DEVELOPING LEARNING DEVICE IN WRITING SHORT STORY WITH SYNECTIC MODEL

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ABSTRACT

Learning in writing short stories makes learners being capable of conveying ideas, personal experience based on cultural context that forms the personal character. However, the learning media of writing short stories is not yet available and has not been examined. Therefore, this research aims at developing the learning media in writing short story using synectic model. Research was designed using development model of 4-D Thiagarajan. The subjects were the sixth-grade students majoring in Indonesian language and literature academic 2009, Universitas Negeri Makassar. The results showed that: (1) the validity of learning model product, namely, planning model 4.7 (very valid), material model is 4.5 ((very valid). Evaluation model is 4.6 (very valid); (2) the practicality aspects of component syntax of synectic and are met entirely, (3) learning media is effective.

Keyword: Development, learning media, writing short stories, synectic model

1. INTRODUCTION

Writing is one of the aspect of language skills, whitch are sorely needed in these rapid technological advances. To become a qualified individual, someone needs to have the ability to write. The intended ablity is the ability of communicating ideas through written in clear and creative. Writing is crucial, as the level of complexity of problems in all aspects of modern life is increasingly high. Therefore, writing skills should be taught properly to the learners. Similarly, the study of literature, particularly the writing of short stories has a goal to provide a positive contribution in the formation of personal character in the realm of moral, attude, manners, feelings, reasoning, imagination, language skills, a sense of community, cultural knowledge, and the environment learners. Arika Miharja (2014) [1] view "literature gives a very big influence on a person's way of thingking about life, that is about good and had, right and wrong'. A phenomenon that occurs of students is that the students ase less work out of literature. Students' index of achievement in subjects in relation to literature is still low. It has not yet reached ab average level that is 3.00. Learning to write short stories is dominated by conventional means. Therefore, the students are less motivated to write short stories. Learning to write short stories is oriented on the result,not on the process, and it is just as the final tasks. It has an inpact on the assessment. Thus, students do not know the error of their writing. In addition, the numbers of students in classes are exceeding the standard, whereas time is very limited. Therefore, the lecturers are difficult to correct their short story work. To achieve a maximal learning of writing short stories, the design of learning media needs to be prepared as a guide of learning. Based on this problem, the research aims at developing learning media of writing short story using synectic model on the Indonesian Language students at Universitas Negeri Makassar.

a. *Learning to write*

In general learning to write in college has not been satisfactory. Writing is one of the most challenging things. Writing is considered more difficult to master because it not only requires langue proficiency but also non-langage. Wijaya (2011) [2] reveal that writing is one of the skills that integrates language proficiency in many aspects of the langue. In addition, Asadifard & Koosha, (2013) [3], an influential factor in writing are linguistic, psychological, interpersonal, and methodological. Similary, to produce a good and effective writing, there are five stages that need to be traversed, namely prewriting, drafinf, revising, editing, and sharing. (Tompkins and Hokisson) [4]

b. *Research Development*

There are some students in relation to research development. The first is the research of Pratiwi (2005) [5] entitled ' aliterary appreciation of learning material model that is valid, practical, and effective. The second is Siddik (2009) [6] entitled ' the product development model of learning to write descriptions that can be implied in elementary school. The third is ilyas (2010) [7] entitled 'product development model-based thematic learning reading, writing, and counting are effective used in elementary school. Then, Tri Piyatni (2011) [8] product development, critical reading material-based interventions response with multimedia can grow the enthusiasm and passion of learning students. It suggests that the learning that was developed and designed by deliberately based on certain topics can generate maximum learning.

2. METHOD

Thie research was Research development Study (R&D) by using the learning development model 4-D Triagarajan (1974) [9] consisting of difine, design, develop, and disseminate. Product validation is conducted by an expert, an expert in media content/design, and four testing practitioners. The subject test is the sixth-grade students class A and class B. Each class consisted of 30 people. The data collected were in the form of oral and written. Data were collected through observation, field notes, tests, and documentation. Ancililary instruments are validation sheet of learning tools, observation sheet toward feasibility of learning tools, students response and assessment sheet for short story writing skills. The data obtained were then analyzed qualitatively and quantitatively.

3. RESULTS

Development of learning tool to write a short stiry based on the design 0f 4-D. It consists of defining, designing, developing, and disseminating [9]

a. *Defining*

Description of the results of the phase of defining, consist of:

1) Field Analysis

Fiels analysis aims at edentifying the factors that influence the learning of writing short stories. Based on the curriculum of Indonesian Language and Literature Department in 2008, it states that learning to write a short story included in the courses "teachingof Prose Fiction & Drama" in the six-grade. Syllabus and lecture contract also incorporates both learning. Therefore learning the short stories has not been designed in detail. Hence, learning to write short stories are considered insufficient. The results of the questionnaire disseminated to students show that there are 22 men (73%) stating their work

are not discussed in class. Therefore, they do not know the weaknesses of their work. In addition, there were 28 people (93%) stating that they do not know the short story assessment guidelines. Thus, they work on the task of writing a short story for as it is.

2) Students Analysis

Students' achievement index in subjects that concern the literature creativity is still low. It has not yet reached an average of 3.00. In addition, the attitude of some students, or 20 people (67%) were less agreed to be writer. Thus, the student's attitude also becomes a factor in learning achievement.

3) Material analysis

Analysis of the material is conducted by arranging the elements that built a short story systematically. Students are given an understanding of the definition of the short story, characteristics of the short story, elemets of the short story, example in drawing up a short story, the style of the language, and synectic model. At the stage of pre-writing, it is given brainstorming, mind mapping, clustering models, and the appearance of the stimulus with certain objects. Stage of writing a draft is written individually, posting work and the percentage of the group, as well as feedback. At the stage of repairs, it is performed brainstorming activities individually, collaborating, and scoring pairs. Stage of completion is the activities of the refining the draft. It appears that the selection of material in accordance with the characteristics of students and close to their lives can increase the interest and motivation to write short stories.

4) Specification of learning objectives

This step is performed to confirm the results of the analysis of material stated in the form of performance. These activities subsequently become the basis for the preparation of the tests and the design of learning model and its devise. The formulation of specific learning goals can point teachers in the uses of approaches, methods, techniques, strategies, and relevant learning models. Furwahida et al., (2010, p. 18-30) [10] formulate that the objective of learning literature can be grouped into two. First, the ideal goal is to form long-term student character. Second, practical purposes are short term in accordance with the curriculum.

b. *Designing*

Description of the results of the designing phases includes:

1) Format selection

The designed format consists of planning, content, and evalution with the synectic model. The syllabus consists of planning and lecture contracts. The syllabus consists of seven models. They are models of syllabus 1 (theme), syllabus 2 (mandate), syllabus 3 (plot), syllabus 4 (characterizations), syllabus 5 (background), syllabus 6 (viewpoint), and syllabus 7 (language style). Every syllabus model involves some components. They are competency courses, course descriptions, indicators, learning objectives, content, learning activities, assessment, time, and resources/mediatools/materials. The accomplishment of the lecture contract is conducted as much as seven times. Each time allocation has three meeting x 150 minutes. Materials consist of seven models. Each material and its application consist of the identity of subjects, competency courses, course descriptions, learning objectives, indicators, introduction, and learning material.

2) Lecture materials

Characteristics of the lecture material are designed with a synectic model. It consists of seven stages. They are the input information, a direct analogy, and personal analogy, distinguishing analogy, explaining analogy, exploration, and creating a new

analogy. Each stage contains questions guides adjusted to the stimulus images, objects, and certain events. It is conducted with the aim of facilitating the students in accelerating their imagination and sense to describe the things that will be expressed in writing short stories. Similiarly, the use of approaches, methods, technique and models vary in their learning can also create learning situation in short story writing that is conducive creative, fun, and challenging for students. Therefor, they create a maximum of learning outcomes.

3) Preparation of test

Preparation of the test device for learning outcome is organized based on learning objectives, validation expert, small group testing and field tests. The resulting learning outcomes tests are in the form of short story writing skills test. There are several criteria of the short story. The first criteria are the alignment elements that built a short story. The number of pages is at least six pages. It is quarto paper. It is typed two spaces. The size type is Time New Roman typeface. The theme is free, but based on a stimulus that is displayed. The contents of a short story consist of an introduction, conflict, climax, resolution, finishing, diction, and language style that is appropriate with Indonesia spelling system as well as the communicative and attractive sentence construction. The assessment process is designed in accordance with the process of writing. The assessment consists of observation, checklist, workshops of literature, and collection of writings. Assessments of learning outcomes is emphasized on the ability to write short stories. Scoring toward the writings of students is carried out by three ways. They are holistic scoring, analytic scoring, and focused scoring.

4) Media Designing

This media selection activity is carried out to determine the appropriate media in presenting learning materials. The media selection process is adapted to the characteristics of the material and the analysis of the result of the students. Media used as a stimulus is the text and reading of poems, examples of short stories, text of Idol character, media images/objects, carton, HVS that is white and colored, scissors, glue, post-it, duct tape, the CD containing a learning event/incident, laptop, and LCD.

5) Student Worksheet

Student worksheet is designed as many as seven models based on the seven elements that build a short story. It is designed in the form of the question in accordance with the stages of synectic combined with a certain stimulus, as well as discussed in groups before prepared individually (by setting the cooperative type that is STAD).

6) Initial design for learning tools

The main activities carried out at this stage is writing learning device with the synectic model in the form of a prototype that is restricted to one item by any function, for example, themes. This subject matter is portrayed in one competency courses (*Kompetensi Mata Kuliah/KMK*). After the students follow the lecture, students can understand, design, implement, evaluate, and appreciate the prose fiction. Its indicators are that students can determine the theme of the short story, develop the theme of the short story by listening to a certain stimulus (poems) that is read. These indicators are elaborated into learning objectives. After the stimulus was presented, the stundent is expected to: (a) understand the nature of the theme, and the theme categorization, (b) determine a theme of short story, (c) create the framework theme, (d) develop and describe the theme based on the stage of the sinektik. The other elements being developed is the mandate, plot, characters, point of view, the stylistics and the determination of the title of a short story which served to each meeting and then developed into a short story intact.

c. Developing

This development aims at producing learning model of short story writing that is

revised. Therefore, the model is eligible to be used in research in the classroom. The activities carried out at this stage consist of validation experts, practitioners, and effectiveness. It is described in the following table 1.

Table 1. Expert testing towards the product

No.	Products	Expert Tetsing				Effectiveness	
		Content expert	Category	Design/Media Expert	Category	Practitioners testing	Category
1.	Planning	75.60	Good	78.97	Good	94.05	Very good
2.	Material	73.44	Good	83.33	Good	80.95	Very good
3.	Evaluation	75.00	Good	75.00	Good	94.64	Very good

The result of expert testing are on the good category (75.60%). Through contextual lesson planning, it can be developed reasoning, problem-solving, teamwork, positive interpersonal relationships from a different background, applying the guidance of friends and creating a good learning environment. Sulianto (2011) [11] reveals that through contextual learning, students' reasoning will be better because the students get a chance to construct the idea according to their ability. Therefore, they can achieve mastery learning. The data of Expert testing of product planning model is on the good category (78.97%). Test data of practitioner testing (Lecture) of product planning model is on very effective and different category (94.04%).

Data of media expert toward model product material is on very good category (83.33%). Prihantoro & Hanum (2011) [12] stated that the application of (Somasi, Auditorial, Visual, Intelectual/SAVI) in learning can direct students to integrate the function of the brain and senses. Therefore, the process of absorption of the material becomes optimal. The data of expert practitioners of product material model is on very effective and efficient category (80.95%). It is in line with the opinion of the Dilek (2009) [13] that the selection of the themes should be performed carefully by selecting a theme that is close to the daily lives of students. The theme should be selected in relation to students 'everyday lives. Therefore, the theme of the material should be attributed to a short story written by the student.

The data of the expert testing toward product evaluation are on the good category (75.00%). Test result on expert testing toward the product media evaluation model are clear or correct category (75.00%). Design and assessment of the process of writing short story use the method of collaboration. Methods of collaboration are reported effectively in learning to write short stories. Wijayanti (2012) [2], methods of collaboration and awareness of critical attitude evoked the subject to look at its content and literary with considering aspects of the reader. Based on social factors, this method fosters a sense of sharing knoeledge, fosters a critical attitude and cooperation, gets to debate, exchanges ideas, mutual respect opinion, responsible, and establishes friendships. Based on psychological factors, the subjects who is in an unusual group tends to be reluctant to discuss feedback from friends. On the contrary, the subject who is in the group that has been known is comfortable and freely in the discussion. The result of practitioners testing towards product evaluation model is very effective (94. 64 %). Basuki (2010) [14] revealed that learning to write a peer-based assessment had a significant influence on the result of learning to write. The study also found that the activities providing input in the form of peer assessment makes the learning process that is more conducive, and motivated. In addition, student learning outcomes can be more optimal. Data of field test on students in a real product development model of learning to write short stories is on very good category, stages of synectic model (82.62 %) and element of the writing (84.29 %).

Results of the validation of the product development are as follows. The planning of learning product is 4.7 (very valid). Material of the product is 4.5 (very valid). Evaluation of product is 4.6 (very valid). Observation of student activity guide is 4.6 (very valid). Student response to the implementation of learning is 4.6 % (very valid). The student attitude scale is 4.5 (very valid). The observation guidelines for lecturer in managing learning are 4.6 (very valid). Feasibility of learning tools is 4.5 (very valid). The outcomes of the validation test in pretest is 4.6 (very valid). Result of the validation tests in posttest is 4.7 (very valid). It is concluded that the development model of learning to write a short story using the synectic model is feasible and widely used to be disseminated.

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d. *Disseminating*

Prototype III obtained while the final stages of development is then disseminated to the Lecture of Department of Indonesian language and at Universitas Negeri Makassar. Result of the dissemination are in the form of a revised suggestion for producing the final prototype as a final development model. The result show that the dissemination of learning tools that have been developed are eligible to be used and disseminated in a wider coverage, after they are revised based on the advice from lecturers who follow the socialization.

4. DISCUSSION

Discussion of the results of this research consists of validity, practicality, and the effectiveness of learning to write a short story using synectic model. It is expressed as follows.

a. *Validity*

The validity test of the product prototype of device planning model V = 4.7 (4.5 < V) is on "very valid" category. The prototype material (V = 4.5) is on "very valid" category with the value of validity (4.5 < V). product evaluation V = 4.6 is on "very valid" category (4.5 < V). result of the expert testing show that the learning device of writing short story using synectic model is valid. However, there is still improvements and suggestions that should be paid attention for the perfection of device being developed. They are the substance, editorial, systematics, and language.

b. *Practicality*

Learning devices in writing short stories using the synectic model in trials have already met the criteria of practically. The average value of feasibility aspects of component syntax learning category has "conducted entirely". Lecture contact 1 obtained T = 4.8 "conducted entirely" (4.5 < T). Lecture contract 2 obtained T = 4.6 "conducted entirely" (4.5 < T). Lecture contract 3 obtained T = 4.5 "conducted entirely" (4.5 < T). lecture contract 4 obtained T = 4.5 "conducted entirely" (4.5 < T). Lecture contract 5 obtained T = 4.7 "conducted entirely" (4.5 < T). Lecture contract 6 obtained T = 4.6 "conducted entirely" (4.5 < T). Lecture contract 7 obtained "conducted entirely" (4.5 < T).

c. *Effectiveness*

Criteria indicators of the effectiveness of the learning activity consist of learning outcome test, the ability of lecturers to manage learning, student activity in learning, and student response. All criteria of effectiveness are met. Students who achieve Mastery Learning individually are those who obtain a score of more that 75. They are 30 students. Therefore, the classical completeness is met. There are 100% of students who got a score of 75 or over. These result are relevant with the research conducted by Wati (2003) [15] that synectic model has many advantages. It facilitates the students in writing. It enhances all aspects of writing skills. It trains students to think systematically so that ot motivates them to do more creative.

The ability of lecturers to manage learning is in compliance with expectations. It (activities lecturer/KDos) is on the "very good" category (4.5 < KDos). The results of data analysis in terms of students activity at the trial showed that seven indicators of learning that are observed are fulfilled. Student response toward the implementation of learning device products shows that there are 28 students (93.33%) will give a positive response to the implementation of the learning. There are 27 (90%) giving a positive response to the product planning. There are 28 students (93.33%) giving a positive response to the material product. There are 26 students (86.67%) giving a positive response to product evaluation.

5. CONCLUSION

Based on the stage of the defining, designing, developing, and disseminate, learning of writing short story found that products of learning device for writing short story using synectic model developed has met the criteria of a valid, practical, and effective. It is concluded that the synectic model can develop the three domains of students, namely cognitive, affective, and psychomotor. Guide questions or stimulus in synectic stages can create imagination of students' acceleration to write short stories, and the results are also qualified.

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