

# CHAPTER I

## INTRODUCTION

### 1.1. The Background

When it comes to interpersonal communication, language is crucial. The usage of language, particularly English, is becoming more and more necessary in the current globalization era since it is an international language that is widely utilized in the sectors of business, technology, education, and many other areas. Because of this, English is the language that everyone uses and wants to speak. The spoken language that we use to communicate our ideas to everyone else is English. Language makes it simple for us to communicate with people wherever we are in the world. Given the significance of knowing how to speak English, this is undoubtedly highly useful and beneficial.

The act of teaching English involves setting up the classroom in a way that promotes learning. The four skills of teaching English are speaking, writing, reading, and listening. Although these abilities have distinct meanings, they all aim to increase English creativity. Of the four skills that teachers teach their students, speaking is one that is crucial to the process of learning a language. Speaking is very different from other language abilities since it involves performing in front of an audience and having the confidence to do so. Speaking in front of an audience demands more strength (Tridinanti, 2018, p. 35).

Lestari et al., (2018), research reveals the reason behind high school students' lack of enthusiasm for learning English, particularly when it comes to speaking in class. Because they lack words, they feel unmotivated, and they are uncertain about how to pronounce words correctly, which makes them hesitant to talk in English. The teacher's inappropriate usage of an inappropriate model when teaching speaking is another factor. Due to the fact that teaching English calls for the use of efficient teaching strategies, models, techniques, and activities to enhance speaking abilities.

Oral communication is the ability to speak. According to Darmuki et al., research (2018, p. 75), speaking is the second language that people use after listening. Speaking is the capacity to articulate sounds through words in order to

communicate ideas or thoughts. It makes a significant impact on pupils' improved communication skills. Speaking training can be conducted with classmates, relatives, and teachers who speak English since it is challenging for students to acquire speaking skills if they are not used to speaking frequently, which leaves them with very little ability to speak. The objective is to improve speaking fluency, vocabulary usage, sentence construction, and English sentence structure. It also aims to teach auditory perception so that communications from other people may be easily understood.

Teaching speaking can be done in a variety of ways to get around this. According to Gana et al., (2018, p. 2) teachers need to come up with innovative ideas for their teaching-learning process in order to foster a welcoming environment, help students become more confident speakers, and pay close attention to and provide feedback on the speaking components. Instructors need to be able to use approaches or strategies that are appropriate and simple enough for students to understand in order to improve their mastery of them. Using the synectics model is one of them. Students who struggle with speaking English can benefit from this model.

The Synectics Model is a teaching strategy intended to spark students' imaginations and enable them to view familiar concepts in fresh ways. William J. J. Gordon and associates created the Synectics Model of Teaching in 1961. A learning model called Synectic can help pupils improve their higher-order thinking abilities. The Synectic learning model is applied in the same way as metaphor and analogy. Using synoptics is a student-centered approach to education. The exploration of varied student thought and appreciation of the various possible opinions or answers that arise in the learning process are not limited by the development of thinking skills during the learning process. Thinking in terms of metaphors and analogies will aid students in making abstract ideas more relatable. By accepting all ideas that may arise during the learning process as a form of creative thinking, the Synectic model essentially respects individual differences in the learning process (Rufaida et al., 2022, p. 253).

According to Ruhama & Purwaningsih (2019, p. 178), synectics is the blending of multiple forms with the use of figures of speech to produce novel

perspectives. As a result, the synectic teaching model is a method of instruction that combines a number of ideas by employing figures of speech to obtain fresh perspectives. The questionnaire's figure of speech is a metaphorical exercise. A creative teaching model is the synectic model. It focuses on the creativity of the students and their approach to problem-solving, which combines an intellectual and emotional approach with a rational one.

According to Khan and Mahmood (2018, p. 187), the model stimulates the creative process and is based on the mind's extraordinary ability to identify and connect themes in seemingly disparate ways. Synectics is related to student learning, learning creativity, using technology in the classroom, and brain research. The synectics model has seven steps that need to be completed:

a. Substantive Input

The instructor imparts knowledge on novel subjects.

b. Direct Analogy

After offering a clear analogy, the instructor asks the class to explain it.

c. Make Story

The instructor instructs the class to tell a story about the subject.

d. Comparing Analogy

The instructor then asks the class to point out and describe the ways in which analogies and the main subject matter are similar.

e. Identify differences

Students clarify how each analogy differs from the others.

f. Exploration

Students revisit the original subject.

g. Analogy formulation

In front of the class, students prepare a story and present the findings.

Based on the aforementioned claims, the investigator deduces that synectics

A model is a structured approach that has been shown to inspire students' creativity and help them come up with original solutions to problems.

Researchers in the past have studied the synectics model. Information about the synectic learning model in English language acquisition can be found by

reviewing a few of these scientific articles. As an illustration, consider the study "Cooperative, Synectic, and CTL Learning Models on Speaking Ability in View of Student Learning Motivation" by Darmuki et al. (2018). The study's conclusion is that students who are taught using the synectics model are able to control their mental and cognitive processes in an optimal way, which increases their motivation to be able to speak in front of an audience. Speaking ability depends on the motivation of both high-achieving and low-achieving students. Pupils who are highly motivated are more cooperative than those who are not as motivated.

"Improving Students Writing Skills through the Application of a Synectic Model of Teaching Using Audiovisual Media" is the title of a 2019 study by Ruhama and Purwaningsih. In light of the study's findings, using this approach in the classroom aids students in comprehending and articulating their original ideas in writing. This approach not only helps students write creatively, but it also increases their motivation to learn, engage in group discussions, and become active participants in the educational process.

"The Effectiveness of the Synectics Instructional Model on Foreign Language Vocabulary Teaching" is the title of a 2017 study by Eristi and Polar. The purpose of the study was to find out how reading comprehension abilities were affected by vocabulary training based on synectics. The main conclusions of the study indicate that using the synectics instructional model has a positive impact on learning outcomes and long-term knowledge retention. Furthermore, the students in the experimental group exhibited a noteworthy benefit concerning the quantity of vocabulary acquired through indirect means throughout the procedure. The analysis also showed differences between the experimental and control groups in thematic diversity and semantic equivalency of the indirectly acquired vocabulary.

According to the pertinent research mentioned above, teaching speaking, writing, reading, and listening can be impacted by understanding the synectic model. The researcher's focus in this study will be on speaking abilities only. According to the above description, the researcher plans to carry out a study with the theme of the impact of using the synectics model on students' speaking achievement. The researcher hopes that the process of teaching and learning will

help students become more proficient speakers of English and engage in English language activities.

### **1.2. The Problems**

The problem related to the use of the synectic model discussed in this study is, does the use of the synectic model discussed in this study affect student achievement in speaking?

### **1.3. The Objectives**

Based on the problems above, the objectives of the study is, to find out the synectic model discussed in this study affect student achievement in speaking.

### **1.4. The Use**

The study's relevance is as follows:

#### a) Theoretically

In addition to providing readers with information about the variety of methods available to pupils to acquire speaking skills, the study will be an engaging means of instruction.

#### b) Practically

To the teacher : one substitute approach for teaching pupils to speak English during the learning process is the synectics paradigm. Thus, it can help kids' speaking abilities.

To the students : now that we know the benefits of employing this technique, let's hope it will help students enhance their speaking skills with ease and without any problems.

To the researchers: this can serve as a guide to conduct further research to produce better results.

### **1.5. The Scope**

The scope of this study's experimental approach focuses on giving high school students speaking instruction.