts of differences in learning achievement in writing, it can be seen that the results of individual assessments carried out in learning activities have improved compared to the initial conditions of learning. Of the 70 students who took the evaluation (pretest) in the form of writing anecdotes of 67.49 (experimental class) and 67.48 (control class), and the posttest results obtained an average class of 77 , 66 (experimental class) and 73.22 (control group) Thus, the results obtained from the pretest and posttest write experimental class at 67.49 and 77.66 , while the results of pretest and posttest write control class at 67.48 and 73.22. This shows that there is a significant increase between the pretest and posttest test scores in this MKBS learning model.

Based on the results of statistical calculations through the Z test above, it can be concluded that there is a significant difference between the pretest and posttest. There is a significant difference between before and after the learning model is applied. After applying the syntactic -based writing learning model, the score was higher than before the synthetic-based writing learning model was applied. The data about the increase in the average score obtained by these students can be said that the MKBS learning model developed in this study is able to increase the acquisition of student learning outcomes in writing skills.

The results of these trials indicate that the MKBS learning model has a positive influence on students' writing skills. Therefore, this learning model can be continued with a validation test to prove the effectiveness of this learning model. Of course, before the validation test is carried out, this model is corrected first based on the existing shortcomings.

CONCLUSION

The synthetic-based creative writing learning model is better than conventional learning. The average posttest score is higher in the synthetic learning model, which is significantly different compared to the control class posttest score with conventional learning. Of the 70 students who took the evaluation (pretest) in the form of writing anecdotes of 67.49 (experimental class) and 67.48 (control class), and the posttest results obtained an average class of 77 , 66 (experimental class) and 73.22 (control group) Thus, the results obtained from the pretest and posttest write experimental class at 67.49 and 77.66 , while the results of pretest and posttest write control class at 67.48 and 73.22. This shows that there is a significant rise between pretest and posttest score test p no MKBS this learning model . Model sinektik-based learning creative writing can improve student learning outcomes is higher compared to conventional learning models.

REFERENCE

1. Akhdiat, S. et al. (1992). Development of Indonesian Writing Ability. Jakarta: Erlangga.
2. Alwasilah, AC. (1990). Sociology of Language. Bandung : Space.
3. Bolton, Gillie. (2011). Write Yourself: Creative Writing and Personal Development. London and Philadelphia: Jessica Kingsley Publisher.
4. Campbell, D. (1992). Develop Creativity. Yogyakarta : Kanisius
5. Cassirer, E. (1987). Man and Culture: An Essay on Man . Jakarta: Gramedia. Chomsky, N. 1965. Aspects of The Theory of Syntax. Massachusetts:MIT Press

6. Ernshaw, Steven (ed.). (2007). Handbook of Creative Writing. Edinburgh: Edinburgh University Press.
7. Garnham, A. (1985). Psycholinguistics, Central Topics. London & New York: Methnen.
8. Geraghty, Margaret. (2006). The Five Minute Writer. United Kingdom: How to book Ltd.
9. Haven, Kendal. (1999). Write Right: Creativity Using Storytelling Techniques. Englewood Colorado. Teacher Ideas Press.
10. Jabrohim, et al. (2009). How to Write Creatively. Yogyakarta: Student Library.
11. Joyce, B. & Weil, M. (1980). Models of Teaching. New Jersey : Prentice Hall. Inc.
12. Keraf, G. 1984. Composition. Ende-Flores: Nusa Indah.
13. Leahy, Anna (ed.). (2005). Power and Identity in the Creative Writing Classroom: The Autorithy Project. Clevedon: Multilingual Matters Ltd.
14. Mills, Paul. (2006). The Routledge Creative Writing Coursebook. London and New York: Routledge.
15. Morley, David. (2007). The Cambridge Introduction to Creative Writing. New York: Cambridge University Press.
16. Nenden . (1990) . Aspects of Logic and Linguistic Aspects in Writing Skills. Bandung: FPS IKIP Bandung (Thesis).
17. O'Shea, RP. (1996). Writing for Psychology: An Introductory Guide for Students. Australia: Harcourt.
18. Raimes, A. (1983). Techniques in Teaching Writing. New York: Oxford University Press.
19. Rawlinson, JG (1989). Creative Thinking and Suggestion (Translation). Jakarta: Binarupa Script.
20. Rusman. (2011). Learning Models: Developing Teacher Professionalism. Jakarta: PT Rayagrafindo Persada.
21. Rusyana, Y. (1984). Language and Literature in Gamitan Pendidikan. Bandung: Diponegoro.
22. Smith, Hazel. (2005). The Writing Experiment: Strategies for Innovative Creative Writing. Australia: Allen & Unwin
23. Suriasumantri. JS (1985). Philosophy of Science : A Popular Introduction. Jakarta: Sinar Harapan .