

Improvement of Short Story Writing with Synectic Models and Creative Models-Productive Materials of Literature Creativity Department of Indonesian Language and Literature Education 8ThSemester FKIP UMSU

Amnur Rifai Dwirsyah

Universitas Muhammadiyah Sumatera Utara, Indonesia
140279rifai@gmail.com

Abstract

Writing short stories is often felt to be a difficult and difficult thing, especially for novice writers, including college students who write creative writing. Students have difficulty when given the task of writing short stories. The short stories that they produce are mostly of poor quality marked by the expression of themes into the short, unified and in-depth elements of the short stories. It shows that they do not understand and master the themes (things) that they adopt as short stories. The problem raised in this research is whether lectures with the developed synectic model can improve student skills in writing short stories. The subjects of this study were students of the S1 Indonesian Language and Literature Education Study Program. The design of this study was designed based on classroom action research through two research cycles. Each cycle consists of planning, action, observation, reflection, and evaluation. Data collection is done through tests, observations, interviews, and journals. Data analysis was carried out quantitatively and qualitatively. The results showed that the developed synectic learning model Learning with the developed synectic model proved to be able to improve the quality of student learning outcomes, namely short story writing skills which include indicators (1) content, (2) organization, (3) vocabulary, (4) languages and (5) mechanics. The improvement in the quality of student learning outcomes is evident from the increase in the average pre-action score of 64.10 in the fewer categories, in the first cycle of 69 sufficient categories, and in the second cycle 78.23 in the moderate category. Learning with the developed synectic model turns out to be able to change student learning behavior from negative to positive.

Keywords

writing skills, short stories, synectic models, active-productive



I. Introduction

Students are students whose thinking is very critical in understanding courses in higher education. Muhammadiyah University of North Sumatra is the best private tertiary institution in North Sumatra. In this activity of teaching and learning at UMSU, students are required to attend the entire set of compulsory courses in each department of their study program.

Short story writing skills are one of the activities that need to be done to foster the ability to write. By writing short stories, students can display their imagination and intuitions about phenomena experienced in everyday life. Students are more sensitive to their environment because they can present their observations through a short story. Short story writing skills encourage students to develop their imagination and ability to fantasize through words written in short stories. (Nazila, 2020)

Short story writing courses in higher education is learning that requires students to think creatively. Students need to be given creative opportunities so that they can put what is in their minds in the form of short stories. However, the courses conducted so far are less varied and have not been able to make students master short story writing skills. So, in the course there are still students who have not been able to put ideas or ideas into a piece of writing, student participants still have difficulty in processing words into a sentence due to the lack of mastered vocabulary. In line with this, Subyantoro (2014) suggests that learning means the development of new knowledge, skills and attitudes that grow when an individual interacts with information, the environment, and occurs at all times. This implies that the role of lecturers is very important in the planning and learning process.

The success of learning will very much depend on how a lecturer packages teaching and learning activities to be fun, meaningful, and able to develop student potential. That, can be reflected from the achievement of learning objectives to be achieved. In line with this, lecturers must be able to make careful learning plans. In addition, lecturers should also be able to choose and use the right strategy.

The development of science and technology and changes in educational paradigms have made various changes, this is evident from the curriculum that was used in Indonesia. This is based because it is not in accordance with the era that is happening, so we need an update. Education in the modern era is demanded by something new, this is because in teaching on a particular campus varies depending on the material, media and methods used.

One innovation that was born to anticipate changes in the educational paradigm is the application of learning models. This innovation began in the learning process that is still conventional in nature, namely learning is still dominated by the teacher (teacher center), thus encouraging scientists to find new knowledge. These learning models were created to overcome various problems in learning, namely the low absorption of students in receiving lecture material. Along with the development of the world of education, learning models more and more innovative varied, and creative that can bring up the talents, interests, creativity of students in learning.

The presence of learning models can stimulate students' mindset. In addition, lecturers must also understand and master a variety of learning models, and can choose a model that is suitable with the learning material, and the characteristics of students. Specifically, the term model is defined as a conceptual framework that is used as a guide in carrying out activities. This is in accordance with what was stated by Joyce and Weil (2011) learning model is a plan or a pattern that is used as a guide in planning learning in the classroom or learning in tutorials and to determine the learning tools. As according to Abidin (2013) learning model can be interpreted as a concept that helps explain the learning process, both explaining the mindset and the pattern of the action of the learning.

II. Review of Literature

Synergetic learning model is one of the learning models included in the personal model family (Suryaman, 1992: 8). In Dahlan (1990), synergetics is an interesting new approach to developing creativity, designed by William J. J. Gordon and his friends.

Synergetic (Gordon, 1961) is an approach to creative thinking based on shared understanding, that what seems different can be linked together. The main tool is the analogy or metaphor. The approach that is often used by groups can help students develop creative responses to problem solving, to store new information, to help in producing writing, and to

explore social problems and discipline. This helps the user rest existing thoughts and internalizes abstract concepts.

One feature of this synectic model is process. The higher the student's process, the more open the student's insight is, the more possible it is to obtain high results. The process in question is the metaphoric process identified by Gordon (via Joyce, 2009: 254) into personal analogy (direct analogy), direct analogy (direct analogy), and solid conflict (compressed conflict).

Before entering the stages of the synectic model in the use of analogies, it is necessary to discuss metaphors and analogies first. In KBBI (1999: 38), the notion of analogy is the similarity of some characteristics between two objects or things that can be used for the basis of comparison.

1. First Strategy: Creating Something New

Table 1. Lecturer and Student Activities in the Stages of the Synectic Learning Model

The first stage Describe the Current Situation	Second stage Direct Analogy
The lecturer asks students to describe the situation or topic as they see it now.	Students propose direct analogies, choose them, and explore (describe them) more about the chosen topic.
Third phase Personal Analogy	Fourth Stage Solid Conflict
Students "become" the analogy they have chosen the topic in the second stage earlier.	Students take descriptions from the second and third stages, propose several analogies of conflict and choose one of them.
Fifth stage Direct Analogy	Sixth stage Re-Check Initial Tasks
Students make and choose other direct analogies based on solid conflict analogies.	The lecturer asks the student to return to the initial assignment or problem and use the last analogy and or all of his synergy experiences.

2. Second Strategy: Make Something Foreign Becomes Familiar

Table 2. Lecturer and Student Activities Make Something Becomes Familiar

The first stage Input on Actual Conditions	Second stage Direct Analogy
Lecturers provide information about new topics	The lecturer proposes a direct analogy and asks students to describe it.
Third phase Personal Analogy	Fourth Stage Differentiating Analogy
The lecturer asks students to "be" a direct analogy.	Students identify and explain points of similarity between new material by direct analogy
Fifth Stage Explain the Difference	Sixth Stage Exploration (Exploration)
Students explain everywhere analogies that are not appropriate.	Students explore the original topic again.
Seventh Stage Making Analogy	
Students prepare a direct analogy and explore its similarities and differences.	

2.1 Creative and Productive Learning Model

The creative and productive learning model was originally designed for literary appreciation learning (MONE, 2005). But in its later development, with some modifications, this model can be used for various fields of study. This model was originally called the strata strategy (Wardani, via MONE, 2005). After getting various modifications, this model is labeled Creative and Productive Learning.

So, the creative and productive learning model referred to here, namely learning which is packaged into 5 steps / structures of Creative and Productive learning, namely (1) orientation, ie the model lecturers and students have previously agreed on the assignment to be taken. Outside face to face, the model lecturer has already met with students to communicate the objectives, materials, time, steps, and the final results expected of students, as well as the things that are used as assessment elements. The next step, (2) exploration, namely students doing reading poetry examples related to lecture material / topics, observing examples given, searching on the internet, etc. A brief exploration is carried out during lecture hours, namely by observing hand-shows through the power point / film you tube, etc. The next step, (3) interpretation is by identifying / selecting one of the best poetry works from each group, presenting selected poems, each group presenting their work, other groups giving responses to group presertations, and response / clarification from lecturers. The final step in the structure of creative and productive learning is re-creation. In this step students are assigned to produce something that reflects their understanding of the concepts / topics / problems that are studied / studied. In the course of this lecture, students are asked to re-edit the poetry of their work so that it better meets the elements of poetry as creative work.

2.2 Definition of Writing

Tarigan (2008: 21) states that writing is lowering or depicting graphic symbols that describe a language understood by someone, so that other people can read the symbols of the graph if they understand the language of the graph. Thus it can be concluded that writing is an activity that describes a thought or ideas through symbols or graphics.

Widyamartaya (2002: 5) states that writing or writing is a complex activity. Writing can be understood as a series of activities that someone expresses ideas and convey them through written language to the reader to be understood exactly as the author intended.

2.3 Writing Function

Writing functions according to Tarigan (2008: 22) are

1. Writing is very important for education because it makes it easy for students to think.
2. Can help the writer to think critically
3. Can make it easier for writers to be able to feel and enjoy relationships, deepen responsiveness or perception, solve problems encountered, and arrange the order for experience.
4. Writing can help the writer to explain thoughts.

Describing the purpose of writing according to Hugo Hartig (in Tarigan 2008: 24-25) is as follows:

1. Assignment purpose
The purpose of this assignment actually has no purpose at all. The author writes something because it is assigned, not on his own volition (for example students who are given the task of summarizing books)
2. Altruistic purpose
Writing aims to please the reader, avoid the grief of the reader, help the reader, understand, and appreciate the feelings and reasoning.
3. Persuasive purpose
Writing that aims to convince readers of the truth of the ideas expressed.
4. Informational purpose
Articles intended to provide information or information or information to the readers.
5. Self expressive purpose
Articles intended to introduce or express themselves to the reader.
6. Creative purpose
7. Problem solving purpose
The author wants to explain, clear and explore and examine carefully his own thoughts and ideas so that they can be understood and accepted by readers.

2.4 Short Story Essence

In literature there are three kinds of forms, namely poetry, prose, and drama. The form of prose consists of various types, one of them is a short story. As the name implies, short stories are short stories, but the short length of physical size is not an absolute measure. Not determined short stories must be several pages or so many words, although short stories have a tendency to be short in size.

Tarigan (2008: 170-171) said that the length of a short story is approximately ten thousand words, thirty pages of a folio, read in 10-30 minutes, have a single impression, very tight selection and the continuation of the story is very fast. This opinion shows that the short story can be read in one sitting.

Wiyanto (2005: 96) suggests that writing short stories must be a lot of fantasy because short stories are fiction in the form of prose. The events that occur in the short story are only

fabricated by the author. Likewise, the perpetrators involved in the incident. The time, place, and atmosphere of the event were only fabricated by the author. Therefore, short stories (and all fiction) are called fiction.

2.5 Short Story Elements

a. Theme

That is the core idea. In a short story, the theme can be compared to the foundation of a building. It is not possible to build a building without a foundation. In other words the theme is a main idea, the main thoughts of a short story; message or message. The basis for starting a series of stories; basic refuse to tell stories.

There's no way a story doesn't have a main idea. That is something the author wants to convey to his readers. Something that is usually a matter of life, the author's commentary on the life or viewpoint of the author in taking this broad life. The author is not required to explain the theme clearly and finally, but he can only convey a life problem and finally it is up to the reader to address and solve it.

b. Plot

That is a series of events that move the story to achieve certain effects. Many false assumptions about the plot. Some people consider the plot to be a storyline. In a general sense, the plot is a secret agreement or design in order to achieve certain goals. The design of the goal is not a plot, but all activities to achieve the desired plot.

c. Characterization

Rofi'udin, (1999: 151) states the characters in a fictional story are fictional individuals. That is, the figures are the authors' creations. Although the characters are only the author's creation the character must appear alive and real until the reader feels his presence. In modern short stories, success or failure of a short story is determined by the success or failure of creating the image, character and character of the character. The character, in which there is a very important character in a story, can be said to be the fountain of strength of a short story.

d. Setting

Namely all the information about time, space and atmosphere in a story. Basically, the setting is absolutely necessary to work on the theme and plot of the story, because the background must unite with friends and plot to produce a stocky, solid, and quality short story. If the setting can be moved anywhere, it means that the background is not integral to the theme and plot.

e. Point of View

Among the elements that cannot be left out in building a short story are the views of the character built by the author. This character's point of view is the author's vision embodied in the view of the characters telling stories. So this food angle is very closely related to storytelling techniques.

f. Language style

According to Suyitno (2009: 42) style (language style) is a way of expressing a person who is unique to an author. Style includes the use of diction (word choice), imagery (image), and syntax (sentence pattern choice).

g. Message

Mandate (message) is something that is conveyed by someone to someone else. The delivery of the message (message) can be done in two ways, namely the verbal way and the written way. The first way, the messenger is directly related to the recipient, interlocutor or listener, while the second way, the messenger is not directly dealing with the recipient, but using the implementation / assistance aids; can be in the form of stories, books (fiction and nonfiction)

2.6 Steps to Write a Short Story

Tips for writing short stories can be concluded as follows:

1. The title and first paragraph must be attractive because they are both is a "storefront" of a short story.
2. Consider the reader by creating a new, sega, unique, interesting, and touching humanity.
3. Exploring the atmosphere by creating a unique setting, namely creating an atmosphere with dialoc which is processed with imagination so that the dialogue comes alive, as if an event really happened.
4. Sentences are written with effective sentences, i.e. sentences that are effective which directly give the impression to the reader.
5. Short stories need to be added to season the atmosphere. Seasoning can be an element of sex, humor and fresh humor.
6. In a short story, there needs to be a character. Characters are explained through their actions.
7. In a short story, there is only one main problem called focus. The story problem is focused on a main problem or main problem.
8. Cepen must end when the problem is considered over.
9. Writing short stories must go through the editing stage. Editing means the process of fixing work that has just been completed. Editing also checks for errors in words, spelling, sentences and paragraphs.
10. Short stories should be given an interesting title because the title is an attraction for the reader.

III. Research Method

3.1 Type of Research

This research is a research development. This research was conducted at the Indonesian Language & Literature Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University, North Sumatra. The population of this study were two classes of Indonesian Language and Literature education majors in semester VIII. While the sample in this study is one class, the morning class A Indonesian Language & Literature Education Study Program Faculty of Teacher Training and Education, Muhammadiyah University of North Sumatra in the academic year 2020/2021, which was chosen randomly.

In the disseminate stage, the researcher spreads the valid learning model (final draft) to a small scope, namely to the eighth semester students by different lecturers.

3.2 Additional Output

The main outcome of this research is the scientific article. Besides that, an additional output in this research is teaching material for literary creativity in a synectic & active-productive learning model.

3.3 Research location

This research was conducted in the Indonesian Language & Literature education program FKIP UMSU in the period 2020/2021. This research was conducted in the eighth semester.

3.4 Research Instruments

The research instrument used in this study was a test. According to Arikunto (2011: 53) states that the test is a tool or procedure used to find out or measure something in the atmosphere, by means and rules that have been determined. The test used in this research is in the form of 5 questions about the subject of literary creativity of this research before it is validated beforehand to produce valid questions

3.5 Data analysis

Data analysis used in this study was to use a validation of the learning model. The following analysis applies to learning tools in the form of learning models of literary creativity courses. To see the validity of the learning model used descriptive statistical analysis based on the average score of each validated learning device. Then the device was revised based on corrections and validator suggestions.

IV. Discussion

Classroom action research conducted by applying a synectic learning model assisted by short film media was carried out in stages. The activity begins with preparing a lesson plan, followed by the implementation of actions, observations and reflections. Things obtained as a result of classroom action research are as follows.

4.1 Initial Description Short Action Pre-Writing Stage

After the implementation of the action begins, researchers and class lecturers conduct pre-action activities as a preliminary test to determine the initial ability of class A students in Semester VIII in writing short stories. Observation of the ability to write short stories of students is also done by distributing questionnaires to find out their interest in learning Indonesian, especially learning to write short stories. The initial questionnaire was distributed towards the end of learning at the pre-action stage. The following are the results of the questionnaire.

Table 3. Pre-Action Questionnaire

No.	Question	Answer		
		Yes	Enough	No
1	Do you like reading short stories?	15 Student (65, 21%)	4 Student (17, 39%)	4 Student (17, 39%)
2	Are you interested in learning to write short stories on campus?	4 Student (17, 39%)	11 Student (47,8 2%)	8 Student (34, 78%)
3	Do you write short stories only on campus?	13 Student (56,52%)	4 Student (17,39%)	6 Student (26,08%)
4	Do you think writing short stories is a difficult activity?	7 Student (30,43%)	13 Student (56,52%)	3 Student (13,04%)
5	Did you find many difficulties in writing short stories?	8 Student (34,78%)	12 Student (52,17)	3 Student (13,04%)

6	Do you understand the method that lecturers use in learning to write short stories	5 Student (21,73%)	7 Student (30,43%)	11 Student (47,82%)
7	Do you use effective learning media in writing short stories?	3 Student (13,04%	5 Student (21,73%)	15 Student (65,21%)
8	Is there enough time in learning?	6 Student (26,08%)	9 Student (39.13%)	8 Student (34,78%)
9	Do you often write short stories outside of learning on campus?	5 Student (21,73%)	6 Student (26,08%)	12 Student (52,17)
10	Have you ever written a short story?	7 Student (30,43%)	6 Student (26,08%)	10 Student (43,47%)

Based on the results of the questionnaire above, it can be seen that there are still many students who do not like short story writing activities. We can see that there were 8 students (34.78%) who did not like learning to write short stories and there were only 4 students (17.39%) who liked learning to write short stories while there were 11 students (47.82%) who quite liked learning to write a short story.

Short story writing activities do not get enthusiastic from students because they only write in the campus environment. This is evidenced by the results of a questionnaire stating that 12 students (52.17%) never write short stories outside the school environment, 6 students (26.08) rarely write short stories off campus while only 7 students (30.43)% of students frequently writing short stories off campus.

The lack of interest in writing student short stories is also due to the fact that students still consider short stories as difficult. This is consistent with the data displayed in the questionnaire that there were 7 students (30.43%) who stated that writing short stories was difficult, 13 students (56.52%) stated that writing short stories was quite difficult, and the composition was only 3 students (13.04%) stated that writing short stories was easy.

Writing short stories is difficult for students and also reinforced by the results of a questionnaire stating that 8 students (34.78%) still find difficulties in writing short stories, 12 students (52.17%) state that there are few difficulties in writing short stories and series. 3 students (13.04%) found no difficulty in writing short stories. Students stated that they had difficulty in finding the main ideas, themes, and development of the mindset of the short stories they would make.

In addition, the difficulty of students writing short stories is also influenced by factors lecturers who provide learning material. 11 students (47.82%) stated that they did not understand what the lecturer explained because the method used was ineffective, 7 students (30.43%) expressed little understanding of the method used by the lecturer and 5 students (21.73) % states that students understand the methods that lecturers use in learning to write short stories. In addition to the method used, the media used by the lecturer in the learning process was also ineffective, according to the results of the questionnaire which stated that 15 students (65.21%) thought that the instructional media that the lecturer used was not effective at all for learning, 5 students (21 , 73%) argued that the media that lecturers used was effective enough for learning, and 3 students (13.04%) stated that the media lecturers used was effective for learning to write short stories.

On the other hand, there were positive things that were shown by students when answering the questionnaire that they were happy to read short stories. This is evidenced by the statement of 15 students (65.21%) who said they liked reading short stories, 4 students (17.39%) said they liked reading short stories, and 4 students (17.39%) who said they did not

like reading short stories. The activities of reading short stories are on average they like to do rather than writing short stories because the time to read a short story is less than having to write a short story.

Based on the results of the questionnaire, it can be seen that students do not really like short story writing activities because they are influenced by internal and external factors. Internal factor is a factor within themselves which states writing short stories is an activity that is quite difficult because of the many obstacles they encounter so they prefer to read short stories rather than writing short stories. External factors come from lecturers and learning on campus, lecturers have not yet applied the learning methods and media when learning short story writing takes place. Students will certainly feel happy and enthusiastic about short story writing activities if there are things that interest them and the lecturer gives more attention when writing short stories.

In addition to the distribution of questionnaires, the initial ability to write short stories of students can be known by the practice of writing which is focused on writing short text. Before students practice writing, lecturers first provide material about short stories that cover the understanding of short stories, short story elements and short story characteristics. Assessment on the practice of writing short stories uses guidelines for evaluating short stories writing which includes five aspects including content aspects, organizational aspects, aspects of language use, aspects of vocabulary, and mechanical aspects. Based on the practice in the pre-action that has been done, it can be seen the results of the ability to write short stories of students in the following table.

4.2 Improving the Ability to Write Short Texts Using the Synectic and Active-Productive Learning Model for Class Students of 8th Semester Department of Indonesian Language and Literature Fkip UMSU

Based on observations and written tests that have been done, it can be seen that there is an increase in the process and product in the learning process of writing short stories for students of semester VIII of class A of the Indonesian Language and Literature Department, Fkip UMSU after using a synectic and active-productive learning model. Observation results show students are more enthusiastic and find it easier to write short stories using synectic learning models and active-productive lecturers are also easier in guiding students to write short stories because the problem with students namely generating and developing ideas can be overcome.

Based on the results of written tests conducted from the pre-action stage to the second cycle phase, an increase in every aspect of short story writing. To know the improvement of every aspect from the pre-action results to the second cycle will be presented in the form of the following histogram.

a. Improved Average Scores on Content Aspects

In the aspect of content has increased from the pre-action stage to the second cycle phase. The average total in the pre-action aspect was 20.41. In the first cycle phase, the total average aspect of the contents reached 21.95 resulting in an increase of 1.54 points. Then in the second cycle stage the total average reached 26.19. An increase of up to 4.24 points on average score from cycle I to cycle II. If calculated from the pre-action stage until the second cycle, the average score of the content aspect has increased by 5.78 points. This increase can be seen in the histogram below:

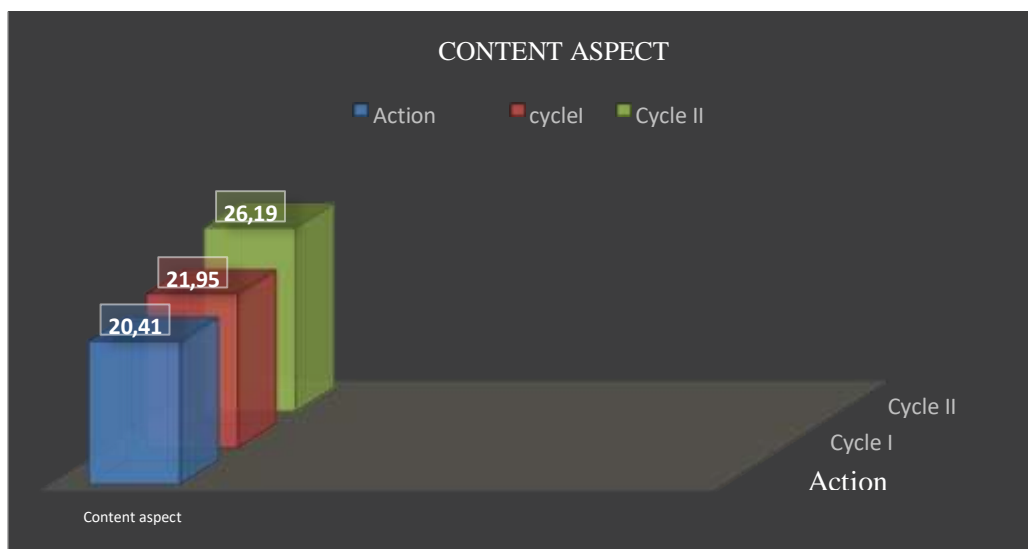


Figure 1. Increased Content Aspect Scores

b. Increase in the Average Score of Organizational Aspects

The aspect of the organization has increased after the research action in the form of using synectic and active-productive learning models. In the pre-action stage, the overall average score of students reached 13.43 points. In the first cycle phase, the overall average score of students reached 13.91. Experience an increase of 0.48 points. In the second cycle stage the average score of the whole student reached 16.17 points. Experience an increase of 2.8 points. If calculated from the pre-action stage until the second cycle, the increase in the overall average score of students reached 2.74 points. Improvements to the organizational aspects can be seen from the histogram below.

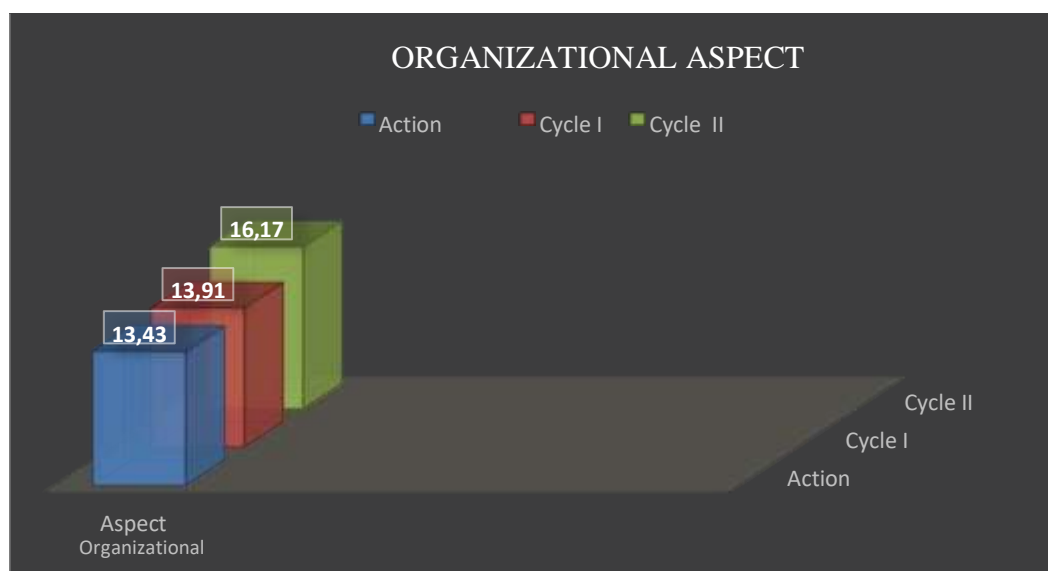


Figure 2. Increase in the Average Score of Organizational Aspects

c. Improved Average Vocabulary Aspect Scores

The vocabulary aspect also increased after this research. At the pre-action stage the overall average score of students reached 12.54. In the first cycle phase, the overall average score of the students reached 14.02. An increase of 1.48 points from the pre-action stage to

cycle I. In cycle II, the overall average score of students reached 14.65 points. An increase of 0.63 points from the achievement of cycle I. If calculated from the achievement of the pre-action stage, the increase in the overall average score of students in the vocabulary aspects until the second cycle reached 2.11 points.

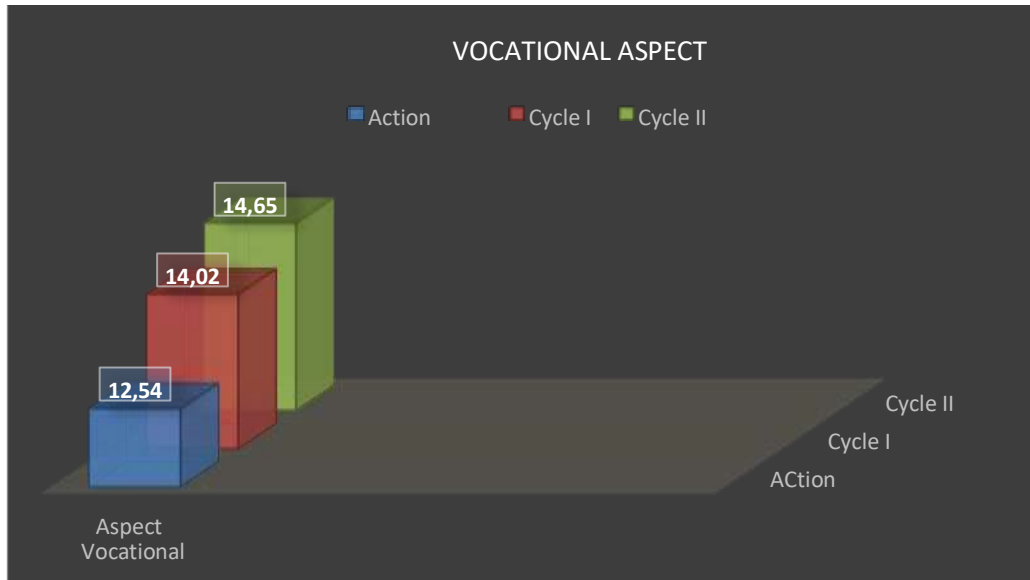


Figure 3. Improvement in Student Average Vocabulary Aspects

d. Aspects of Language Usage

The average score of aspects of language use in the first cycle reached 12.71 higher than the pre-action results which only reached 11.97 so that an increase of 0.74 points was obtained. In the second cycle, the average score of aspects of language use reached 14.43 points, so what if seen from the pre-action stage until the second cycle obtained an increase of 2.46 points.

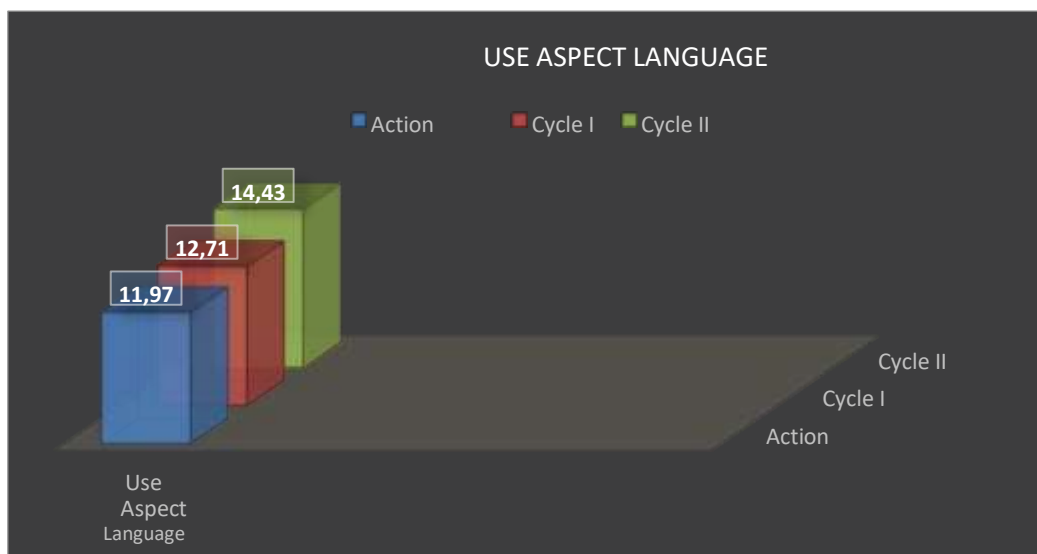


Figure 4. Improvement in Student Average Score in Language Usage Aspects

e. Mechanical Aspects

The mechanical aspect has increased from the pre-action stage to the second cycle stage. The average total in the pre-action aspect was 5.73. In the first cycle phase, the average total mechanical aspect reached 6.39, resulting in an increase of 0.66 points. Then in the second cycle stage the total average reached 6.78. An increase of up to 0.39 points average score from cycle I to cycle II. If calculated from the pre-action stage until the second cycle, the average score of mechanical aspects has increased by 1.05 points.

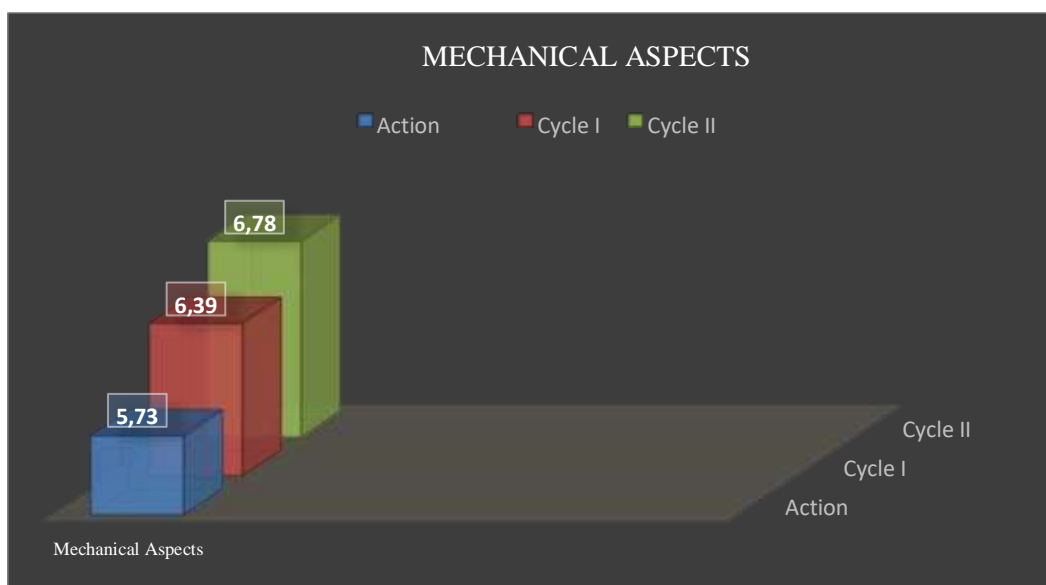


Figure 5. Improvement in Student Average Score in Mechanical Aspects

Classroom action research to improve short story writing skills with a synectic and active-productive learning model for VIII semester students of Class A Department of Indonesian Language and Literature Faculty of UMSU was ended in cycle II. This is based on the results of discussions with collaborator teachers seeing that there has been an increase in the quality of the learning process and an increase in the quality of learning outcomes. The study was also stopped because the research time was close to the UAS schedule so the lecturer needed time to collect the shortcomings of student assignments that had not been collected in prior learning. The subjects in this study were only limited to the eighth semester students of Class A of the Indonesian Language and Literature Department, Fkip UMSU, so the methods and media used were not necessarily successful if used on other research subjects.

Based on the results of research on the improvement of the ability to write short stories using synectic and active-productive learning models can be seen from the improvement in the quality of the learning process and the improvement in the quality of the products of learning.

Improving the quality of the learning process can be seen from the observations of researchers on students in several aspects. Students look more active in learning because students are often involved in the question and answer process regarding learning material with lecturers. Students also look very enthusiastic and focused in following this learning. Students seriously pay attention to the learning material delivered by the collaborator teacher. In doing assignments given by lecturers, students are more serious and serious, but in conditions that remain relaxed and conducive.

Improving the quality of learning outcomes products can be seen from the overall value of the overall acquisition and the average value in each aspect of writing a short story. The overall average score before the action was only reached 64.10, while the overall average score after the action in the first cycle reached 69. After the second cycle, the overall score reached 78.23 points, an increase of 9.23 points from cycle I.

V. Conclusion

Based on the results of research and discussion that have been stated in the previous chapter, it can be concluded that the use of synectic learning models assisted by short film media can improve the ability and quality of the process and quality of learning products to write short stories for students of VIII semester A class of the Indonesian Language and Literature Department, Fkip UMSU. The improvement of students' short story writing skills is seen based on the improvement of the quality of the process and the quality of the products described in the previous chapter.

Improvements in the quality of the learning process can be seen from various aspects that have been observed by researchers that students are more active in asking questions about learning, more enthusiastic in participating in learning and more serious in doing assignments given by lecturers. The smooth process of learning to write a short story cannot be separated from the influence of synectic and active-productive learning models that are able to attract the interest and enthusiasm of students in participating in short story writing learning.

The improvement of students' short story writing skills can be seen from the increase in the overall average score and every aspect of short story writing. The overall average score before the action was only reached 64.10, while the overall average score after the action in the first cycle reached 69, an increase of 4.9 points. After the second cycle, the overall score reached 78.23 points, an increase of 9.23 points from cycle I. The increase in this score shows that the implementation of the cycle I to cycle II can improve the ability of students in learning and short story writing practices. The application of this research is proven to make learning situations that are relaxed, fun but still conducive and efficient.

Based on the conclusions from the results of the research that has been stated, it can be concluded that the application of synectic and active-productive learning models has a positive influence on learning and short story writing practices. Students are more active and enthusiastic in participating in learning so that it has an impact on increasing student writing. In addition, the use of methods and media in this study helped overcome the difficulties of students in finding story ideas so as to improve the quality of student writing.

Based on the conclusions and implications stated above, the suggestions that can be given after this research are as follows.

1. For students

Students are expected to maintain and improve their short story writing skills that have been achieved. In addition, students are also expected to write often so they can add insight and experience so that the ability to write short stories of students is more optimal.

2. For Lecturers

Lecturers are expected to develop the use of assistive and active-productive synectic learning models so that they are able to improve the students' short story writing ability more optimally.

3. For Other Researchers

This research is far from perfect because there are time limitations and research subjects. Other researchers are expected to be able to develop research with longer time or broader research subjects so they can get better results than this research.

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