



## Development of a Synectic Model in Speeching Learning In Class

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### **ABSTRACT**

*Giving a speech is a form of communication that is widely used for various purposes and can support a person's success. Through learning to give speeches, students are expected to be able to convey thoughts, ideas and thoughts to teachers, friends and other people. Speech activities can also foster feelings of self-confidence and courage to appear in public. Speech skills are skills that are difficult for students to master. Therefore, it is necessary to develop a learning model that can improve students' speech skills, one of the models that the author developed is the synectic model. The problems contained in this research are 1) What is the design of the synectic model developed in speech learning for class XI students at the Ciwaringin Islamic Boarding School, Cirebon Regency? 2) How effective is the synectic model in teaching speech for class XI students at the Ciwaringin Islamic Boarding School, Cirebon Regency? 3) What is the profile of the oratory skills of class XI students at the Ciwaringin Islamic Boarding School, Cirebon Regency? It is hoped that the results of this research can provide input for Indonesian language subjects, especially in learning speech. Sample In this research there were 27 students in class XI of the Ciwaringin Islamic Boarding School, Cirebon Regency. The data collection techniques used in this research are: (1) library techniques (2) test techniques: a. Initial test (pretest) b. Final test (post test). Based on the discussion of research results, data interpretation, and hypothesis testing, the following conclusions were obtained: (1) the ability of Class IX students at the Ciwaringin Islamic Boarding School, Cirebon Regency, in making speeches before learning using synectic development was relatively low. Based on calculations, the percentage only reached 61.9% or more than half did not have the ability to make a speech. (2) the ability of Class. Based on calculations, the percentage reached 72.6% or almost all of them had the ability to make speeches. (3) The use of the development of the synectic model in learning speeches in class Based on the results of product moment correlation test calculations, it is*

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*known that  $r = 0.884$  or 88.4% and based on the interpretation table, it is considered a very strong correlation..Thus, it can be concluded that the development of the synectic model is able to improve students' speech skills.*

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## INTRODUCTION

Language is essentially the main communication tool that humans need in everyday life. This is reflected in interactions between community members who use language as the dominant means of communication. Seeing the importance of the function of language, it is certain that people have and use this social communication tool as a communication tool. Language skills are studied in schools from elementary school to university level. According to Suryaman (2009: 26) language activities are grouped into: listening activities, speaking activities, reading activities and writing activities. Reading and listening skills are receptive skills, where a person only receives information in written form from reading and oral speech from listening, while writing and speaking skills are productive skills, that is, students are required to produce something based on their abilities, in the form of ideas, ideas, or his opinion to be known by others in the form of writing and speech. Language activities that are productive in nature (speaking) are generally rarely mastered by students.

According to Nurgiyantoro (2001: 278), there are several forms of speaking activities that can be practiced to develop students' speaking skills. The forms of these activities are: picture-based talks, interviews, speeches, storytelling, and discussions. Speech is a form of speaking activity. Speech is the most important aspect that can support a person's success. The ability to convey ideas, ideas, feelings and information is difficult for students to achieve if they lack speech skills. Rakhmat (2000:23) groups types of speeches into three parts. The types of speeches in question are: informative speeches, persuasive speeches, recreational speeches. Speech skills are really needed by students to support career success. Apart from that, speech skills are also beneficial for social life. This can be seen from the interaction process between community members with one another, for example when a Friday preacher delivers a sermon in front of the congregation, people who are buying and selling, and teachers who teach and advise something to their students. These activities can run well if speech skills can be mastered well.

Speech skills are one aspect that needs to be developed in learning language skills. Through learning to give speeches, students are expected to be able to convey thoughts, ideas and thoughts to teachers, friends and other people. Speech activities can also foster feelings of self-confidence and courage to appear in public. Learning to give a speech is a skill that is difficult for students to master. Because, apart from having to master knowledge of linguistic rules or conventions, giving a speech also requires mental courage to appear confident in public. Apart from that, when giving a speech, students are required to be able to influence other people so that they can do something according to the speaker's wishes.

Speech skills will improve if speech learning uses an appropriate learning model. Using traditional learning models such as lectures and assignments without variations in learning can make students bored in the learning process. These indications can be seen when the classroom atmosphere sometimes becomes tense, students are less serious about taking lessons, and students rarely actively ask questions. Therefore, varied learning techniques are

needed to improve students' speech learning. Determining a student's speech learning model requires a deep understanding of the material presented and the model mastered. A teacher must determine the right learning model, so that students can easily absorb the material presented. Based on this, the teacher's role is needed to direct students so that their thoughts, ideas or ideas can be conveyed well in oral form. Teachers need to use effective learning models to support the learning process. A learning model is a conceptual framework that describes systematic procedures for organizing learning experiences to achieve learning goals (Joycevia Suryaman, 2012: 96).

Teachers have an important role in students' speech learning, because teachers are directly involved in developing students at school through the learning process of speaking competency standards. Coaching during the learning process, the teacher's function is as a companion, director and provides more assistance and not as a learning center, thus ideal learning is student-centered learning. Teachers need to use effective learning models to support the learning process. With this learning model, it is hoped that students will be more motivated to develop, be more active in learning activities, both individually and in groups, and be able to organize the various concepts and learning experiences they obtain. It is necessary to carry out learning innovations that are able to stimulate students to be able to participate in learning with full motivation and a high level of participation, in addition to the knowledge and abilities that students have.

One effective learning model to support the learning process that can be used by teachers to develop students' creativity in learning to give speeches is the synectic model. The use of this learning model does not only train students to have speaking skills, but also gives students imagination about the experiences they have had to make it easier for them to make speeches. The synectic model invites students to think creatively and use their imagination so that they are expected to have more creative and quality speech skills. The Synectic Model invites students to play an active role and participate in learning because the knowledge and abilities that students have are still not enough to make learning effective, especially learning to give speeches. With this synectic model, students are conditioned to be more motivated in speech learning activities by exploring analogies and writing down characterizations of their experiences.

Based on the author's observations and interview results with the Indonesian language teacher at the Ciwaringin Islamic Boarding School, Cirebon Regency, on July 25 2016, the oratory skills of Class The reason is that students do not have enough courage, lack self-confidence, and are unable to convey their ideas smoothly and systematically. Then, during the process of learning the speech material, it was seen that the students did not respond well, the students looked less enthusiastic, bored and seemed to hope that the lesson would end soon. In the practice of giving speeches, to convey ideas or notions, students often forget to remember the words to convey the desired meaning, as a result, the message that reaches the audience (speaker) cannot be understood clearly. Other symptoms include students appearing less confident, nervous when speaking in public. Based on the problems above, this research aims to prove the effectiveness of the synectic model developed in teaching speech to class XI students at the Ciwaringin Islamic Boarding School, Cirebon Regency. Based on the background that has been stated, the problems that arise can be identified as follows : The oratory ability of class XI students at the Ciwaringin Islamic Boarding School, Cirebon Regency is still low, An effective learning model is needed in teaching speech for class XI students at the Ciwaringin Islamic Boarding School, Cirebon Regency, namely

using a synectic model, It is necessary to try out the synectic model developed in the speech learning of class XI students at the Ciwaringin Islamic Boarding School, Cirebon Regency. Based on the problem formulation above, this research has the following objectives : To describe the design of the synectic model developed in speech learning for class XI students at the Ciwaringin Islamic Boarding School, Cirebon Regency. To describe the effectiveness of the synectic model developed in learning speech for class XI students at the Ciwaringin Islamic Boarding School, Cirebon Regency. To describe the profile of the oratory skills of class XI students at the Ciwaringin Islamic Boarding School, Cirebon Regency. The results of this research are expected to provide theoretical and practical benefits. The theoretical and practical benefits of research are as follows. Theoretical : It is hoped that the results of this research will be useful in providing a contribution to determining strategic direction in using the speech learning model appropriately, especially for class XI students at the Ciwaringin Islamic Boarding School, Cirebon Regency. Then, it is hoped that this research will be useful as a scientific study that provides scientific evidence about the synectic model of speech learning and can be used as a supporting basis or as material for relevant research studies for other researchers. 2. Practical : It is hoped that the results of this research will be useful for various parties in utilizing the speech learning model. For teachers in the field of Indonesian language studies, it can be used to increase knowledge and insight into effective learning models for learning to speak, namely using the synectic model. b. For students, it can be used as an effective model to overcome learning difficulties in learning to give speeches and to encourage creativity in speech skills.

In order to obtain the same understanding between mastery and selection of the terms in the title of this research, it is necessary to delimit the terms as follows. Effectiveness is a particular effort or treatment that shows a level of success. Giving a speech is expressing thoughts in the form of words addressed to a large number of people or discourse prepared to be spoken in front of an audience, with the intention that the listeners can know, understand, accept and be willing to carry out everything that is conveyed to them. The synectic model is a learning model that gives students the freedom to express thoughts and ideas without thinking about grammar, how to start a conversation, etc.

## **METHOD**

This research aims to develop a product in the form of developing a synectic model to improve students' speech abilities. The approach used is qualitative and quantitative with the Research and Development method. Research and development is a process or steps to develop a new product or improve an existing one, which can be accounted for (Sukmadinata, 2015: 164). The steps in this research are divided into three main steps, namely: 1) Preliminary Study, 2) Model Development, and 3) Model Testing.

### **1. Preliminary studies**

The first stage of preliminary study is the initial stage or preparation for development. This stage consists of three steps, firstly a literature study, secondly a field survey, and thirdly the preparation of an initial product or draft for developing a synectic model in teaching speech. Literature study is a study for study concepts or theories relating to product or synectic model development. Apart from that, literature studies can also be a study of previous research relating to the synectic model. Field surveys were carried out to collect data relating to the planning and implementation of speech learning. Data collection was carried out through

interviews, documentary studies, filling in student and teacher observation sheets while the learning process was taking place. The data collected includes student aspects, such as: abilities, attitudes, motivation and interest in learning languages in the aspect of speech skills. Another thing is the teacher's perception, motivation and skills in developing communication skills, supporting and inhibiting factors for learning such as: facilities, media and required learning resources. Based on the data obtained from the results of the field survey and referring to the basic theories or concepts concluded from the results of the literature study, the researcher prepared an initial draft of the product model being developed, namely the synectic model in learning speeches to improve students' speech abilities.

## **2. Model Development**

Based on the results of the study obtained at the preliminary study stage, the next step is planning and preparing a draft model. This stage is related to the formulation of the purpose of using the product design draft, targets, and a description of the design components or use process. Several activities developed at the planning stage are: (1) formulating speech learning objectives; (2) development of teaching materials, media, methods and learning resources that will be used in teaching speech using the synectic model; (3) formulate the mechanism for implementing speech learning using the synectic model; (4) compiling assessment instruments; (5) determine the participation of teachers and researchers in developing speech learning using the synectic model; (6) determine how the assessment procedures will be carried out; and (7) carry out feasibility tests on the learning designs that have been prepared.

## **3. Model Test**

After completing the activities at the preliminary study and model development stages, the activities continued at the product trial stage for developing synectic models in learning to speak. In this stage the author conducted a trial in class XI TKJ 1 SMK Pesantren Ciwaringin, Cirebon Regency with a total of 27 students. Before carrying out the trial, a discussion activity was carried out with the Indonesian language teacher to discuss how the trial activity was carried out. The Learning Implementation Plan (RPP) framework which is prepared follows the format applicable in the school concerned in accordance with the applicable provisions in the preparation of learning tools, but the aspects developed and the learning steps follow the references in the draft speech learning with a synectic model. During the learning activities in the trial the researcher made observations. This activity is carried out to record important things that teachers do, both their strengths and weaknesses, mistakes and deviations using observation guidelines. Apart from teacher activities, recording and observations are also carried out on responses, activities and progress achieved by students. After one meeting, the researcher held a discussion with the teacher to evaluate the advantages and disadvantages of implementing speech learning activities using the synectic model. Based on the input provided, the teacher makes improvements and revisions to certain parts of the learning implementation. Likewise, the researcher himself provides notes on improvements to the draft learning model used to be refined if there are still deficiencies or weaknesses. The model testing stage in this research, the author did not continue to the product testing and results socialization stage, but only to the stage of producing the final draft of the model. The steps for research and development of the synectic model in learning to give speeches can be seen in the following chart. The research location for this trial was carried out in Class XI TKJ SMK Pesantren Ciwaringin, namely class XI TKJ 1 with a total of 27 students. The research subjects in this study were Indonesian language subject teachers

and class XI TKJ 1 students at the Ciwaringin Islamic Boarding School Vocational School, Cirebon Regency, West Java Province. The sample was taken based on a purposive sampling technique. According to Nana Sudjana and Ibrahim, (2009:96) this technique can be used by researchers who have certain considerations in determining the sample according to the research objectives. Several considerations in determining this sample based on coordination with the school in the preliminary study were the high desire and motivation of the school, namely the principal and teachers, to collaborate with researchers in developing learning models. This kind of consideration is considered important, because one of the successes in developing a learning model depends on the motivation and seriousness of teachers and services from the school as research subjects. They hope that the model developed can make a positive contribution to improving teachers' abilities in the learning process which in the end can have an impact on improving student learning outcomes in Indonesian language learning, especially in the aspect of speaking skills, namely giving speeches. The second consideration is the availability of facilities owned by the school at an adequate standard according to the needs required in developing the model, for example the condition of the classroom, the availability of learning facilities and the condition of the students, educational qualifications and teaching experience of teachers. The third consideration is the time, cost and energy factors for carrying out research. Sample determination was carried out as follows. In the pre-survey research, Indonesian language subject teachers who were teaching in class development style.. The next step is to determine one TKJ major class that will be the subject of development research, namely the place where trials are carried out on learning models resulting from model development in Indonesian language subjects.

The data collection techniques applied in this research are as follows: Documentary Studies This technique was carried out to obtain theoretical data regarding the concept of synectic learning models and speech. To collect data regarding this learning model, the documents used are written documents, namely books and reading materials related to these two theories. The data obtained is not just presented in the form of quotations, but is analyzed and developed according to the data required as a basis for developing the model. The raw data are described in chapter II. Through raw data, the necessary data is then compiled. Questionnaire A questionnaire or questionnaire (questionnaire) is a technique or method of collecting data indirectly (researchers do not directly ask questions and answers with respondents). The instrument or data collection tool is also called a questionnaire which contains a number of questions or statements that must be answered or responded to by the respondent (Sukmadinata, 2015:219).

In this research, a questionnaire was used to validate the initial design for developing a synectic model in learning speech. The questionnaire contains a number of statements that describe the validity of the teaching materials created. The measurement technique is measuring in nature because it uses standard or standardized instruments, and produces measurement data in the form of numbers (Sukmadinata, 2015: 222). The instrument for assessing learning outcomes in this research was developed in the form of a test. The assessment is directed at measuring students' speaking abilities before using the synectic model and after using the synectic model. Students' speaking abilities are assessed using the following assessment guidelines.

Table 1. Guidelines for Assessment of Oratory Skills

No.	Assessment Parameters	Score Scale		
		1	2	3
1.	Intonation			
2.	Reasonable attitude			
3.	Calm and not stiff attitude			
4.	Mastery of material			
5.	Gestures and expressions			
Amount				

## Information

When the assessment is made with a range from 1-3. The interpretation of these numbers is as follows: 1 = poor, 2 = sufficient, and 3 = good.

Based on the above, speech assessment includes 5 aspects. The following is a description of the speaking skills test assessment guidelines.

Table 2. Description of the Speech Skills Test Assessment

No	Assessment Parameters	Indicator	Score		
			1	2	3
1	Intonation	1. Poor: If the intonation, tone and voice are monotonous, boring the listener. 2. Sufficient: If the application of intonation varies, does not pay attention, the intonation placement is not correct. 3. Good: If the conversation uses varied intonation, without paying attention, the placement of the intonation is very precise so that the listener is interested in the speaking style			
2.	Reasonable attitude	1. Insufficient: If an unnatural attitude appears in the speaker. 2. Fair: When the speaker behaves a little unreasonably 3. Good: If the speaker behaves naturally			
3.	Calm and not stiff attitude	1. Poor: If an unsettled and stiff attitude appears in the speaker. 2. Fair: If the speaker is calm but appears a little stiff in the speaker. 3. Good: If the speaker is calm and not stiff.			

- |    |                          |   |
|----|--------------------------|---|
| 4. | Mastery of material      | <ol style="list-style-type: none"> <li>1. Insufficient: If the topic and description are not appropriate, difficult to understand, the information presented is incomplete. Sufficient: If the topic and description are appropriate but not in depth, quite easy to understand, the information presented is quite complete</li> <li>2. Good: If the topic and description are appropriate, in-depth, easy to understand, the information presented is complete</li> </ol> |
| 5. | gestures and expressions | <ol style="list-style-type: none"> <li>1. Insufficient: If there are no body movements and expressions that support the conversation.</li> <li>2. Fair: If the body movements support the conversation but the speaker's expression is somewhat inappropriate for the information being conveyed.</li> <li>3. Good: If the movements of the body parts support the speech and the speaker's expression is in accordance with the information conveyed.</li> </ol>           |

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Total score

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#### 4. Product Moment Correlation Formula

This formula is used to effectively use the demonstration method and to classify the collected data which is then analyzed using the product moment correlation formula between variable (x) and variable (y) as follows.

$$r = \frac{N \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \cdot \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

(Sugiyono, 2009: 73)

Information.

r = correlation value (between variables x and y)

n = number of students studied

x = pretest score

y = post-test score

$\sum x$  = total pretest scores

$\sum y$  = total post-test score

$\sum xy$  = the sum of the products of the pretest and posttest scores



$\sum x^2$  = sum of squares of pretest scores  
 $\sum y^2$  = sum of squares of post-test scores

After obtaining the  $r$  value, to obtain a significant level and level of confidence, the calculated  $r$  value is consulted in the  $r$  product moment table. Meanwhile, to find out the magnitude of the interpretation of the correlation value, the author uses the following table.

Table 3. Interpretation of Correlation Values

The size Correlation Value ( $r$ )	Interpretation
0.800 to 1.00	Tall
0.600 to 0.800	Enough
0.400 to 0.600	A bit low
0.200 to 0.400	Low
0.000 to 0.200	Very low

(Arikunto, 2002: 245)

Based on the data collection techniques that have been determined, this research will produce two types of data analysis techniques, namely qualitative and quantitative data analysis techniques. Qualitative techniques are used to analyze the results of classroom observations or observations, during the implementation of the learning model resulting from development, the results of interview activities, and data from questionnaires, namely by comparing the activities that teachers usually carry out with the activities that should be implemented using the synectic model in learning to speak as a result of development.

Qualitative data was generated from the results of preliminary studies, both in literature studies and field studies, as well as the development process through trials in each round. Qualitative data analysis is carried out through direct interpretation to draw conclusions which are then used as material for revising the model draft and subsequent trials. This is as stated by Nana Sudjana and Ibrahim (2009: 126) that qualitative data can be compiled and directly interpreted to draw up research conclusions. Descriptive statistical analysis is used to describe research variables obtained through measurement results to see differences in learning outcomes as well as the impact and effectiveness of implementing the synectic model developed in learning to give speeches through trials.

The hypothesis proposed in this research is the effectiveness of using the synectic model in teaching speech for class XI students at the Ciwaringin Islamic Boarding School, Cirebon Regency. Based on this understanding, the hypothesis that the author formulated is as follows. The ability of Class, The ability of Class, The use of the synectic model in learning to give speeches in Class.

## RESULTS AND DISCUSSION

The application of the creativity/synectic learning model in a curriculum, in this case the 2013 curriculum, aims to improve students' creative thinking abilities about these subjects, "synectics is designed to increase the creativity of both individuals and groups" (Joyce and Weil, 1992: 254). In the 2013 curriculum, teachers are required to be able to decide how to organize the implementation of the 2013 curriculum as operationally as possible. Sukmadinata (1988: 218) stated that the implementation of the curriculum almost entirely depends on the teacher's creativity, skill, sincerity and perseverance. This means that at this stage, teachers are required to be able to describe the structure of curriculum material. This stage also requires teachers to develop new topics or materials, especially when preparing

learning plans to make them more structured but creative. Tanner & Tanner (1980: 636-639) say that professional teachers are creative-generative teachers, namely teachers who think about what they are going to do and always try to find more effective ways when working. Marsh & Stafford (1988: 102) emphasize that teachers as curriculum developers must be able to identify problems and needs as well as overcome the problems and needs of their class by designing structured and effective learning.

As curriculum developers, teachers are required to be able to organize the 2013 curriculum operationally in the classroom. Hunter (1971: 148), says that professional teachers are concerned with three decisions, namely: a) selecting learning objectives and materials, b) determining expected student behavior, and c) determining the design (methodology) that teachers use to help students learn and achieve maximum results. The implementation of the learning model, which is a real form of learning model design, is largely determined by the teacher's abilities and skills when implementing it in the classroom. This means that teachers not only act as curriculum implementers, but also act as curriculum developers for their respective classes. In relation to the implementation of the synectic learning model, the teacher actually has a central position for the continuity and success of implementation at every stage of learning from the first stage to the last stage. Teachers are required to be able to carry out the tasks required at each learning stage, which differ according to type and quality. Thus, without the teacher's competence and commitment, it is possible that the implementation of the synectic learning model will not run well and be optimally successful. Another aspect that teachers need to pay attention to in learning is the student aspect. In the implementation of the 2013 curriculum, students are placed as subjects who carry out learning activities characterized by responses to stimuli provided by the teacher. Learning is influenced by the motivation contained within students. Sukmadinata (1988) proposed three ways to arouse student motivation, namely: a) selecting learning materials meaningfully, b) creating learning activities that can encourage students to discover, c) translating teaching materials to suit students' level of development. The curriculum itself contains knowledge that is selected and needed both for the development of knowledge itself and for students and their environment (Sukmadinata, 1988: 127). In this case, the curriculum content describes the skills and abilities that students can achieve through a learning process based on material. The organization of this material takes into account the scope and sequence of studies which have certain substances and processes.

In the learning plan development stage the teacher organizes the curriculum content so that it can be operationalized. In his position as a curriculum developer in the classroom, the teacher must be able to determine new topics from the material/substance that will be taught and mastered by students. To make it easier for students to grasp and understand new material, the teacher proposes analogies and/or metaphors (which are the main aspects of the synectic learning model) by using parables or figures of speech and examples that are relevant to the material to be taught.

In teaching and learning activities, the learning stages contained in the synectic learning model reflect the learning process. Based on these stages, teachers can complete the material on time and can control the activities or learning processes carried out by students. The findings of the research results show that through the implementation of the synectic learning model there is an improvement in teacher performance and this learning model is relatively easier for teachers to adopt because the same form of learning, namely using expository techniques, causes teachers not to feel unfamiliar with the lecturing method used within the

framework of the synectic learning model. Based on the results of the scales and expert input, the designed model was revised to be improved. The revised model is described as follows.

### 1. Rational

This model was developed from the characteristics of Indonesian language subjects in vocational schools. In accordance with BSNP (2006: 107) which states that language has a central role in the intellectual, social and emotional development of students and is a supporter of success in studying all fields of study. Language learning is expected to help students get to know themselves, their culture and the cultures of other people, express ideas and feelings of participation in the society that uses the language, and discover and use the analytical and imaginative abilities that exist within them. Apart from this, it was also stated that Indonesian language learning is directed at improving students' ability to communicate in Indonesian well and correctly, orally and in writing. The essence of developing this model is how students can understand the concept of giving a speech. Through this model, students are trained to give speeches by creating new characters. To develop speech skills, this model was developed using an analogy development strategy. The author uses several approaches to make it easier for students to improve their speaking skills, especially giving speeches. Starting from the factual conditions that the author describes in the research background, the author develops a synectic model in learning to give speeches.

### 2. Model Development

The author developed the synthetic learning model in learning to give speeches. The author describes the development in the following chart.

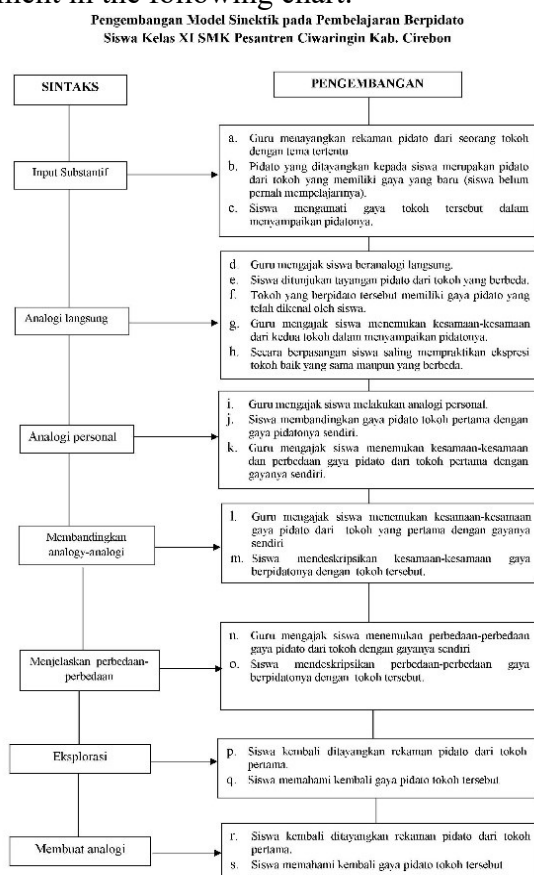


Figure 1. The development of a synectics model in speech learning for 11th-grade students at SMK Pesantren Ciwaringin, Cirebon Regency.

### *Social system*

This synectic model has a high social system. Analogy development methods allow for student satisfaction and comfort in learning activities, in addition to allowing for a cooperative learning process that produces positive interactions between both students and teachers.

### *Roles and Duties of teachers*

This model upholds the role of the teacher as a facilitator, meaning that the teacher must be able to create a learning environment that supports learning by providing teaching materials and guiding students and helping them find speech concepts, acting as an important role model in learning, and also acting as a mediator to connect the teaching materials presented with what students think. Meanwhile, the role of students as learners is certainly the goal in this model. When teachers maximize their role as facilitators, role models and mediators, learning remains student-centered, because students are required to maximize their minds to find the concept of giving a speech.

### *Support System*

The support system for this learning model is:

1. Speech concept (definition, structure, content, linguistic and non-linguistic aspects).
2. Teaching materials include examples of speech presentations and non-examples.
3. Students' ability to discuss and work in groups.
4. Students' ability to connect the concepts they think about with data.
5. Good classroom management to support cooperative learning.
6. Learning media such as video shows, pictures, and information from both print and electronic media.

### *Instructional Impact and Accompaniment*

Even though this model emphasizes the process, its success influences the content so that it can improve learning outcomes. This synectic model can provide instructional impacts in terms of (1) improving process skills and (2) developing strategies for creative inquiry activities. Meanwhile, the accompanying impacts are in terms of (1) fostering a spirit of creativity; (2) foster awareness of independent learning; (3) increasing cooperative attitudes; and increase perspective in looking at the topic.

### *Evaluation*

Assessments are carried out individually on students' speaking abilities based on competency standards, basic competencies, and indicators of learning achievement that have been determined in the design. The elements assessed focus on aspects: (1) intonation, (2) reasonable attitude, (3) calm and not stiff, (4) mastery of the material and (5) gestures and expressions.

### *Disadvantages and Advantages of Synectic Model Development in Speech Learning.*

#### *Model Advantages*

1. Growing students' motivation and creativity in giving speeches.
2. Enables the emergence of new ideas from students regarding speech styles.
3. Develop students' self-confidence by giving speeches in their own style.

#### *Model Disadvantages*

1. It is difficult for teachers and students who are used to using old methods that emphasize conveying information.
2. This method focuses on reflective and imaginative thinking in certain situations, so it is likely that students lack mastery of the facts and implementation procedures or skills.
3. The model resulting from this development is less effective when applied in schools that have inadequate educational facilities and infrastructure.

## CONCLUSION

Based on analysis of research data, the author concludes this research as follows : The developed synectic learning model consists of seven stages, namely: 1) substantive input, 2) direct analogy, 3) personal analogy, 4) comparing analogies, 5) explaining various differences, 6) exploration, and 7) generating new analogies. The development of this model was carried out using synectic model syntax, namely at the substantive input stage, where at this stage students were not only presented with a description of a topic, but students were also given an overview of the characteristics of speech styles through visual displays. It is hoped that the addition of audiovisual displays will help students better understand how a person's speech style works. In this way, it will be easier for students to carry out the direct analogy stage, where students try to become part of the character shown. Students' speech abilities increased after being treated with the developed synectic model. This can be seen from the results of the analysis of students' initial speech abilities with the results of the analysis of the final abilities of speech learning outcomes after implementing the synectic model developed in class XI TKJ 1 SMK Pesantren Ciwaringin, Cirebon Regency. Based on the results of product moment correlation test calculations, the effectiveness of using the synectic model in teaching speech in class XI TKJ 1 SMK Pesantren Ciwaringin, Cirebon Regency, using the synectic model becomes more effective.

In this research relating to the development of a synectic model in speech learning, the author provides suggestions to related parties including: (1) suggestions for teachers; (2) suggestions for educational institutions (School/Madrasah Principals); suggestions for related agencies, and (4) suggestions for further researchers. To improve the quality of speech learning in vocational schools, it is necessary for teachers to play an optimal role in developing student competence. As implementers of curriculum and learning, teachers can use the results of this research to improve their mastery of speaking skills, especially speech competence. The use of a synthetic learning model can improve teacher tasks because this model focuses on student activities. In such conditions teachers can optimize the various strengths and potential of students as well as the atmosphere around the students.

It is recommended that teachers develop themselves further in an effort to increase their professionalism as educators through various learning approaches that are considered appropriate and appropriate to students' needs, such as this synthetic learning model. Teachers must always adhere to the principle that learning aims to increase student competence in the cognitive (knowledge), affective (attitude) and psychomotor (skills) aspects. This is to prevent teachers from getting stuck in old habits which only emphasize cognitive aspects. It is recommended that teachers continue to try to implement this synectic learning model by developing appropriate strategies by developing media tailored to their needs, as well as correcting any weaknesses, until finally the ability to apply the model can be mastered perfectly.

For the head Schools/madrasah as managers of educational institutions must be able to direct teachers to increase teacher professionalism, especially in improving the quality of education through the application of innovative learning models such as the synthetic learning model. The success of the learning process depends on how a teacher manages the class with innovative learning models. For this reason, the relevant agencies, in this case the Education Agency, must always strive to improve the abilities and professionalism of teachers in an effort to improve the quality of learning. For future researchers, the results of this research

can be used as a reference for researching other broader learning models, and it is still open for other researchers to develop the results of this research.

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