

**“THE EFFECT OF SYNECTIC MODEL AS AUDIOVISUAL
LANGUAGE TEACHING AID ON STUDENTS’ WRITING SKILLS”**

(Quasi-Experimental Research of Students’ Eighth Grade at SMP
Muhammadiyah Terpadu Bengkulu City Academic Year 2022/2023)

THESIS

Submitted as A Partial Requirement For The Degree Of Sarjana Pendidikan
(S.Pd) In Education Study Program Tarbiyah and Tadris Faculty
UIN Fatmawati Sukarno Bengkulu



By:

DELPA YUNITA
NIM. 1811230153

**ENGLISH EDUCATION STUDY PROGRAM
DAPARTMENT OF LANGUAGE EDUCATION
TARBIYAH AND TADRIS FACULTY
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
2022**



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
FAKULTAS TARBİYAH DAN TADRIS

Alamat : Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51276, 51171 Fax (0736) 51171 Bengkulu

ADVISORS SHEET

Subject : Delpa Yunita

NIM : 1811230153

To : The Dean of Tarbiyah and Tadris Faculty UINFAS Bengkulu

Asslamu alaikum Wr. Wb

After reading thoroughly and giving necessary advices, here with, as the advisors, we state that the thesis of:

Name : Delpa Yunita

NIM : 1811230153

Title : "The Effect of Synectic Model as Audiovisual Language Teaching aid on Students' Writing Skills". (Quasi-Experimental Research of Students' Eighth Grade at SMP Muhammadiyah Terpadu Bengkulu City Academic Year 2022/2023)

Has already fulfilled the requirements to be presented before The Board of Examiners (munaqasyah) to gain Bachelor Degree in English Education.

Thank you for the attention.

Wassalamu alaikum Wr. Wb

Bengkulu, 15 August 2022

Second Advisor,

First Advisor,

Dr. Svamsul Rizal, M.Pd

Feni Martina, M.Pd

NIP. 196901291999031001

NIP. 198703242015032002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jln. Raden Fatah Pogor Desa Tlp. (0736) 51276, 51171 Fax (0736) 51171 Bengkulu

RATIFICATION

This is to certify the thesis entitled : The Effect Of Syntecic Model As
Audiovisual Language Teaching Aid On Students' Writing Skills by
Delpa Yunita (181230153) has been approved by the board of Thesis
Examiners as the requirement for the degree of Sarjana Pendidikan in English
Education Program.

Chairman
Dr. Kasmantoni, M.si
NIP. 197510022003121004

Secretary
Heny Friantary, M.Pd
NIP. 198508022015032002

Examiner I
Feny Martina, M.Pd
NIP. 198703242015032002

Examiner II
Zelvia Liska Afriani, M.Pd
NIP. 199404202018012003

Bengkulu, 15 August, 2022
Approved by the Dean of Islamic and Tadris Faculty
Dr. Mus Muhyadi, M.Pd
NIP. 197005142000031004

MOTTO

“IF YOU NEVER TRY YOU ’LL NEVER KNOW”.

“Delpa Yunita”

DEDICATION

This thesis is dedicated to:

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SURAT PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : Delpa Yunita
Nim : 1811230153
Program : Tadris Bahasa Inggris
Judul Skripsi : The Effect of Synectic Model as Audiovisual Language Teaching aid on Students' Writing Skills

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Ketua Tim Verifikasi,


Dr. Edi Angviah, M.Pd
NIP. 197007011999031002

Bengkulu, Juli 2022
Yang menyatakan,


Delpa Yunita
NIM. 1811230153

PRONOUNCEMENT

Name : Delpa Yunita
NIM : 1811230153
Study Program : English Study Program
Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis titled "The Effect Of Synectic Model As Audiovisual Language Teaching Aid On Students' Writing Skills". (Quasi-Experimental Research of Students' Eighth Grade at SMP Muhammadiyah Terpadu Bengkulu City Academic Year 2022/2023) is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu,
Stated By

2022



Delpa Yunita
Delpa Yunita
NIM: 1811230153

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The researcher hopes that this thesis can be useful and become a bridge for further researchers. The researcher also realizes that the preparation of this thesis is still far from perfect. Therefore, the researcher expects constructive criticism and suggestions from the readers in order to correct any shortcomings in the preparation of this thesis.

Bengkulu, 2022

Delpa Yunita

NIM. 1811230053

ABSTRACT

Delpa Yunita. (2022). The Effect of Synectic Model as Audiovisual Language Teaching aid On Students' Writing Skills (Quasi-Experimental Research of Students' Eighth Grade at SMP Muhammadiyah Terpadu Bengkulu City Academic Year 2022/2023).

Adrvisor 1: Dr. Syamsul Rizal, M.Pd, Advisor II : Feny Martina, M.Pd

The aim of this research was to find out whether using of Synectic Model as Audiovisual Language Teaching aid On Students' Writing Skills of SMP Muhammadiyah Terpadu Bengkulu City. The method of this research used Quasi-Experimental wit one group pre-test and post-test design. The population of the research was the eighth grade students' of SMP Muhammadiyah Terpadu Bengkulu City Academic Year 2022/2023. Consist of 11 students (VIII). The sample of this research was VIII and the number of the students' was 11. The data were collected by using writing skills tes (pre-test and post test). The result of data analysis showed that there significant the effect of the students writing skills after giving treatment by using Synectic Model as Audiovisual Language Teaching aid. It was verified by the value of sig. (2-tailed) was $0.000 < 0.05$. According to the result, it can be concluded that the Null Hyphothesis (HO) is rejected and the Alternative Hyphothesis (Ha) is accepted. Moreover there was significant effect on students' writing skills using Synectic Model as Audiovisual Language Teaching aid On Students' Writing Skills Eighth Grade of SMP Muhammadiyah Terpadu Bengkulu City.

Keywords : Synectic Model, Writing, Audiovisual Language Teaching

ABSTRAK

Delpa Yunita. (2022). The Effect of Synectic Model as Audiovisual Language Teaching aid On Students' Writing Skills (Quasi-Experimental Research of Students' Eighth Grade at SMP Muhammadiyah Terpadu Bengkulu City Academic Year 2022/2023).

Pembimbing I : Dr. Syamsul Rizal, M.Pd, Advisor II : Feny Martina, M.Pd

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan Model Sinektik sebagai Alat Bantu Mengajar Bahasa Audiovisual Terhadap Keterampilan Menulis Siswa SMP Muhammadiyah Terpadu Kota Bengkulu. Metode penelitian ini menggunakan Quasi-Experimental dengan one group pre-test and post-test design. Populasi dalam penelitian ini adalah siswa kelas VIII SMP Muhammadiyah Terpadu Kota Bengkulu Tahun Pelajaran 2022/2023. Terdiri dari 11 siswa kelas (VIII). Sampel penelitian ini adalah kelas VIII dan jumlah siswa 11. Data dikumpulkan dengan menggunakan tes keterampilan menulis (pre-test dan post-test). Hasil analisis data menunjukkan bahwa terdapat pengaruh yang signifikan terhadap keterampilan menulis siswa setelah diberikan perlakuan dengan menggunakan Model Synectic sebagai alat bantu Pengajaran Bahasa Audiovisual. Hal itu dibuktikan dengan nilai sig. (2-tailed) adalah $0,000 < 0,05$. Berdasarkan hasil tersebut dapat disimpulkan bahwa Hipotesis Null (H₀) ditolak dan Hipotesis Alternatif (H_a) diterima. Selain itu terdapat pengaruh yang signifikan keterampilan menulis siswa dengan menggunakan Model Synectic sebagai alat peraga Bahasa Audiovisual Terhadap Keterampilan Menulis Siswa Kelas VIII SMP Muhammadiyah Terpadu Kota Bengkulu.

Kata Kunci : Model Sinektik, Menulis, Pengajaran Bahasa Audiovisu

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CHAPTER I

INTRODUCTION

A. Background of The Research

It has been realized that writing is one of the English skills that must be mastered by English learners. Writing is also considered as an indicator of students' success in learning English and their future professional career. Because one of the abilities that is very helpful in learning a language is writing. Additionally, people now favor written communication over voice communication when accessing information. According (Asilestari, 2018), asserts that one of the characteristics of the 21st century is that English has changed its concept in terms of language use; a very dominant spoken language will be followed by a more dominant written language. This assertion supports the notion of the importance of writing performance. Thus, the aim of learning and teaching English should be emphasized to help students communicate both in spoken and written form.

In order to be able to explain what they want to say in writing and in the appropriate manner of expression, pupils must have excellent ideas. According to Nunan in Gudu(Gudu, 2015), writing is the activity of thinking to express through writing. Meanwhile, according to Fulwiller in (Ruhama & Purwaningsih, 2019), writing is not just about abilities; it can also be used to add or enhance knowledge, thoughts, and ideas, as well as motivate oneself. Even if we write, we may make the mind see what is articulated, developed, and printed in the written work, allowing us to grow and stimulate thinking in writing. However, Wasilah (2009), on the other hand, feels that writing is tough and that those who have acquired the skills of listening, speaking, and reading will be able to write. As a result, writing might be challenging if one lacks appropriate skills in understanding spelling, grammar, sentences, and vocabulary.

The first, Spelling: With the exception of homophones, the risk of spelling errors is significantly reduced by the use of spell checks in word processing systems. A homonym is a word

that has the same pronunciation as another word but a different spelling and meaning. Here are some examples of homonyms: (1) affect (to have an influence on), effect (a result). Affect is generally used as a verb (to affect) while effect is generally used as a noun (the effect). (2) capital (seat of government) and capitol (a building). (3) lie (recline) and lye (used in making soap). (4) principal (head of school) and principle (a truth, law, rule, or standard). (5) scene (setting) and seen (past participle of see).

The second, Grammar describes the shape and arrangement of words in sentences (a concept known as morphology) (called syntax). In other words, grammar establishes norms for how language is typically used in oral and written communication so that people can communicate more effectively. The eight parts of speech serve as the foundation of grammar: Verbs describe events, acts, or situations. (1) Nouns; name people, animals, places, things, or abstract ideas. (2) Pronouns replace nouns or other pronouns. (3) Adjectives modify nouns or pronouns by describing, identifying, or quantifying them.

Adjectives usually precede the modified noun or pronoun. (4) Adverbs modify a verb, adjective, other adverb, phrase, or clause and indicate manner, time, place, cause, or degree. Adverbs are recognizable because they answer the questions how, when, where, or how much. (5) Prepositions connect nouns, pronouns, and phrases with other words in a sentence and usually indicate time, space, or logical relationships. (6) Conjunctions connect words, phrases, and clauses.

The third, A sentence is a set of words that are put together to mean something. A sentence is the basic unit of language which expresses a complete thought. It does this by following the grammatical basic rules of syntax. For example: "Ali is walking". A complete sentence has at least a subject and a main verb to state (declare) a complete thought. Short example: She walks. A subject is the noun that is doing the main verb. The main verb is the verb that the subject is doing. In English and many other languages, the first word of a written sentence has a capital letter. At the end of the sentence there is a

punctuation mark depending on whether it is a statement, a question, a command, a request or an exclamation.

The fourth, vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Language's vocabulary is ever-evolving and expanding. People create new terms or borrow existing ones to describe man's actions as life becomes more complex. The actual number of words in the modern English language is unknown. According to Wasilah (2009), the interpretation given above, vocabulary is the fundamental building block of language proficiency. It is made up of a variety of lexemes, such as single words, compound words, and idioms. Vocabulary also bears similarities to the terms "lexicon" and "lexis," and it forms the basis for how well learners speak, read, listen, and write. Vocabulary is used in language acquisition to increase linguistic proficiency. Making sure that students have a strong command of the language is the goal of vocabulary mastering. It depends on how much and how well-versed they are

in terminology. The kids' ability to use language will improve in direct proportion to the depth of vocabulary they can master.

According to Walsh in (Ganapathy, 2016), writing holds a special place in language teaching since it requires experience and familiarity with the other three language abilities of speaking, listening, and reading. Additionally, it necessitates the mastery of additional abilities, such as metacognitive abilities. Students should have a goal for their work, carefully prepare it, consider its layout and logical structure, and edit it. They must employ cognitive skills when writing; they must first assess their sources before synthesizing them into a brief piece of writing.

One of the most effective strategies to encourage pupils to write is to allow them to write as freely as possible at the start of the learning process, evoking a sense of creativity in them. For instance, (Zubair, 2019) highlights the benefits of creative writing as follows: It encourages the growth of language at all levels—grammar, vocabulary, phonology, and discourse—and pushes

students to use language in novel and challenging ways in order to express their own unique meanings.

In general, writing is a skill that requires pupils to be able to express themselves in fiction or non-fiction writings. Students must comprehend spelling, grammar, sentences, words, and structure as a unified unit in writing in order to recognize its effect in mastering advanced writing skills. Because being able to progress in writing good articles, strong vocabulary, and proper language organization requires a lot of writing. As a result, writing is a talent that needs students to write down their thoughts. It turns out that some of the students' of SMP Muhammadiyah Terpadu Bengkulu City are speak fluent in English. However, students still tend to lack understanding in writing; Factors involving students who still do not understand writing are: (1) limited vocabulary mastery; (2) low ability; (3) lack of limited vocabulary; (4) Sentences and structural patterns that are not right; and (5) The accuracy of grammatical use in the text is not appropriate.

These factors make it difficult for them to express their ideas through writing. Therefore, a learning model is needed to see the effect of writing skills using the synectic learning model. So that it can be said that the influence of students is students who still have difficulty in making essays and Descriptive texts.

Based on the observation at the SMP Muhammadiyah Terpadu Bengkulu City, the low writing skills of students in writing essays are caused by several factors, including the teacher's accuracy in choosing and applying learning techniques, learning models, and factors in choosing learning media that are more attractive to students. From a number of observations made at SMP Muhammadiyah Terpadu Bengkulu City, paragraph writing skills tend to be low. As stated by (Fernández-César et al., 2020) that: "Low writing ability can be caused by several factors, both from the students themselves and from the teacher. When studying in school students consider writing skills as a difficult skill. This skill is considered a difficult skill because students think writing is a heavy burden."

Students' writing skills are very limited, due to the lack of vocabulary in these students and the lack of desire or awareness that students have to improve writing skills. The ideal conditions envisaged from the writing skills outcomes at SMP Muhammadiyah Terpadu Bengkulu City have not materialized. Reid recommends utilizing analytical tools to evaluate writing (Greek, 1993). Content, structure/organization, vocabulary/style, language/grammar, and mechanics were his five categories for the written product.

Writing, being a highly complicated talent, necessitates mastery of a process that includes mastery of vocabulary, sentences, and excellent language structure in conveying ideas that will be developed in a written work. Some students are able to communicate effectively and fluently in English. They, on the other hand, find it difficult to express themselves in writing. As a result, instructional strategies are required to be able to influence students' learning patterns, such as building new thinking habits. Ideas that can help to establish a welcoming learning

environment. An effective learning model can encourage teachers to establish processes and utilize classroom learning approaches to ensure that skills are learnt and mastered in writing.

In addition, the position of English as a foreign language for Indonesian students makes learning more difficult for them. As a result, students may have difficulty in carrying out this activity because it involves multifaceted processes such as generating certain feelings or impressions, composing, writing, and correcting. Various models can be used to study writing Wagiran and Doyin in (Atsari et al., 2018).

To study writing, a variety of models might be employed (Wagiran and Doyin, 2005). One of them works as an essayist. Students must produce essays that not only deepen their ideas, but also provide avenues for them to express themselves and are interesting to read. They must arrange the phrases and connect them to produce a whole essay. As a result, a more in-depth essay debate, as well as a more exciting discussion, is required to

broaden knowledge and understand the impact of competency in writing scientific papers, particularly essays.

The basis of good teaching is the learning process itself, which includes the ease and pleasure with which students learn and the accomplishment of learning goals. Nowadays, learning and teaching processes still tend to be teacher-centered, which leaves students passive and unwilling to voice their opinions in class, which has an impact on their grade (Agustina et al., 2016). The majority of English classes at school are dull. Innovative teaching strategies haven't been used to teach English. In the classroom, teachers have not utilized the teaching aids. The majority of English classes at school are dull. Innovative teaching strategies haven't been used to teach English. In the classroom, teachers have not utilized the teaching aids (Agustina et al., 2016). On the other hand, the 2013 curriculum mandates that both teachers and students must actively participate in the process of teaching and learning. The instructor can act as a facilitator, mentor, and motivator for the students while they are writing

(Alam et al., 2018). Teachers must be able to enable pupils to express themselves in writing and build writing creativity within the writing process.

Those who enjoy reading may or may not be talented writers. Because many readers struggle to write well, it is a misconception that a good reader will also become a good writer (Pudewa, 2011). Everyone has the ability to write, thus writers of all learning preferences are possible. The ability to write well can be attained by anyone who is motivated to learn and consistently practices writing (Schneider, 2011). Writing ability, is tied to motivation and attitudes rather than natural characteristics (Vivanco, 2009).

Writing skills can be developed in a variety of ways, including how to write descriptive texts Wagiran and Doyin in (Atsari et al., 2018). In addition to acquiring essay writing skills, teachers expect students to be able to explain original ideas that might be entertaining to read in writing. One of the learning models that can be used to affect students' writing abilities is the

synectic learning model. Synectics is a Greek word that meaning "to develop thoughts from a collection of concepts that will be written down". According to Gordon in (Yanpar Yelken & Baysal, 2021) defines synectics as a blend of many forms that use written terms to imply a fresh perspective.

In the learning process, of course, various methods are needed using models so that the teaching and learning process can be helped. With this learning model, it was created to overcome various problems in learning, namely: (1) the low absorption of students in receiving subject matter (2). mindset that is still too weak in expressing ideas. Along with the development of the world of education, there are more and more innovative, varied, and creative learning models that can bring out the talents, interests, and creativity of students in learning. The presence of learning models can stimulate students' mindsets. In addition, teachers must also understand and master various kinds of learning models, and be able to choose models that are appropriate to the learning material and student characteristics. In

particular, 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 (Agustina et al., 2016), the learning model is a plan or pattern that is used as a guide in planning learning in class or learning in tutorials and to determine learning tools. Meanwhile, according to (Abidin et al., 2020), the learning model can be interpreted as a concept that helps explain the learning process, both explaining thinking patterns and learning action patterns. Given the importance of learning models as supporting learning success, especially in learning to write, such as writing short stories, a model is needed that can provide opportunities for students to think creatively. The model is a synectic model. This learning model involves students actively and creatively in the learning process, and helps students use their knowledge in responding to a problem.

The synectic learning model is an acceptable writing learning model that involves employing a new perspective on written work to combine multiple aspects or expressions. It

emphasizes pupils' creativity in comprehending writing and problem-solving skills. This methodology is intended to help pupils develop and express their creative ideas (Agustina et al., 2016). In writing an essay, this synectic process entails a comparison of two things, especially a comparison of two objects, ideas, or concepts.

According According(Leibowitz et al., 2016), Most students find it challenging to select the main idea while they are writing an essay.Even when the primary idea was explained to them, they still struggled to develop and explore their thoughts.Additionally, they have a misguided belief that writing is a tough skill to learn and is a sophisticated one.In order to help pupils become more proficient writers, a synthetic learning paradigm is applied.In this study, the author uses the synectic paradigm to examine how knowledge is transferred via audiovisual medium.You can accomplish your learning objectives by using learning models.Students are given information or learning messages through the usage of learning

media. Media in the classroom can assist teachers in raising students' achievement levels (Agustina et al., 2016). According to not everyone who reads intently will be able to write. Because many readers struggle to write well, it is a misconception that a good reader will also become a good writer. Everyone has the ability to write, thus writers of all learning preferences are possible. Anyone who is ready to learn and regularly practice writing will be able to write effectively. According to Vivanco, writing skill is more closely related to motivation and attitudes than to innate qualities (Vivanco, 2009).

Application is a process or installation method; imposition; the subject exhibits, according to Yuniar (2012: p. 582). The word media is derived from the Latin *medius*, which means "middle," "intermediary," or "introduction." In Arabic, the media is a middleman who relays messages from the sender to the intended recipient. The following effects were produced by utilizing the synectic learning model with audiovisual media to

assess the effect of the learning model on writing skills (Ruhama & Purwaningsih, 2019) :

1. Use a new viewpoint on the written work to connect many parts or expressions. It emphasizes pupils' creativity in comprehending writing and problem-solving skills. This methodology is intended to help pupils develop and express their creative ideas. In writing an essay, this synectic process entails a comparison of two things, especially a comparison of two objects, ideas, or concepts.
2. Is able to conceive in terms of combining ideas. Learning objectives can be met by including learning models into the learning process. The term "learning media" refers to a tool that is used to communicate information or learning messages to pupils. Learning media can assist teachers in observing the growth of writing abilities, expanding information, and

improving student accomplishment (Ruhama & Purwaningsih, 2019).

Adiovisual learning media, according to (Khusna et al., 2019), is one of the media that refers to the employment of sound (audio) and image (visual) components to transmit specified messages to the audience in order to improve learning outcomes and student abilities. Additionally, audiovisual technology is employed to encourage pupils to be more engaged in expressing their ideas. Especially when students view short films with fascinating and compelling stories that may captivate an audience. Furthermore, the media has the ability to pique pupils' enthusiasm in learning lessons. Improved writing skills are intimately linked to synectic and audiovisual learning models. This is a crucial learning strategy for attracting children to develop writing abilities since it allows them to express themselves appropriately. This

strategy has the ability to foster students' and teachers' innovative problem-solving abilities. However, this paradigm has flaws; it is difficult to implement in the classroom, resulting in pupils being unable to articulate themselves clearly and without necessary resources (Sari & Hermawati, 2021). Teaching materials are another name for audiovisual aids. "Audio" refers to "hearing," whereas "visual" refers to "seeing." "Audio Visual Aids" or Instructional Materials are all such aids that strive to make things plain to us through our senses. With the help of all these teaching tools, the learning environment is made as vivid as possible, giving us access to knowledge right away through our hearing and vision organs. Therefore, any tool that may be used to enhance the effectiveness, impact, realism, and dynamic nature of a learning experience can be referred to as audio-visual materia

B. Identification of the problem

The following issues can be recognized based on the context stated above:

1. The teaching and learning process tends to be teacher-centered: Cannot express thoughts more effectively.
2. Lack of students' vocabulary mastery
3. Students have difficulty in choosing the main idea to be developed in an essay, both in writing essays, essays and descriptive texts.

C. limitation of the Problem

Based on the identification of the problems above, considering the extent to which the discussion will be studied, the researcher will limit the problem by focusing on the effect of the synectic model of learning on the writing ability of eighth grade students of SMP Muhammadiyah Terpadu Bengkulu city.

D. Research Question

Based on the foregoing context, the problem in this study is formulated as follows: is there any significant effect of synectic model As Audiovisual Language Teaching Aid on students' writing Skills?

E. Research Objective

Regarding the formulation of the problem, the objectives of this study is: The general objective of this study is to determine the effect of Synectic Model in the learning of students" in the science class VIII students of SMP Muhammadiyah Terpadu Bengkulu City.

F. The Significant Of The Research

Based on the research objectives above, the benefits of this study are as follows:

1. For Researchers can add insight and knowledge in applying the synectic model using audiovisual language teaching aid in improving writing skills.

2. For educational institutions it can be used as a new reference and reference in further research to match what is being researched.
3. In general, this research can increase knowledge about audiovisual language teaching aid for English teachers.
4. Practical benefits are gaining insight, developing ideas in writing and information about writing skills or applying a synectic learning model using audiovisual language teaching in improving writing skills.

G. Defination of Key Terms

1. Writing

Writing skill is a special ability that helps writers to put their thoughts into words in a meaningful form and mentally interact with the message. There are several different definitions of writing that are explained by different linguists. Writing is an integral part of a larger activity where the focus is on something else such as

language training, acting or speaking. Writing is the essence of the writing process. Writing often the result of thinking, drafting and revising procedures that require special skills, skills that not every speaker develops naturally (Dalir et al., 2013). Based on the explanation above, it can be concluded that the definition of writing is the process of finding ideas, thinking about how to express them, and compiling them into statements and paragraphs whose purpose is used to communicate something with other people indirectly, students get an effort to express their thoughts through written language. Writing is widely regarded as a very important skill in the teaching and learning of English as a Second Language (ESL) as it is a comprehensive skill that helps strengthen vocabulary, grammar, thinking, planning, editing, revision, and other elements. Writing also helps improve all other skills in listening, speaking, and reading because they are all interrelated.

Writing isn't just about skills; it's also about how authors may foster or strengthen their ideas, motivation, and thoughts in order to communicate with others through writing. By expressing our views on paper and making them clear, writing also enables us to develop and support our ideas. Writing is a difficult skill that requires process mastery. Some students write poorly despite speaking English well and fluently. In order to change students' learning attitudes, appealing instructional strategies are required, such as the development of new learning habits.

2. Synectic Model

Synectic learning is a learning paradigm that encourages students to think creatively and build creative groups through synectic techniques. The synectic paradigm is intended to encourage students' creativity by allowing them to recognize what is in line with reality or events that have occurred. The synectic model's essence is metaphorical action, which comprises personal analogies, direct analogies, and compressed conflicts.

Metaphorical activities are designed to highlight conceptual contrasts between pupils and the items in front of them or the topic being studied. Meanwhile, Gordon (2014) claims that the relationship between creativity and the synectic process can help people and communities become more conscious of their creativity and develop true ability. It emphasizes on student creativity and problem-solving tactics that use rational and intellectual methods in both rational and emotional ways. Rationalism is a way of thinking that is founded on logical principles and is in harmony with human common sense. While emotional is a response to someone or something, it is used to help children enhance their creativity. A metaphor is a comparison of two things, thoughts, or ideas that is used in the synectic process. A form of creative learning is the synectic learning paradigm.

3. Audiovisual Language Teaching

In this work, the author applies the synectic paradigm to the transmission of knowledge through

audiovisual language training. Students can attain their learning objectives by incorporating learning models into the teaching and learning process. Students are given information or learning messages through learning media. Information or learning messages are delivered to pupils via learning media. The media can assist teachers in improving student accomplishment by being used during the learning process. It is stated that it is impossible to ensure that everyone who reads carefully will be able to write. Because many people who enjoy reading are unable to write well, the assumption that good readers produce good writers is a myth.

Teaching materials are another name for audiovisual aids. "Audio" refers to "hearing," whereas "visual" refers to "seeing." "Audio Visual Aids" or Instructional Materials are all such aids that strive to make things plain to us through our senses. With the help of all these teaching tools, the learning environment is made as vivid as possible, giving

us access to knowledge right away through our hearing and vision organs. Therefore, any tool that may be used to make learning more concrete, effective, realistic, and dynamic can be referred to as audio-visual content.

CHAPTER II

LITERATURE REVIEW

A. Concept of Writing

1. Definition of Writing

Writing is a manner of communication, which use a conventional graphical system to readers. One component of language proficiency that involves preparation for the use of a language is writing. Form of communication that makes use of written language's words, sentences, functions, and types of structures to make the information easy to understand for the reader. Tamimi (2014, p. 18) claims that writing in Harris has five similar elements. They are the element of writing known as content, form to judge the text's clarity and coherence, grammar, vocabulary to judge its diction, and lastly mechanic.

The following are signs that a text is descriptive:

1. Content / spelling: With the exception of homophones, the likelihood of spelling errors is significantly

reduced by the presence of spell checks in word processing systems. A homonym is a word that has the same pronunciation as another word but a different spelling and meaning. Here are some examples of homonyms: (1) affect (to have an influence on), effect (a result). Affect is generally used as a verb (to affect) while effect is generally used as a noun (the effect). (2) capital (seat of government) and capitol (a building). (3) lie (recline) and lye (used in making soap). (4) principal (head of school) and principle (a truth, law, rule, or standard). (5) scene (setting) and seen (past participle of see).

2. Grammar: Grammar explains the shape and arrangement of words in sentences (called morphology) (called syntax). In other words, grammar establishes norms for how language is typically used in oral and written communication so that people can communicate more effectively. The eight parts of

speech serve as the foundation of grammar: Verbs describe events, acts, or situations. (1) Nouns; name people, animals, places, things, or abstract ideas. (2) Pronouns replace nouns or other pronouns. (3) Adjectives modify nouns or pronouns by describing, identifying, or quantifying them. Adjectives usually precede the modified noun or pronoun. (4) Adverbs modify a verb, adjective, other adverb, phrase, or clause and indicate manner, time, place, cause, or degree. Adverbs are recognizable because they answer the questions how, when, where, or how much. (5) Prepositions connect nouns, pronouns, and phrases with other words in a sentence and usually indicate time, space, or logical relationships. (6) Conjunctions connect words, phrases, and clauses.

3. Sentence : A sentence is a set of words that are put together to mean something. A sentence is the basic unit of language which expresses a complete thought.

It does this by following the grammatical basic rules of syntax. For example: "Ali is walking". A complete sentence has at least a subject and a main verb to state (declare) a complete thought. Short example: She walks. A subject is the noun that is doing the main verb. The main verb is the verb that the subject is doing. In English and many other languages, the first word of a written sentence has a capital letter. At the end of the sentence there is a punctuation mark depending on whether it is a statement, a question, a command, a request or an exclamation.

4. Vocabulary : Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Language's vocabulary is ever-evolving and expanding. People create new terms or borrow existing ones to describe man's actions as life becomes more complex. The actual number of words in the

modern English language is unknown. According to the interpretation given above, vocabulary is the fundamental building block of language proficiency. It is made up of a variety of lexemes, such as single words, compound words, and idioms. Vocabulary also bears similarities to the terms "lexicon" and "lexis," and it forms the basis for how well learners speak, read, listen, and write. Vocabulary is used in language acquisition to increase linguistic proficiency. Making sure that students have a strong command of the language is the goal of vocabulary mastering. It depends on how much and how well-versed they are in terminology. The kids' ability to use language will improve in direct proportion to the depth of vocabulary they can master.

A production of a section of writing including content, process, audience, purpose, word choice, organization mechanism, grammar, and syntax.

Writing is one of the productive talents that must be mastered in order to produce good works in a language that will be written down. This is due to the fact that written skills aid in acquiring competency in a more efficient manner when learning languages. In order for pupils to learn and acquire language through written and oral techniques in order to increase their proficiency. Writing is a skill for authors, but it's also a tool they can use to extend or expand their ideas and drive to interact with others (Fulwiller, 2002). Additionally, writing makes our thoughts explicit, enabling us to verbalize and expand upon them (Harmer, 2007).

Writing is a difficult skill that requires process mastery. Some pupils write poorly despite speaking English well and fluently. To influence students' learning attitudes, appealing instructional strategies are needed, such as teaching them new learning habits. Learning to write can be one of the more exciting skills to master due to the effective and

efficient learning model that can motivate the instructor to innovate and utilize unique teaching techniques in the classroom. There are several ways to study writing (Wagiran and Doyin, 2005). One of them is now working on a paper. Students' are expected to develop not just their thoughts, but also ways for expressing their ideas and creating an entertaining essay to read in order to write an essay. To create a full essay, they must organize and connect their phrases.

Students' scholastic obligations as second language learners require them to be able to talk, listen, read, and write in addition to speaking, listening, and reading. We may convey stories about people and recall information and thoughts by writing. In accordance with the information gathered, the author will communicate his thoughts and feelings through writing. Writing allows you to communicate what is included in the thoughts that you want to manifest to everyone (Wagiran and Doyin, 2005).

Writing is a skill that can be used to prepare for work on other abilities such as listening, speaking, and reading. This planning can help you put the words you've used appropriately into the most appropriate context. "Writing is utilized for a number of objectives," says Jeremy Harmer, "what you want the thoughts in your mind to put in paragraphs." Furthermore, writing is a linguistic skill that entails the process of expressing thoughts, sentiments, and forms in words and sentences. These abilities are utilized to communicate and to broaden one's understanding.

According to (Asriati & Maharida, 2013), writing is "studying to focus our minds on essential things and learning about them." This activity allows a person to solve a difficult problem, master a fact, and express their thoughts in a way that no other method allows. The process of expressing oneself through the use of a language system is known as writing. As a result, we confront two obstacles when we write: "what to write" and "how to write it."

Language abilities, on the other hand, refer to the writer's ability to manipulate the laws of language in the traditional sense, whereas extra linguistic system or world knowledge refers to what the writer knows about the subject to be written about.

2. Processes of Writing

In order to generate an excellent piece of writing, various procedures must be followed. The stages of writing, according to Harmer (2004), are planning, drafting, revising, editing, and final draft.

a. Planning

Students make preparations for their writing assignments. Before they start writing or typing, they try to think out what they're going to say. When planning, students must keep three things in mind: the purpose, the audience, and the content structure.

b. Drafting

Students now write a complete first draft in sentence and paragraph style, ignoring spelling, grammar, and punctuation.

c. Revising

In a pair or small group feedback session, students read their own or a classmate's essay. Then they ask follow-up questions or advise what additional information should be provided. Each student works independently to identify, revise, and rewrite his or her material in response to this form of feedback.

d. Editing

Working alone or in couples, students double-check their second drafts for accuracy. This time, they focus on making sure that their ideas are well-organized and that they have included sufficient details. When the content and organization appear to be satisfactory, students turn their attention to grammar, spelling, and punctuation.

e. Final Draft

Students can send in a clean third (and final) draft for feedback, or they can post their writings on a classroom bulletin board for others to view.

3. Purposes of Writing

According to (Altarriba, 2003), "theoretically, the goal of writing is the expression of ideas and the delivery of messages to the reader." As a result, the writing's most crucial element should be the ideas themselves." It suggests that authors write for a specific reason. They must consider the purpose of their writing because it will influence not just the type of text they produce, but also the language and content they use. There are just four common reasons for writing: to inform, explain, persuade, and entertain others.

a. Writing

In much of their work, the writers' goal will be to simply inform their audience about a topic. To inform means to supply readers with significant information about a subject, which usually means simply telling them what

happened or what the facts are. Although informative writing is the most fundamental style of writing, it is also one of the most important because it provides as a foundation for other types. When writing to inform, the authors should keep two things in mind: selecting the appropriate content and organizing it efficiently.

b. Writing to Explain

Writing to explain requires taking something enigmatic and making it clear. In expository writing, a writer who understands a complex issue must guarantee that his readers do as well. We all use a variety of common ways for explaining something to another person in everyday speech, and the same strategies may be used to construct an explanation in writing.

C. Writing to Persuade

Persuasion is likely to be the most significant writing we ever do in our personal lives, our professional lives, and perhaps even our school lives. Our landlord's

complaints to the rent board, job application letters, and examination essays are all likely to require persuasive writing. The purpose of persuasion is to persuade your audience to accept the central notion, even if it is controversial. and put it to good use.

4. The Important of Writing

According to Hairston in Sale (2008:5), there are several reasons why writing is important:

1. Writing is a discovery tool. The act of writing into information and tab into information and image we have our unconscious mind stimulates our mental process.
2. Writing aids in the organization of our thoughts. We can put them together in a logical order.
3. Writing helps us connect and see relationships, which leads to new ideas.
4. We can dictate ourselves from our ideas if we write them down.

5. Writing improves our ability to detect and analyze information. When we write about a subject, we learn more about it.
6. We can solve problems by putting their components into written form, which we can then review and adjust.
7. Writing on a subject makes us active learners of information rather than passive ones.

5. The Characteristic Of Good Writing

According to Adelstein and Prival in Damayanti (2009: 15), there are some characteristics of good writing:

1. Good writing represents the ability of the writer to organize information into a coherent whole, moving logically from a sentence to the dominant idea, to supporting ideas, and finally to a consistent conclusion, expressing the reason sense of a well-thought-out plan.

2. Good writing represents the writer's ability to write in a way that engages readers and demonstrates a thorough mastery of the subject.
3. Good writing displays the writer's ability to critique and revise a draft. The key to effective writing is revision.
4. Effective writing demonstrates the writer's ability to tailor his or her approach to the occasion's objective and audience.

6. Type of Writing

A paragraph or an essay can be written in a variety of ways and styles. A writer will select a typeface. It relies on what he wants to achieve in terms of developing an appealing learning method, as well as what he will read in the readers' written works. In general, there are four different types of writing:

1. Narrative : A narrative paragraph or essay tells a story, like a narrator in a play (though it does it has to be a

true story, not like a short story or play). Narrative writing is best used for illustrations in an essay. where with the existence, this narrative paragraph can provide someone to achieve a good essay. "As a result, this is usually written as the first person to develop an idea in a paragraph, both to find an opinion to be written in a paragraph. Because it can require someone to have conflict in writing a paragraph, essay or writing a story. In essays it usually means events who can tell in an event some brief challenges to understanding in a paragraph.

2. Descriptive : Descriptive writing describes a picture that will be created in a story. In its pure form, not much happens. A description paragraph can tell a person what kind of thing to launch in a composition without any action or event. because it can explain a relationship or a process outside of oneself or within oneself; Therefore, it will have an impact on subjective

perception directly. Thus, descriptive writing can describe what you have in mind to be written in a paragraph. This usually involves creating a vivid picture of what we are experiencing and feeling at any one moment, and it will use many adjectives about understanding in a clear and precise picture. So, as a writer, you must be able to make an understanding of what is written in an essay, so that readers will miss a written article that has been read. Thus, the requirements for wanting to write an essay in descriptive paragraphs and essays are usually written with a first-person perspective.

3. Expository : Expository writing is a paragraph that can explain things about a subject. Sometimes too Called in information, because it can provide information about a person, place, object, relationship or idea. To achieve that, it is best developed using clear, compelling reasons, facts and real information, cause and effect

relationships, or examples. in this paragraph, included in factual paragraphs, written without emotion and usually written in the third paragraph. The ministry should, however, concentrate on external development, impartial descriptions, and explanations rather than subjective opinions. Indeed, expository paragraphs and essays sometimes confused with descriptive writing, because fatigue can spend a lot of time describing something. But the big difference is that expository descriptions tend to tend to external objects, situations and processes, explaining things neutrally, without any fundamentals. Whereas, On the other hand, when reading and understanding instructional and learning literature, descriptive paragraphs frequently evoke strong emotional reactions in us.

4. Persuasive: This type of writing can be perhaps the most common form of writing in writing an essay. Persuasive (or argumentative) writing tries to convince

the reader that what he meant the views or actions taken by the author are valid. To accomplish this, the author must choose the most pertinent subjects that may be expanded upon, have more than one viewpoint, and are well defined. This is crucial in order to comprehend the author's message from the preceding topic and to get clear information. In addition, you can explain the points directly opposite from views, but should be summarized more clearly at the beginning as well as in the paragraph. If you are not sure how to do in writing a paragraph, then simply stick to your own opinion and be more confident about understanding the learning process. Whereas persuasive writing seeks to prove a point of view, usually written in an objective perspective, in the third person; attitude like that can help show clarity in an article.

7. Benefits of Writing

It is necessary to write. It has numerous benefits(Blattner, 2011), 2011; or What is the Importance of Writing?) because it allows a person to:

- a. Express his personality;
- b. Create communication;
- c. Build thinking skills in writing;
- d. Make logical and persuasive opinions;

Writing is significant since it is employed extensively in higher education and the workplace, according to Walsh (2010). Students will be unable to communicate effectively with instructors, employers, peers, or just about anyone else if they do not know how to express themselves in writing. Proposals, notes, reports, applications, preliminary interviews, e-mails, and other forms of professional communication are all part of a college student's or successful graduate's everyday life.

Writing holds a special place in language learning since it calls for proficiency in and practice with the other

three language skills of speaking, listening, and reading. It also calls for the mastery of other skills, like metacognitive skills. Students must decide on a purpose for their work, carefully plan it, take into account its layout and logical structure, and revise it as necessary. When writing, individuals must use cognitive skills; they must evaluate their sources before fusing them into a focused essay. Allowing students to write as freely as possible at the beginning of the learning process, inspiring a sense of creativity in them, is one of the best ways to motivate students to write.

Janikova, 2005/6; Zajicova, 2011; or Rico, 1984) show that creative writing can play an important role in the development of writing skills. For example, Maley (2009) emphasizes the following advantages of creative writing:

- a. It supports language development at all levels: grammar, vocabulary, phonology, and discourse; it encourages learners to manipulate language in interesting and difficult

ways as they strive to communicate distinctively individualized meanings;

- b. It necessitates a willingness to experiment with language; and
- c. It focuses more on the right side of the brain, with an emphasis on feelings, physical sensations, intuition, and musicality; it also provides opportunities for learners who might not otherwise be able to do so.
- d. As a result, formal education procedures are frequently at a disadvantage.

8. Components of Good Writing

Jacob cites five sorts of writing components in (Asilestari, 2018). The five elements are content, organization, language use, vocabulary, and mechanics.

1. Content

The content of a piece of writing should be obvious to the reader so that they may comprehend the message and learn something from it. It must be well-organized and

completed in order to have outstanding writing content. This is a trait of good writing that is frequently referred to as unity and completion.

2. Organization

The manner in which the writer organises and organizes the concepts in order to convey the information in words are referred to as writing organization. Writers employ a variety of methods to organize or arrange their work, the most well-known of which is order.

3. The Use of Language

According to Coke in (Asilestari, 2018)., Because it necessitates appropriate grammar and usage, language is employed in creating descriptions and other sorts of writing. However, because there are so many parts of grammar to consider, the writer would like to cite some literature in the writing on verbs, modifiers, adjectives, adverbs, and participles. A phrase can also be used as a modifier. When compared to a group of modifiers, a single

well-chosen modifier is typically more effective. Look up more exciting synonyms in the dictionary if you're having problems articulating anything with an overused or warning-out modifier.

4. Vocabulary

One of the aspects of language that deals with the writing process is vocabulary. Writers are always trying to figure out how to fit words into phrases and sentences into paragraphs until they can finish a piece of writing. If we don't have a language, we can't write or express ourselves. As a result, we will be unable to comprehend the written item unless we have a vast vocabulary. The English learner and English teacher should consider vocabulary as one of the most important components of writing, because learning the language's words is unquestionably advantageous.

5. Mechanics

The application of mechanics is necessary for proper capitalization, punctuation, and spelling. These

characteristics are critical because they aid readers in quickly grasping and recognizing concepts. It will be easier for readers to associate the transmitting thoughts or messages to the written materials if advantageous mechanics are used in writing.

B. The Concept of Descriptive Text

1. Definition of Descriptive Text

Descriptive text is including in the English Curriculum in Indonesia (Kemendikbud, 2013), explaining how the great text structure is very important for teachers as people who play an important role in teaching and for students who are required to master it. The reader can understand what the writer saw, felt, and might touch. Based on Guinness and Spencer (2012, p.5) in Nur'aini (2014) it is stated that descriptive text is not only to tell something, but also show something, to see in depth what is going on. In descriptive text, a writer use words to describe something such as a person, scene, feel. In this case the author describes that most significant attribute. In describing, the author

tells the most significant feature or attribute, if discussed. Descriptions range from very precise to very creative. In science, descriptions tend to be exact, as when the author describes an apparatus. Descriptions in poetry are more imaginative. In general, the description does not occur alone; they mingle with definitions and explanations.

The study comes to the conclusion that a descriptive text is one that thoroughly depicts a person, place, or other object. Words that assist their readers visualize, hear, smell, taste, and feel what is being described are necessary when they want to describe something. Identification and description are the two general structures that make up descriptive text. Identification serves as the opening sentence. In order to introduce the thing or object that will be detailed, general information is provided. The features of the specific object being described or discussed make up a description. Language elements in descriptive texts include the simple present tense, conjunctions, the usage of adjectives

(such as size, form, texture, and speed), connecting verbs (such as also, is, belongs), and signal words (such as, for example, etc.)

2. Generic Structure of Descriptive Text

At the high school level, one of the lessons is descriptive text. Hardiyani (2015, p. 20) claims that a descriptive writing is one that aims to depict a certain person, location, or thing. Generic text structures like identification and description must be present in descriptive texts. According to Pardiyono (2010, p. 44) and Iskandar (2017, p. 60), the descriptive text adheres to specific rules.

1. Identification

Identification (introduction) is a statement or a brief paragraph that identifies the subject that will be explained; it is typically engaging and capable of inspiring the reader to want to read the content. The author introduces the story in identification.

2. Description

The writer will discuss the selected topic in this section. This section serves to adequately describe the object as described

in the identification section. The object can be described from a variety of viewpoints, including size, length, strength, color, height, location, weather, attributes, shapes, etc.

Based on the justification, it can be deduced that a descriptive text has a generic structure that consists of two parts: identification, which introduces the content of the text, and description, which describes what the author is telling the reader. This makes it simple for the author to provide a description so that the material may be organized.

3. Kinds of Descriptive Text

Descriptive text describes things, such as people, and places. As a result, it is clear from the statement that there are three different sorts of descriptive text: A descriptive text is a type of text that describes an object's qualities in order to provide readers a clear sense of the people, locations, and time units it is describing (Priyana, 2008, p. 18).

1. Description of Person

Readers typically find persons to be intriguing. Their physical attributes are intriguing, especially as they reveal personality. When the word "description" is used, most people immediately think of adjectives and possibly adverbs. The writer can infer information about a person's fashion sense, gait, hair color and style, face features, body type, and facial expression.

2. Description of Place

It is not required to start with one area and go on to another when describing a location. The way the description is structured will determine how well the reader can see the scene being described. The topic and the author's goals will determine how the details are organized in a descriptive paragraph. A controlling notion that expresses an opinion or perception about the location being described can be added to the paragraph to make it more engaging. It matters how things look, feel, and sound.

3. Description Units of Time

Descriptions of units of time are often used to establish mood. There are numerous descriptions of seasons, days, and times of day throughout literature. Observe how each of the following examples uses the description of a unit of time to establish a specific mood or emotional tone.

C. Synectic Learning Model

1. Definition of Synectic Model

A synectic teaching model is an innovative one. It places a strong emphasis on the ability of students to solve problems by combining cognitive and logical thinking with rational and emotional reasoning. Gordon created this concept to help children enhance their inventiveness (Aunurrohman:2014). The use of metaphor, or the comparison of two things, ideas, or concepts, is central to synectic process. (Estes and colleagues, 2010).

Synectic learning model is a learning model that facilitates students to think creatively and use synectic procedures to

develop creative groups. The synectic model is designed to foster the creativity of students by seeing what is in accordance with reality or events that have been experienced. Winataputra (2005) suggests that the essence of the synectic model is a metaphorical activity that includes 3 parts, namely; personal analogy, direct analogy, and compressed conflict.

The first, Personal analogies require students to empathize with the idea or object to be compared. namely comparing the ideas they will convey in writing. This identification is possible with a person, a plant animal, or with an inanimate object. The emphasis in the personal analogy is engaging with empathy to understand what the other person is feeling, see it from that person's point of view, and also imagine yourself in that person's shoes. Thus, the greater the concept of distance created by the disappearance of the self, the more likely it is that the analogy is new and creates or creates something new. according to Gorodon (2014) Identify four levels of involvement in personal analogy as follows:

1. The first person describes with facts.
2. The first person identifies with feeling.
3. Empathic identification with living things.
4. Identification with inanimate objects

This level of personal analogy helps provide guidance on how well the conceptual distance has been established. for example in the ability to improve writing skills.

The second, Direct analogies is a simple comparison of two objects or concepts. This approach is expected to be able to convey messages to students as users. In the architectural analogy, which is used to translate analysis into synthesis, new visual forms will emerge, but must be based on previously known visual forms. Direct analogy is an analogy that is taken directly from the main object or function of the design, directly. This synectic strategy using metaphorical activities is designed to provide a structure in which individuals and groups can free themselves to develop imagination and insight into everyday activities to improve writing skills. Where, Synectic directs

students to think about things that don't make sense, through metaphorical activities carried out during the lesson. Things that are not real are imagined to be real, things that are not there feel as if they exist. Existing metaphors form parables, distinguishing ideas or objects by changing the position of the two. In other words, the student's position on an object. Synectics means the strategy of bringing together various elements, in order to gain new perspectives. For example in improving writing skills.

The third, Compressed Conflict is a two-word description of an object in which the words appear to contradict or contradict each other. For example, very aggressive and friendly enemy; destroyer that saves lives and breeds fire. Students take their descriptions of phases two and three, suggest several compressed conflicts, and choose one. Meanwhile, according to Gordon (2014), states that the relationship between creativity and the synectic process can bring up the creative process towards awareness and develop real capacity for individuals and groups. It focuses on student creativity and student strategies for solving

problems using rational and intellectual means in rational and emotional ways. Rationalism is an attitude that is carried out based on logical thoughts and considerations and is in accordance with human common sense. While emotional is a response to someone or something, it is used to help children enhance their creativity. The synectic process includes the use of a metaphor, which is a comparison between two objects, ideas, or concepts. A type of creative learning is the synectic learning paradigm. Most pupils struggled to come up with a central idea when writing descriptive prose. They had problems extending and exploring their ideas even after being briefed about the fundamental topic. They also had a poor perception of writing, considering it to be a tough and complex skill to master. As a result, the synthetic teaching paradigm is employed to improve students' writing skills. This is an example of a teaching model based on the synectic learning model:

1. The First Step (Creating Something New).

- a. The first step, students are asked to describe what circumstances and themes they come across during the learning process.
- b. The second Step, students express themselves directly by choosing topics to write about based on their own work, developing ideas, and expressing something to write about in a paragraph.
- c. The third step is for pupils to transform into items of their imagination that they have picked during the learning process.
- d. Fourth step: Students will submit a written statement that is written and choose one that is developed in a good written work based on a description of the previous stage.
- e. Step five: Students construct and sketch their own direct analogy based on the conflict analogy in step five.

- f. The final step: the teacher assigns students to complete a task, grasp what they say in a piece of writing in written form, and apply their final statement or syntactic experience.
2. The Second Step (Making Strange Things Familiar).
- b. The first step: the teacher introduces a new topic that will be elaborated in a paragraph.
 - c. The second step: the teacher makes direct comments, and pupils describe what they will receive as a result of the learning process.
 - d. Tthe third step, the teacher invites students to actively express or deepen their thoughts.
 - e. The Fourth step: students identify and deliver key points concerning new and previously presented topics.
 - f. The fifth phase is for pupils to solve problems that the teacher has learned during the learning process.

- g. The sixth step: Students express what they've learned from the teacher.
- h. The seventh Step : Students produce teaching materials on the spot and put what they've learned into practice..

D. Audiovisual Language Teaching

1. Defination of Audiovisual

According to Wahyuningsih et al. (2014), one of the media that enables students' two senses, sensory and auditory, to work together to improve student learning and achievement is audiovisual learning media. Additionally, audiovisual materials are employed to spark students' interest in learning the material, particularly when they are shown a selection of short films with potent stories and clear writing. As a result, the media might increase students' interest in the subject.

An fascinating method of instruction is the synectic model, which enables students to experiment and

explore. By offering pupils a choice of topics on which to write, it promotes variety in writing. This method has the benefit of encouraging students and teachers to think creatively and assisting them in problem solving. This paradigm, on the other hand, has drawbacks; it's tough to apply to classrooms that employ antiquated teaching methods or don't have the resources they need (Mutmainah, Aquami, 2016).

In this study, the author used audiovisual medium to implement the synectic paradigm for knowledge transfer. The learning objectives may be more easily attained if a learning model is used to the learning process. Through the usage of educational media, students are given information or learning messages. Media use in the classroom can assist teachers in raising student achievement (Sari and Sasongko, 2013). Dunifa (2016) asserts that not everyone who reads voraciously can also write. Because many people who enjoy reading struggle to

write well, it is a myth that a good reader would also be a good writer (Pudewa, 2011). Because everyone has the ability to write, people with varied learning styles can be good writers. Anyone who is willing to learn and practice writing regularly will be able to write well (Schneider, 2011). Because everyone has the ability to write, people with varied learning styles can be good writers. Anyone who is ready to learn and practices writing on a regular basis will be able to write well (Schneider, 2011). Vivanco contends that writing ability is more closely related to desire and attitudes than to innate traits (Vivanco, 2009).

2. Objectives of Audiovisual Aids

1. To enhance the skills of the teachers in order to make teaching-learning process effective.
2. To make learners active in the classroom thus increasing their participation.

To communicate with audience according to their capabilities.

3. To develop interest of the students in academics.
4. To enhance the memory retention of the learners.

3. Advantages of Audio - Visual Aids

1. It helps to make the learning process more effective and conceptual.
2. It helps to grab the attention of students
3. It builds interest and motivates teachers and students
4. It enhance the energy level of students
5. It provides students a realistic approach and experience
6. These are easy to use and prepare
7. Audiovisual Aids promotes the creativity of students
8. Audiovisual aids can be reused
9. Audiovisual aids can be used for an illiterate group
10. Almost all the topics can be covered by using these aids, thus ensuring multidisciplinary approach.

4. Disadvantages

1. Audiovisual aids require proper environment for its projection. Students may get
2. distracted due to noise.
3. Some projected aids are expensive to carry out. eg projectors
4. Projected aids require electricity, for their display thus, limiting their
5. Some Audiovisual Aids require technical help
6. All the topics cannot be studied with Audiovisual aids.
7. They require accuracy and innovativeness for their construction.

5. Characteristics of a Good Audio Visual Aid

There are some features, which can be used to audio determine the extent to which visual aids can be used in the learning process. Their worth depends on how much they help achieve the following qualities, which are covered under the following headings:

1. Relevancy

The aid must be relevant to the concept that needs to be developed. A very important measure is the extent to which any aid is directly related to the understanding of the subject matter. A visual aid could be accurate to the best details, understandable and interesting. eg: Use of a Flipchart to explain Balanced Diet.

2. Accuracy

It is very important to make the audio visual aids accurate. The aids must be accurate in shape and size. eg: A smokeless chulha model.

3. Interest

Almost all the topics can be taught with the help of audio visual materials, because it creates interest through visuals, written matter, pictures etc. It makes tough subject matter interesting, appealing and captivating.

4. Comprehensibility

Audio visual aids should relate the It new experience with past experience should be within the comprehension of the students who are to use it. It should line with the previous knowledge, in order to make teaching more errecev.

5. Motivation

Audio visual aids should motivate iers in learners by overcoming the a learning. They should promote maximum learning of the students’.

Types of Media Lessons in improving writing skills are:

a. Visual Based Media

Visual media is able to expedite the process understanding (eg through understandable explanations in the form of structure and organization) and strengthening memory. Visual media can also grow interest in student learning and can provide the relationship between the content of the subject matter with real world, so that they are motivated in the learning process and create comfortable teaching and learning. The visual form can be;

- a. image representation such as pictures, painting or photo showing how something looks like, so it's easy to explain.
- b. a diagram depicting the relationship concept, organization, and structure the contents of the material in accordance with the prescribed procedure.
- c. map showing the spatial relationship between the inner elements content of the material.
- d. graphs such as tables, graphs, and charts that present a relatable picture of a set of pictures and figures.

b. Audio Based Media

Audio media based media is a form of learning media a cheap and affordable like type recorder. Audio can display messages that motivates. so it can be interesting and motivating students to study more material many and easy to understand. According to Arsyad (2013: 142), Audio material can be used for:

- a. Develop listening skills and evaluate what has been heard, then it can be written in written form;

- b. Explain and prepare for discussion or debate by revealing opinions in the learning process that exist far from the location;
- c. Become a model will be imitated by students in improving skills in writing;
- d. Preparing for variations and rate changes speed of learning about a subject a discussion or a problem that has been conveyed properly.

c. Audio Visual Based Media

Audio visual media is a meaningful audio visual aid materials or tools used in learning situations to aid writing and the words spoken in increase knowledge, attitudes, and ideas developed in an article. Audio visual media is intermediary media or the use of material that is most important in improving writing skills and its absorption through that good sight hearing in the learning process so as to build conditions that can make students capable acquire knowledge, skills, or attitude. Example; television, film, and video. The advantages of audiovisual media:

1. Videos and films can complement the basic experiences of students while in the learning process
2. Videos and films can describe a process accurately repeated if necessary to be captured in a video.
3. Apart from encouraging and increasing motivation, films and videos also instill attitudes and other affective aspects.
4. Videos and films can contain positive values that can invite thought and discussion in student groups to be more developed.
5. Videos and films can be played for large groups or small groups or individuals.
6. Movies at normal speed which take one week can be displayed in a minute or two live.

Weaknesses of audiovisual media

1. Film and video procurement will be expensive and time consuming.
2. Not all students are able to follow the information to be conveyed through the film.
3. The available videos and films do not always suit the needs and learning objectives desired, unless they are specifically designed and produced for their own needs.
4. Ideas and films can present harmful ones when viewed in person.

D.Learning Media Functions

According to AriefSadiman, et al (2003: 6) to explain the utility learning media in the teaching and learning process are as follows:

1. Clarify the message conveyed as clearly as possible so that it is not too verbal (in the form of written or spoken words);

2. Overcoming the limitations of space, time, and sensory power;
3. Using audiovisual media appropriately can improve students' understanding in writing, develop ideas and increase understanding widely.

MulyaniSumantri and JoharPermana (2001: 154), suggests some general media functions, namely:

1. Tools for realizing a teaching and learning situation effective;
2. Laying out the real foundations of abstract concepts so as to reduce understanding that is verbalism;
3. Generating student motivation and creating a comfortable learning process;
4. Enhancing the quality of teaching and learning so that it can be applied in the learning system.

Media can be used in the teaching and learning process with two direction, namely as a teaching aid and as a learning medium that can be used by students themselves.

BasukiWibowo and Farida Mukti (2001: 13-14) "Media that is used as a tool in the teaching and learning process is called dependent media, while learning media that can be used by students in independent learning activities are called independent media ". The media is designed, developed and produced systematically, and can provide targeted information to achieve targeted and useful goals. If independent media is used in the teaching system, the available study time can be used for discussion or discuss the parts that are important or difficult to understand the teaching materials students learn alone. If this teaching and learning system can be applied, then there are benefits that can be obtained from the use of independent media.

The advantages of using independent media include:

Teachers have plenty of time to help students who are weak, while students are busy studying on their own, teachers can provide assistance to students who need it in

order to overcome this abundance and can practice a good learning process;

1. Students will learn actively;
2. Students can learn according to their respective styles and speeds which can be captured in applying writing methods well.

The function of learning media according to YudhiMunadi (2008: 37-48) suggests that there are five functions of learning media, namely:

1. The function of learning media as a learning resource,
2. Semantic function,
3. Manipulative function,
4. Psychological function, and
5. Socio-cultural functions.

In detail, the functions of learning media can be explained as follows: The function of learning media as a learning resource Learning media serves as a learning

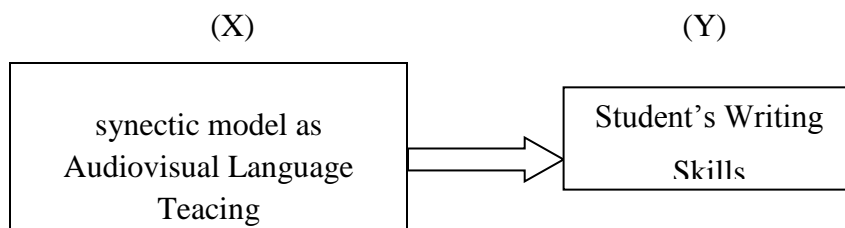
resource, which can clarify meaning activeness, namely as a distributor, conveyor and liaison. The function of learning media as a learning resource is The main function. Mudhoffir in his book entitled Principles of Learning Resource Center Management (1992: 1-2) states that learning resources are essentially system components that can apply messages, teaching materials, tools, techniques and the environment, which can affect learning outcomes. students. Thus learning resources can be understood as all kinds of sources that exist outside of a person (student) and within a person and make it possible (facilitate) a comfortable learning process.

The understanding above is in line with Edgar Dale's (Ahmad Rohani, 1997: 102) that the source of learning is experience which is basically very broad and can know about the understanding obtained in the teaching-learning process, namely by covering everything that is experienced, which can lead to more effective learning events. It means

that there is a change in behavior towards a more perfect fit with predetermined goals.

E. Conceptual Framework

This research, the research focus on students' writing skills by using synectic model as Audiovisual language teaching. The are one classes which divided into experimental class.



Writing, listening, speaking, and reading are some of the skills that are included in English. Writing talents are unique aptitudes that assist authors to put their thoughts into words in a meaningful shape and psychologically engage with the content. Writing is highly vital in school and cannot be separated for pupils. If they struggle to write well, they will find it difficult to advance

in their studies and are more likely to drop out. On the other hand, students will have a better chance of succeeding in their academic endeavors if they have strong writing abilities.

In teaching writing skills, students have several problems. The First, the lack of students' vocabulary mastery. The Second, students have difficulty in choosing the main idea that will be developed in the descriptive essay text. This condition is caused by several factors, such as limited vocabulary mastery, and inappropriate sentence structure patterns. To solve the problems faced by students in the learning process, especially in writing essays, the teacher must apply an interesting model. Therefore, a learning model is needed to see the effect of writing skills using the synectic learning model. So that it can be said that the influence of students is students who still have difficulty in making essays and descriptive texts. The synectic model is a learning model to be able to

develop students' creativity in writing skills (Aunurrohman: 2014).

According to Abidin (2013), the learning model can be interpreted as a concept that helps explain the learning process, both explaining thinking patterns and learning action patterns. Given the importance of learning models as supporting learning success, especially in learning to write, such as writing short stories, a model is needed that can provide opportunities for students to think creatively. This model is synectic in nature. Students are actively and creatively involved in the learning process through this teaching method, which also enables them to apply their knowledge to solve problems.

Using the synectic model as an audiovisual language education tool, the researcher hopes to uncover a practical way to help students' writing abilities. This is because the method commonly used in story class, so that students become bored. The story learning method makes students

lazy to learn English and causes them not to be interested in writing. Therefore, this time the researcher uses a synectic model as audiovisual language teaching which is different from other studies.

F. Previous Related Studies

Previous studies were also used by the researcher. The first study is " Improving Students' Writing Skills with the Application of a Synectic Model of Teaching Using Audiovisual".The purpose of this study was to see how much the synectic learning paradigm improved students' descriptive writing skills. A synectic learning technique is one that helps students improve their writing abilities. The Kemmis and MC Taggart methodologies are used in this two-cycle Classroom Action Research. Students' writing abilities had improved, according to the findings. This paradigm includes many forms of metaphorical thinking to help people see old ideas in a new way. In this study, the researchers used audiovisual content to help learning. In

this work, a quasi-experimental design was adopted. To investigate the impact of students' writing issues in descriptive texts, the author employed a quasi-experimental study approach. The purpose of this experiment is to establish whether the independent and dependent variables have a cause and effect connection. A quasi-experimental study including multiple classes or schools is a popular situation for determining the effect of writing skills or instructional methodologies. In this study, the synectic model is an independent variable that may affect or influence students' writing ability, which is a dependent variable.

The second study, Hunan University Journal of Natural Sciences) Vol. 48.No. 7 by AkhmadKhusniMubaroq. July 2021 This study aims to improve the writing skills and learning activities of elementary school students who were victims of the Mount Sinabung disaster in Siosar Relocation, North Sumatra,

Indonesia. In fact, students' writing skills are in the low category; the average score of students' writing skills at the time of pre-action was 60.25. The obstacles that occur are that learning tends to be conventional, the teacher is considered the main source of knowledge, the teacher has not used learning media in the classroom. One of the appropriate learning media that can be used to improve children's writing skills is audio-visual learning media, media that can display sounds, images, graphics, diagrams, and stories so that learning that is absorbed through sight, as well as hearing, can accelerate students' absorption in learning. understand the subject matter presented. This research method is Action Research which refers to the theory of Jean McNiff. The research was conducted at the State Elementary School No. 047175 Simacem, NamanTeran District, Karo Regency, North Sumatra Province. The subjects of this study were 20 grade II elementary school students. Data collection techniques and

instruments were in the form of tests, observations, sections and field notes. The research procedure is planning, implementation, observation, and reflection. Therefore, in this study, I will discuss good and correct writing skills using an audio-visual learning system for students using observation and interview methods.

The third study, *Journal of Ethical Lingua* Vol. 7, No. 1, 2020 by MutsyuhitoSolín, This study discusses two research objectives: (1) what strategies students use in learning writing skills, and (2) what problems students face in learning writing skills. The subjects of this study were 35 EFL students majoring in English at Indonesian universities. They were invited to fill out a questionnaire about strategies in learning writing skills, and six of them were asked to conduct interviews about problems during the learning process. The strategy is based on the stages of the writing process (planning, implementation, and revision), which in this study are presented in three factor

models (cognitive, metacognitive, and) social strategy). With regard to the second objective of this research, the problems faced by students in learning to write include problems of grammar and vocabulary. Meanwhile, the research that I will do is the same, namely on English subjects for high school and pay attention to writing skills in the learning that students will learn.

G. Hypothesis

Based on the theories described above, a theoretical hypothesis can be proposed. The theoretical hypotheses that will emerge in this research are:

1. H₀ (Null Hypothesis): There is no significant effect of the synectic as audiovisual language teaching model on students' writing skills.
2. H_a (Alternative Hypothesis): There is a significant effect of the synectic model as audiovisual language teaching on students' writing skills.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

A study is conducted to obtain data for the purposes of a researcher. Data can be obtained through a scientific method or scientific method. The research method is basically a scientific way to get data with certain goals and uses Sugiyono (2015). All methods are in principle good and can be used, but in determining the right research method in a study depends on the problem being studied.

The problem studied in this research is "The Effect of Synectic Model As An Audiovisual Language Teaching Aid on Students' Writing Skills". The right method in this research is quantitative method. The research design is a Quasi-experimental design. The quasi-experimental design is a development of the true experimental design which is difficult to implement (Sugiyono (2016: p. 77). The author uses a quasi-experimental design to see the improvement in

students' writing skills in descriptive texts. Quasi-experimental The purpose of the quasi-experimental design is to determine cause and effect between independent variables and variables Determining the general situation to apply Quasi-experimental studies involving the class or which can be used to determine the effect of writing skills or learning methods, synectic model is the independent variable that can cause/affect students' writing skills as the dependent variable.

The form of quasi-experimental design used is Time series design. According to Sugiyono (2010), there are two quasi-experimental designs, namely the time series design and the non-equivalent control group design. The author uses a time series design in this study, which aims to determine the effect of the synectic model as an audiovisual language teaching aid on students' writing skills. Before being given treatment, the experimental group was first given a pre-test, then given

treatment and after that was given a post-test. The following is the design of the time series table in this study.

Table 3.1 Research Design Time Series Design

Pt Pre-Test	Treatment	Post-Test
O1	X1	O2

(Source: Sugiyono,

2018)

Description :

O : Pretest = Posttest

X : Treatment using Model Synectic

B. Population and Sample

1. Research Population

All of the people are participants in studies. Population research is conducted when a person wishes to look at every aspect of the research area (Arikunto, 2016: p. 173). This is also stated by Margono (2005: pp. 118), population is all data that comes to our attention within a scope and time that we specify in a study. Based on this statement, because in this

study only 1 class will be the object of research. Where the results of observations that have been carried out at SMP Muhammadiyah Terpadu Bengkulu City in class VIII only has one class totaling 11 students.

2. Research Sample

Sampling technique is a sampling technique that will be used in research (Sugiyono, 2014, p.116). To target individuals with characteristics of interest in research (Turner, 2020). Therefore, the authors chose a sample using purposive sampling technique because the population is relatively small. So that the sample used in this study was 11 people, with the following details: 7 female students and 4 male students who only took one class. Because, at the Muhammadiyah Terpadu Junior High School, in class VIII, only one class was conducted. Where the method used in this study is a quasi-experimental method. Experimental research method can be interpreted as a research method used to find out the effect of treatment on others in uncontrolled conditions. While the form of the design is " pre-

test and post-test one group design" is research only uses one experimental class without there is a comparison class or a control class. In this study, the experimental method was used to determine the effect of Synectit Model on writing ability. The design used in the one group design is research conducted in one research sample, namely the experimental group.

C. Technique for Collecting the Data

In this study will use pre-test to collect data. The pretest will be used to measure the initial ability before being given treatment. While the post-test will be uswd to measure the final ability after being given treatment.

D. Research Instruments

One of the important things in a study is to collect data according to the problem to be studied. In collecting data, relevant instruments are needed. In collecting in-depth information, researchers also need other supporting instruments. The instrument in this study was an essay writing test. This test is designed for pre-test and post-test.

The researcher used a written test in the form of an essay related to the essay that the students would work on. the instruments used in this study were taken from previous research conducted by (Ufi Ruhama 2018). then the researchers tested the validity and reliability of the research instrument through validity with experts or validators as well as for reliability testing. This test contains four criteria to measure writing ability according to Tamimi (2014), namely content, evident and cohesian, grammatical, vocabulary & mechanic. The supporting instruments used by researchers are:

1. Test Writing

The learning outcome test that is commonly used is a teacher-made test to see the level of students' understanding of writing skills, where the test is in the form of tasks that have been determined in the teaching and learning procedure. This test is used to determine the increase in student learning outcomes so that they can

understand good writing skills to develop ideas that will be written in a good paragraph.

If students' writing scores alter between before and after utilizing the reverse class model combining language acquisition using the synectic model, researchers will utilize a writing exam to find out. The test is broken into two parts: a pre-test that will be administered prior to the treatment and a post-test that will be administered following the researcher's in class therapy.

2. Observation

Observation is a complex process, a process composed of recording in paying attention to the phenomena being studied systematically. This observation technique is based on direct observations in research. Observations in this study want to obtain information about students and teachers in the teaching and learning process. According to Widoyoko (2014: 46) observation is

"systematic observation and recording of the elements that appear in a phenomenon on the object of research".

3. Documentation

The last instrument is documentation, documentation that is used to facilitate researchers in collecting data on student scores such as photos and class conditions.

The writing evaluation used the analytic method by Reid (1993). Content was divided into five categories: form/organization, vocabulary/style, language use/grammar, and mechanics. Table 1 shows how students' writing talents were classified.

Table 1. The Category of the Students' Writing Skills

Score	Categorization	Description
89 – 100	Excellent	Students' can understand the topic described in the text.
79 – 88	Good	Students' can produce good descriptive writing, so they can get good writing.
66 – 78	Fair	Some students' can speak English quite well, but in writing mastery of vocabulary mastered very little.
46 – 65	Poor	In students' writing texts, there are still many errors in the use of language/grammar.
0 – 45	Very Poor	Students' are trained to improve the mechanical aspects which include; spelling, punctuation, word choice, and sentence structure. however, students do not understand this aspect.

The grid of research instruments on writing based on Tamimi (2014, p.18) is as follows:

Table 2. Grid of writing Skills Test

No	Variable	Components of writing	Indicator	Items
1	Writing Skills	Content	Finding information in writing that is developed in an essay, both paying attention to the suitability between the title and the content of the story in the text.	1
2		Evident and Cohesive	Analyzing an essay so that it is clearly organized between one paragraph and another.	1
3		Grammatical	The correct use of grammatical forms and structural patterns	1

4		Vocabulary & Mechanic	Use of appropriate vocabulary related to punctuation, spelling, and capital letters in the text.	1
Total				11

E. Research Procedures

1. Pre-test

Before implementing the Synectic Model learning system, the researcher will give a pre-test first. Students will take a writing test with the material in the form of writing descriptive text, which aims to see their initial ability in writing which can improve writing skills.

2. Give treatment

After performing a preliminary test and determining the ability of the students. To measure students' abilities in increasing writing skills, they will be exposed to the SynecticAs An Audiovisual Language Teaching Aid

learning model. The treatment was provided three times, each time in a single meeting lasting two hours and forty minutes. The days and hours are chosen to correspond to the English lesson timetable. There was only one group in this study. The participants in this study were students from class VIII of SMP MuhammadiyahTerpadu in Bengkulu City. The participants in this study were students from class VIII of SMPN MuhammadiyahTerpadu in Bengkulu City.

The group applied the inverted classroom model with language learning using the synectic model. In order for the research to run smoothly, the researchers used the syllabus as a reference in designing learning tools. As Kunandar (2011; p. 244), suggests that the syllabus is a lesson plan in a subject or group of subjects/specific themes which includes competency standards, basic competencies, subject matter/learning, learning activities, indicators of competency achievement for assessment. , time allocation, and learning resources.

The syllabus used was obtained directly from the English subject teacher at SMP Muhammadiyah Terpadu Bengkulu City. The following syllabus will be used in this study: after getting the syllabus, the teacher will design the lesson plans as a reference for teachers to carry out teaching and learning activities so that they are more focused and run effectively and efficiently. As Kunandar (2011: p. 263), suggests that the learning implementation plan (RPP) is a plan that describes the procedures and organization of learning to achieve the basic competencies set out in the Content Standards and described in the syllabus.

3. Post-test

The final test was administered after the treatment was given to the class. The last test includes a collection of writing questions similar to the first, but with a different theme and difficulty level. The purpose of the last test is to see if there is a substantial difference following treatment. It also compares the score to the score obtained on the first

test to see if the result is improving, staying the same, or declining. Finally, the test results were calculated using the SPSS 26 computer program.

F. Data Analysis Techniques.

After the data is gathered, the instruments (pre-test and post-test) and outcomes will be examined in order to respond to the study questions. Each instrument's analysis is presented in a descriptive manner.

1. Normality Test

The normality test is a test that determines whether a bunch of data's distribution is in the form of a normal curve or not. The Kolmogorov Simonov normalty test was utilized in this investigation. To evaluate the sample distribution and other distributions, Kolmogorov Simonov was utilized. This test compares a set of sample data with equal standard deviations and normally distributed mean scores. Based on the statistics, the normality test was calculated with a confidence of $\alpha = 0.05$.

2. Hypothesis Test

To test the hypothesis in this study the author uses T test formula. T test which is intended to test the significance of the effect independent variables X as a whole against the Y variable. T-test this is done by comparing the T values generated from calculation T_{count} with value T_{table} . The null hypothesis will be accepted or rejected is determined as follows:

- 1) If $T_{count} < T_{table}$, H_0 is accepted where there is no effect independent variable with the dependent variable.
- 2) If $T_{count} > T_{table}$, H_0 is rejected where there is a variable effect independent with the dependent variable.
- 3) The T test is used to examine the interaction between the independent and dependent variables. If $T_{count} \leq T_{table}$, or $T_{count} \geq T_{table}$ then H_a is rejected and H_0 received.
- 4) If $T_{coun} > T_{table}$, or $T_{count} < T_{table}$ then H_a is accepted and H_0 rejected.

The T-Test formula is:

$$t = \frac{(\overline{x}_1 - \overline{x}_2) - (\mu_1 - \mu_2)}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

CHAPTER IV

FINDINGS AND DISCUSSION

Based on the findings of the research results above, which were analyzed for data from research findings, a discussion of data analysis will be carried out according to theory. In order to be more detailed and clearly explained, this chapter discusses the analysis of the data presented in accordance with the problem under study.

A. FINDINGS

This chapter discusses the results of student tests in improving the writing skills of eighth grade students of SMP Muhammadiyah Terpadu Bengkulu City. In collecting data, the researcher first gave a pre-test to the students. Then after being given a pre-test, The students received care from the researcher. In the treatment given, the researchers used the Synectic Audiovisual model for eight meetings. After the researcher gave the treatment to the students, the students were given a test for eight meetings.

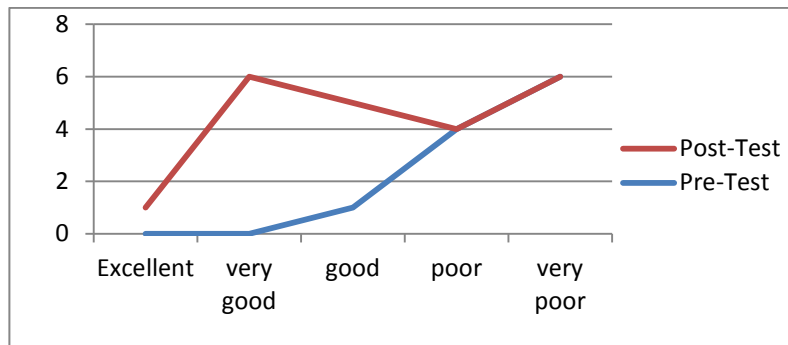
Finally, in collecting data, the researcher gave a post-test to the students. This is because the researcher will analyze and compare the test results of student learning outcomes after being given treatment. Prior to evaluating the data itself, the researcher must examine the results of the pre-

and post-tests as well as the normalcy distribution. The results are as follows:

1. The description of Pre-Test and Post-Test and Post-Test Score

The results of the study are used in tabular form, in writing (written) essays. The research started the research from April 11 until May 27, 2022. The population of this study was only done in class VIII only had one class and the sample of this study was VIII which consisted of 11 students. The results showed that the use of Synectic Model as Audiovisual Language Teaching aid on Students' Writing Skills had an effect on students' writing skills at SMP Muhammadiyah Terpadu Bengkulu City. The data were analyzed using SPSS version 26. The following is a description of the research results. After the authors conducted the research, they obtained two types of data: pre-test and post-test scores:

Figure 4.1
Graph for Pre-Test and Post-test Score



Based on Figure 4.1, The post test value is higher than pre-test value. This means that the application of the Synectic Model as Audiovisual Language Teaching can improve students' writing skills.

a. The Distribution of Pre-Test and Post-Test Score

Table 4.2

The Distribution of Pre-Test and Pre-Test

Score Interval	Category	Pre-test		Post-test	
		Frequency (students)	Percentage (%)	Frequency (students)	Percentage (%)
89-100	Excellent	0	0%	1	10%
79-88	Very Good	0	0%	6	54%
66-78	Good	1	10%	4	36%
46-65	Poor	4	36%	0	0%
0-45	Very Poor	6	54%	0	0%
Total		11	100%	11	100

Based on Table 4.2, the pre-test scores, there are 0 (0%) students in the very good category, 0 (0%) students in the very good category, 0 (0%) students in the good category, 1 (10%) students are in the low category and 6 (54%) students are in the category failed category. Meanwhile, in the the post-test scores, there were 1 (10%) students in the very good category, 6 (54%) students in the very good category, 4 (36%) students in the good category, 0 (0%) students in the low category. Category and 0 (0%) students are categorized as failed.

2. Data Testing

1. Normality of Pre-Test and Post-Test

In analyzing the normality of the pre-test and post-test score data, the Kolmogorov-Smirnov test sample was used. The normality of the pre-test values can be seen in table 4.3.

Table 4.3
The normality test of pre-test scores
One Sample Kolmogrov –Smirnov Test

			NilaiSiswa (Pre-Test)	NilaiSiswa (Post-Test)	
N			11	11	
Normal Parameters ^{a,b}			Mean	48.73	75.73
			Std. Deviation	11.841	7.538
Most	Extreme	Absolute	.201	.122	
Differences	Positive		.201	.122	
	Negative		-.115	-.098	
Test Statistic			.201	.122	
Asymp. Sig. (2-tailed)			.200 ^{c,d}	.200 ^{c,d}	

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

From the table above describes the results of the normality test of students score data (Pre-test) and students score (post-test) using the kolmogorov smirnov test. From the table it is known that the p-value (Sig.) for the student's score (Pretest) is 0.200 and the p-value (Sig.) for the student's score (Posttest) is 0.200.

Because all p values > 0.05, the data on student scores (Pretest) and student scores (Posttest) are said to be normally distributed.

2. Hypothesis of Testing

Table Table 4.4

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Nilai Siswa (Post-Test)	75.73	11	7.538	2.273
	Nilai Siswa (Pre-Test)	48.73	11	11.841	3.570

From the table above describes the average value (Mean) and the standard deviation value (Std. Deviation) for student scores (Pre-Test) and student scores (Post-Test). The average (Mean) is 48.73 and the Standard Deviation (Std. Deviation) value is 11.841, while the Student Score (Post-Test) with an average value (Mean) is 75.73 and the Standard Deviation value (Std. Deviation) of 7.538.

Paired Samples Test

Pair 1		
NilaiSiswa		
(Post-Test) -		
NilaiSiswa		
(Pre-Test)		
Paired Differences	Mean	27.000
	Std. Deviation	6.753
	Std. Error Mean	2.036
	95% Confidence Interval of the Difference	22.463
	Lower Upper	31.537
T		13.261
Df		10
Sig. (2-tailed)		.000

From the table above describes the test results of the average difference between student scores (Pre-Test) and student scores (Post-Test) using the Paired Samples t-Test. Paired Samples t-Test was used because the data of Student Values (Pre-Test) and Student Values (Post-Test) were normally distributed. From the table, it is known that the Paired Samples t-test (t-test) value is 13,261 and the t-table is 2,228 with a p value of 0.000. Because the value of $t\text{-count} > t\text{-table}$ or $p\text{-value} < 0.05$, it is said that there is an average

difference between Student Scores (Pre-Test) and Student Values (Post-Test) meaning that there is a significant the effect of Synectic Model As Audiovisual Language Teaching Aid on Students' Writing Skills.

B. Discussions

The results of the research conducted at the SMP Muhammadiyah Terpadu Bengkulu City showed that that the number of students in class VIII students, totaling 11 samples. The purpose of this study was to determine the effect of the synectic model using Audiovisual assisted language learning (Infocus).

In this study, the researcher guides students by providing treatment through audiovisual learning models and helps students develop ideas and compose essays, such as responding, explaining and understanding situations.

The results showed that there was a significant effect on students' writing ability after being given audiovisual treatment using Infocus. The mean value of the pre-test was 48.73 and the mean score of the post-test was 75.73. this means that the average value of the initial and final tests increased by 27.

Thus it can be seen that there is a significant increase in the average essay writing test score between before and after being given treatment. The effect of the synectic model

using audiovisual-assisted language learning (Infocus) is to improve students' writing skills, which can be seen from the difference in students' average test results where the pre-test and post-test scores increased by 27.

The final test score is a student's listening ability test which is then calculated using the t-test formula. Based on the paired sample t-test, the value of sig. (2-tailed) = 0.000 < 0.05 means that H_0 is rejected. This means that there is a significant difference in the pre-test and post-test student achievement scores. It can be concluded that there is a significant effect of the synectic model learning model using Audiovisual language Teaching (Infocus) in improving students' writing skills.

The data analysis above was carried out in two stages, namely: normality test, and hypothesis testing. The normality test was carried out using the Kolomogorov-Smirnov test and it was known that both were normally distributed. Meanwhile, the research tested the hypothesis by using the paired sample t-test. After the test was conducted, the researcher found that the results showed that there was a significant difference between the mean scores of the pre-test and post-test. This means that there is a significant effect of the Synectic learning model using Audiovisual-assisted

language learning (Infocus) in improving students' writing skills.

This can be concluded by looking at the results of hypothesis testing that has been done previously. Based on the results of the Paired Sample Test obtained the value of Sig. (2-tailed) is lower than the value of the t-test criteria, which means H_0 is rejected and H_a is accepted. In addition, the statement is also taken by comparing the t-count value with the t-table value. It was found that the t-count is higher than and the t-table value. This means that H_0 is rejected and H_a is accepted.

The first, it is Strengthened by previous research conducted by Ufi Ruhama (2018), a student of the Department of English Education, from his research entitled "Improving Students' Writing Skills Through Application of Synectic Teaching Models Using Audiovisual Media" revealed that students' writing skills were taught English using an effective learning model and efficient to improve the teaching and learning process. Synectics learning model is a model that is applied to improve students' writing skills.

This model combines various forms of metaphorical thinking to look at old ideas in a different way. In this study, the similarity lies in the learning media, namely using audiovisual media to support learning. The purpose of this

study was to determine the improvement of students in writing descriptive texts using the synectic learning model.

The difference between the research above and this research is in terms of the method using Classroom Action Research (CAR) with statistical analysis calculations. The sample of this study was 36 students of class IXD MTsN 2 Pontianak. This research is a Classroom Action Research with Kemmis and MC Taggart models with two cycles. The results showed that there was an increase in students' writing skills. The mean value of pre-test was 56.01, posttest 1 was 66.5, and posttest 2 was 87.46. This means that the application of the synectic learning model with audiovisual media can improve students' ability to write descriptive texts.

The second research was conducted by Rini Sartika Nasution (2020), a student of the Department of English at the State University of Medan from the results of her research entitled "Development of a Synectic Model in Learning to Write Short Stories in Class XI SMA UISU Medan which states that there are similarities in improving writing skills using the synectic model.

Then the difference is in the average percentage of students. The average percentage value is 93.45% with very good criteria and the passing test is 95.12% with very good

criteria. The data is also supported by the results of student observations who also experienced an increase in the pretest score from 64.83 to the posttest with an average value of 80.47. This proves that the synectic model developed for learning to write short stories is feasible and can improve students' ability to write short stories.

The third research was conducted by Rahayu (2017), a student of the Indonesian Language Education Department with the research title "Improving Short Story Writing Ability Through Synectic Learning Model Class XI IPA3 SMA Negeri 1 Kencong" which stated that based on the results and analysis of research data, the purpose of this study was to produce learning model that can overcome the problem of writing short stories. The learning design used by the synectic model in this study has similarities with respect to the abilities possessed by students in general and of course with the main aim of helping facilitate students' needs in literary skills which include the ability to appreciate (appreciation) and the ability to appreciate. Express (display) a literary work that is realized through writing and make short stories.

This learning model involves analogies and metaphors to improve short story writing skills. The metaphorical process of this learning model is identified as personal analogy,

direct analogy, and compressed conflict. The results showed that the use of the synectic model in learning Indonesian language and literature, especially in writing short stories by paying attention to the building blocks (intrinsic including theme, plot, setting, point of view, characterizations, and messages) showed a significant effect, affect, increase, Simportant. This increase can be seen from the learning outcomes that use three cycles so that it reaches the minimum limit of 85% of the number of students whose scores exceed the specified minimum completeness criteria (KKM).

The difference between the research above and this research is based on improving short story writing skills through learning the Synectic Model for Class XI IPA3 students at SMA Negeri 1 Kencong.

Based on the statement above, the results of research that have been carried out with previous studies both conclude that the Synectic model has a significant effect on improving students' writing abilities. Which can be seen from the results of the comparison between the first and last tests. There are differences between the research that has been done with previous research, namely in terms of learning outcomes, data collection techniques, and also data analysis techniques. In conclusion, the researcher concludes that the application

of the Synevtic model using Audiovisual (Infocus) has a significant effect on students learning outcomes in improving students' writing skills. This indicates that the research problem has been answered.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusions and suggestions based on the results and discussion of research data analysis in chapter IV. Conclusions about the effect of the synectic model using language learning assisted by Audiovisual Language Teaching (Infocus) in improving students' writing skills. While suggestions are addressed to teachers, students and further researchers.

A. CONCLUSION

Some findings from the previous chapter's discussion include, The results of this study showed a statistically significant effect on the synectic model using Audiovisual-assisted language learning (Infocus) in improving students' writing skills at SMP Muhammadiyah Integrated Academic Year 2022/2023, the researcher discovered after conducting research, gathering data, and analyzing it.

The synectic paradigm significantly improves eighth-grade pupils' writing abilities for a number of reasons. Before actively taking part in analysis and application, students in class VIII are initially placed in a situation where they engage in discovery activities. Second, by helping students get a deeper understanding of the ideas surrounding the subject matter being taught, the Synectic model's use of

audiovisual resources during treatment proved helpful in supporting students in uncovering their learning capacities.

According to statistical analysis, employing audiovisual language teaching to implement the Synectic paradigm has a considerable impact (Infocus) in improving the writing skills of eighth grade students of SMP Muhammadiyah Terpadu Bengkulu City in the 2022/2023 academic year. A significant effect is seen in the results of the study. This shows an increase in student achievement after being given Synectic model treatment using Audiovisual Language Teaching (Infocus). The mean value of the pre-test was 48.73 and the mean score of the post-test was 75.73. This indicates a 27 percent rise in the average score between the initial and final examinations.

The final test score is a student's listening ability test which is then calculated using the t-test formula. Based on the pared sample t-test, the value of sig. (2-tailed) = 0.000 < 0.05 means that H_0 is rejected. This means that there is a significant difference in the pre-test and post-test student achievement scores. It can be concluded that there is a significant effect of the synecticmodel learning model using Audiovisual language Teaching (Infocus) in improving students' writing skills.

B. SUGGESTION

Based on the conclusion above, there are some suggestion for students' English teachers at SMP Muhammadiyah Terpadu Bengkulu City and further researchers. The Synectic model using Audiovisual Language Teaching (Infocus) can be applied at the SMP/MTS/equivalent level, especially in class VIII to improve students' writing skills.

Synectic model using Audiovisual Language Teaching (Infocus) can make learning fun for students, they will not feel bored when studying with Infocus learning. Therefore, the Synectic model using Audiovisual Language Teaching (Info cus) can be an option for English teachers to help students improve their writing skills.

In teaching the teacher must be creative in making or looking for learning videos that will be used. This suggestion is one way to improve writing skills.

For further researchers, the researcher hopes that this research can be used as a reference in conducting further research. In addition, researchers hope that this research can be further developed in applying the Synectic model by using Audiovisual Language Teaching.

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A

P

P

E

N

D

C

E

APPENDIX 1

No	Nama siswa	Pertemuan					
		1	2	3	4	5	6
1	EF	✓	✓	✓	✓	✓	✓
2	FL	✓	✓	✓	✓	✓	✓
3	GMA	✓	✓	✓	✓	✓	✓
4	LNN	✓	✓	✓	✓	✓	✓
5	MAP	✓	✓	✓	✓	✓	✓
6	RAW	✓	✓	✓	✓	✓	✓
7	RN	✓	✓	✓	✓	✓	✓
8	SAM	✓	✓	✓	✓	✓	✓
9	SF	✓	✓	✓	✓	✓	✓
10	SN	✓	✓	✓	✓	✓	✓
11	SJY	✓	✓	✓	✓	✓	✓

APPENENDIX 2

**SILABUS PEMBELAJARAN
SEKOLAH MENENGAH
PERTAMA (SMP)
MUHAMMADIYAH TERPADU
KOTA BENGKULU
MATA PELAJARAN : BAHASA
INGGRIS**

Satuan Pendidikan : Smp Muhammadiyah Terpadu Kota
Bengkulu
Kelas : VIII

SILABUS PEMBELAJARAN

SEKOLAH : SMP MUHAMMADIYAH TERPADU
MATA PELAJARAN : BAHASA INGGRIS
KELAS : VIII (Delapan)
TAHUN PELAJARAN : 2022
KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI 3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan meta kognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI 4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

1. Menyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi intrinsional yang diwujudkan dalam semangat.	1. Teks esai berbentuk Descriptive Text 2. Teks Deskriptif dan sederhana, tentang orang, binatang dan benda.	Pembelajaran KI 1 dilakukan secara tidak langsung dalam pembelajaran KI3 dan KI 4. Mengamati • Menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang dan benda, singat pendek dan sederhana dari berbagai sumber.	Penilaian KI 1 dan KI 2 dilakukan melalui pengamatan penilaian diri oleh peserta didik. Kriteria Penilaian • Tingkat ketercapaian	8 jp	- Buku Siswa When English Rings a bell Hlm. 3 - 18 - Kamus Baha
2. 2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks Deskriptif dengan	• Fungsi sosial				

<p>menyatakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana sesuai dengan konteks penggunaannya.</p> <p>3. 3. Menulis dan menanggapi makna dalam teks deskriptif secara tertulis pendek dan sederhana.</p>	<p>membangkakan, menjual mengesalkan, mengidentifikasi dan mengkritik.</p> <ul style="list-style-type: none"> Struktur text (gagasan utama dan informasi rinci) a. Menyebutkan nama orang, binatang, benda dan nama-bagian-bagiannya yang dipilih untuk dideskripsikan. b. Menyebutkan sifat orang, binatang, benda dan bagian-bagiannya, dan c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. 	<p>dengan menggunakan elan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> Memulis teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk gagasan utama dan informasi terinci), dan unsur kebahasaan dari setiap teks deskriptif. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p>	<p>fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana.</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, tanda baca, kerapihan tulisan dan struktur kalimat. 	<p>8 JP</p>	<p>salingsiswa - Internet</p>
<p>4.12 menyusun teks deskriptif secara tertulis singkat dan padat, tentang orang, binatang, benda, dengan memperhatikan kosa kata, grammatik, struktur kalimat dan huruf kapital.</p>	<p>Panjang teks : kurang 2 paragraf</p> <p>Unsur kebahasaan</p> <ol style="list-style-type: none"> Penulisan dalam membuat tulisan deskriptif teks menggunakan simple present tense dan 	<p>Secara kolektif, Mencari dan menuliskan teks deskriptif tentang orang, benda, binatang yang singkat dan sederhana dari berbagai sumber, termasuk dari internet dan buku teks.</p> <ul style="list-style-type: none"> Menulis nujukan dari berbagai 	<p>Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan</p>		<p>Buku Siswa</p> <p>"When English Rings a</p>

<p>present continuous tense.</p> <p>2. Kata sifat tentang orang, binatang benda dalam kehidupan siswa dikelompokkan.</p> <p>3. Kosa kata, gramatikal, dan huruf kapital</p> <p>4. Ejaan dan tanda baca</p> <p>5. Tulis tangan</p> <p>Topik</p> <p>Yang berkaitan dengan orang, benda, binatang disekitar kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, dan bertanggung jawab.</p>	<p>sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, benda dan binatang.</p> <p>• Menuliskan teks deskriptif baik itu tentang orang, benda dan binatang yang telah ditemukan, secara lebih cermat dengan cara mengidentifikasi dan menuliskan:</p> <ul style="list-style-type: none"> - Fungsi sosial setiap teks - Nama orang, binatang benda yang di deskripsikan. - Sifat orang, Binatang, benda yang di deskripsikan. - Tindakan orang, benda, binatang dalam teks deskriptif. - Kosa kata, tata bahasa, tanda baca, struktur kalimat, dan huruf kapital. - Secara kalaboratif menulis contoh-contoh membuat yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, benda, binatang dan benda untuk mencapai fungsi sosial yang berbeda-beda dengan struktur teks, dan unsur kebahasaan yang sesuai konteks yang ditentukan. 	<p>menyebutkan dan menanyakan tentang tulisan deskriptif text yang berkaitan dengan deskripsi tulisan tentang orang, benda, binatang dan kata sifat dalam teks deskriptif.</p> <p>Cara penilaian: Tes tertulis</p> <ul style="list-style-type: none"> • Penilaian diri: Pernyataan siswa secara tertulis tentang pengalaman belajar memahami dan menuliskan teks deskriptif tentang orang, benda dan binatang termasuk kemudahan dan 	<p>Bell* Kelas VIII. Hlm. 20 - 30 ..</p> <ul style="list-style-type: none"> - Kamus Bahasa Inggris - Internet
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		<p>Menalar</p> <ul style="list-style-type: none"> Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, benda dan binatang. Mengkomunikasikan Membuat teks deskriptif yang sangat sederhana yang berkaitan tentang orang, benda dan binatang dalam kehidupan siswa di rumah, kelas, sekolah dan sekitarnya dalam bahasa Inggris, dengan struktur teks yang sesuai dengan konteks. 	<p>kemahirannya.</p> <p>Pengetahuan Tes tertulis: menuliskan teks deskriptif teks yang menuntut pemahaman dan pemaparan tentang mendeskripsikan tentang orang, benda dan binatang.</p>
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Mengetahui
Guru Mata Pelajaran,

Bengkulu,
Mahasiswa

2022

NURISA, S.Pd
NBM. 972.287

Delia Yunita
Nim: 1811230153

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
KELAS EKSPERIMEN

Sekolah : SMP MUHAMMADIYAH TERPADU	Kelas/ Semester : VIII / II (Genap)
Mata Pelajaran : BAHASA INGGRIS	Alokasi Waktu : 50 Menit
TOPIK : DESKRIPTIVE TEXT	
KETERAMPILAN : MENULIS	

A. KOMPETENSI INTI

KI 3: Memahami, menerapkan, menganalisis faktual, konseptual, berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni budaya dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Menuliskan dan menyajikan dalam ranah konkrit dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai dengan kaidah keilmuan.

B. KOMPETENSI DASAR

1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tertulis tentang orang, binatang dan benda, sesuai dengan konteks penggunaannya.
2. Mengkomunikasikan teks deskriptif tertulis untuk mendeskripsikan tentang orang, binatang, tempat dan benda dengan memperhatikan, kosa kata, grammar, struktur kalimat, dan huruf kapital secara benar dan sesuai konteks yang diestikan.

C. INDIKATOR PENCAPAIAN

1. Memperhatikan kosa kata dari teks deskriptif
2. Memperhatikan grammar yang benar
3. Memperhatikan struktur kalimat sesuai konteks
4. Menuliskan teks tentang teks deskriptif tentang orang, binatang, benda dan tempat.

D. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Siswa dapat menangkap informasi spesifik yang ada pada teks descriptive
2. Siswa dapat mengidentifikasi makna dan gagasan dalam teks descriptive
3. Siswa dapat mengidentifikasi aspek-aspek yg ada pada teks descriptive.

Media Pembelajaran & Sumber Belajar

- ♦ Media : Worksheet atau lembar kerja (siswa), Lembar penilaian
- ♦ Alat/Bahan : Penggaris, spidol, papan tulis, Peta
- ♦ Sumber Belajar : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Kings I the Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017

E. KEGIATAN PEMBELAJARAN

Pendahuluan (5 Menit)	
1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2.	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3.	Menyebutkan tujuan pembelajaran dan Menyebutkan kegiatan belajar yang akan dilakukan proses pembelajaran secara lengkap.
Kegiatan Inti (40 Menit)	
KEGIATAN EKSPLORASI	
<ul style="list-style-type: none"> • Guru memberikan contoh teks deskriptif yang ditampilkan. • Guru memberikan pertanyaan yang berkaitan dengan teks yang akan ditampilkan, sehingga siswa memahami dalam menulis teks deskriptif. 	

- Siswa dan guru mendiskusikan materi mengenai teks deskriptif.
- Guru menjelaskan indikator dalam penilaian yaitu, kosa kata, grammar, struktur kalimat dan huruf kapital yang benar.

Elaborasi

- Guru membagi teks deskriptif kepada masing-masing murid untuk dikerjakan.
- Siswa bekerja untuk menentukan indikator penilaian seperti kosa kata, grammar, struktur kalimat dan huruf kapital.
- Menuliskan tulisan teks deskriptif yang di tentukan.

COLLABORATION (KERJASAMA)

- ❖ Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai **Fungsi Sosial Teks Interaksi Transaksional Lisan Dan Tulis Yang Melibatkan Tindakan Memberi Dan Meminta Informasi Terkait Kemauan, Melakukan Suatu Tindakan.**

Konfirmasi

- Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam menulis teks deskriptif.
- Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

Penutup (5 Menit)

1. Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2. Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
3. Melakukan Refleksi terhadap jalanya proses pembelajaran pada hari itu.
4. Post-Test Berdoa dan Memberi salam.

F. PENILAIAN HASIL PEMBELAJARAN

- Penilaian sikap ; Observasi (pengamatan dalam proses pembelajaran).
- Penilaian Pengetahuan; berupa tes tertulis, pre -Test
- Penilaian Keterampilan; berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofoli
- Instrumen penilaian keterampilan: kerja kelompok dengan membuat teks deskriptive.

Bengkulu,
Mahasiswa

2022

Guru Mata Pelajaran

Delpa Yunita

NIM.1811230153

Marina, S.Pd
NIM. 972 287

APPENDIX 5 : The Result Of The Pre-Test And Post-Test**Experiment Class**

No	Nama siswa	KELAS	Pre-Test	Post-Test
1	EF	Kelas Eksperimen	60	76
2	FL	Kelas Eksperimen	42	80
3	GMA	Kelas Eksperimen	32	65
4	LNN	Kelas Eksperimen	50	81
5	MAP	Kelas Eksperimen	65	83
6	RAW	Kelas Eksperimen	70	90
7	RN	Kelas Eksperimen	40	68
8	SAM	Kelas Eksperimen	43	75
9	SF	Kelas Eksperimen	44	72
10	SN	Kelas Eksperimen	51	76
11	SJY	Kelas Eksperimen	39	67
Total			536	833
Mean			48,73	75,73

APPENDIX 6 : DOCUMENTASI



Gambar 1

Pertemuan 1 Kelas Eksperiment



Gambar 2

Pertemuan 2 Kelas Eksperiment



GAMBAR 3

Pertemuan 3 Kelas Eksperiment



GAMBAR 4

Pertemuan 4 Kelas Eksperiment



GAMBAR 5

Pertemuan 5 Kelas Eksperiment



GAMBAR 6

Pertemuan 6 Kelas Eksperiment

KELAS EKSPERIMENT



GAMBAR

Treatment 1



GAMBAR 8

Treatment



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Website: www.iainbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor: 5032 /In.11/F.II/PP.009/ 11/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Dr. Syamsul Rizal, M.Pd 196901291999031001	P I	Delpa Yurita 1811230153	TBI	Improving Student's Writing Skills by Using Synectic Model as Audiovisual Language Teaching AID
2	Feny Martina, M.Pd 198703242015032002	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 14 November 2021

Rt. Dekan



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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FAKULTAS TARBIYAH DAN TADIRIS
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Website: www.uinfasbengkulu.ac.id

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Prodi
Tadris Bahasa Inggris
UINFAS Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Delpa Yunita
NIM : 1811230153
Jurusan/Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah : **"Improving Students Writing Skills Through The Application of Synectic Model of Teaching Using Audiovisual Media. (Descriptive Qualitative of Students' Eleventh Grade at SMAN 6 Kaur Academic Year 2021/2022).** Menjadi : **"The Effect of Synectic Model as Audiovisual Language Teaching Aid on Students' Writing Skills. (Quasi-Experimental Research of Students' Eighth Grade at SMPN Muhammadiyah Terpadu Bengkulu City Academic Year 2022/2023).**

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, Januari 2022

Dibuat oleh,

Delpa Yunita
1811230153

Disetujui oleh,

Pembimbing I,

Dr. Syamsul Rizal, M.Pd
NIP. 196901291999031001

Pembimbing II,

Feny Martijna, M.Pd
NIP. 198703242015032002

Diketahui oleh,
Ketua Prodi TBI

Feny Martijna, M.Pd
NIP. 198703242015032002



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Telepon (0736) 51276-51171-51879 Faksimili (0736) 51171-51172
Website: www.uinbengkulu.ac.id

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Delpa Yunita, NIM : 1811230153 yang berjudul **"THE EFFECT OF SYNECTIC MODEL AS AUDIOVISUAL LANGUAGE TEACHING AID ON STUDENTS' WRITING SKILLS (Quasi-Experimental Research of Students' Eighth Grade at SMPN Muhammadiyah Terpadu Bengkulu City Academic Year 2022/2023)"** Telah diseminarkan oleh tim penyeminar pada:
Hari/Tanggal : Selasa/ 22 Februari 2022

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminardanpembimbingskripsi, oleh karena itu sudah layak untuk diberikan surat penelitian(SK Penelitian)

Bengkulu, Maret 2022

Penyeminar II

Penyeminar I


Riznawati, M.Pd
NIP.197405231999032002


Andri Saputra, M.Sc
NIP.199106262019031014

SURAT PERMOHONAN

No : -
Lampiran : -
Perihal : Permohonan Penelitian di SMP Muhammadiyah Terpadu Kota Bengkulu.

Kepada Yth. Ibu Devi Suryani, S.Pd., M.Pd.
Selaku Kepala Sekolah SMP Muhammadiyah Terpadu
Di Kota Bengkulu

Dengan Hormat, yang bertanda tangan dibawah ini :

Nama : Delpa Yunita
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris
Judul : The Effect of Synectic Model as Audiovisual Language Teaching Aid on
Students' Writing Skills

Dengan surat ini saya memohon izin kepada Ibu Kepala Sekolah, untuk melaksanakan Penelitian
di SMP Muhammadiyah Terpadu Kota Bengkulu. Sehubungan dengan pengumpulan data guna
penyusunan tugas akhir skripsi.

Demikian surat permohonan ini saya ajukan, atas izin Ibu saya ucapkan terima kasih.

Mengetahui

Kepala Sekolah SMP Muhammadiyah Terpadu

Devi Suryani, S.Pd., M.Pd
NBM: 799 881

Pemohon



Delpa Yunita
NIM. 1811230153



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nomor : 18% / Un.23/F.II/TL.00/04/2022
Lampiran : 1 (satu) Exp Proposal
Perihal : Mohon izin penelitian

7 April 2022

Kepada Yth,
Kepala SMPN Muhammadiyah Terpadu
Di -
Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "*The Effect Of Synectic Model as Audiovisual Languange Teaching Aid on Students' Writing Skills (Quasi-Experimental Research of Students' Eighth Grade at SMPN Muhammadiyah Terpadu Bengkulu City Academic Year 2022/2023*".

Nama : Delpa Yunita
NIM : 1811230153
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : SMPN Muhammadiyah Terpadu
Waktu Penelitian : 11 April s/d 27 Mei 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.
Wassalamu'alaikum Warahmatullah Wabarakatuh



Mulyadi



PIMPINAN DAERAH MUHAMMADIYAH KOTA BENGKULU
MAJLIS PENDIDIKAN DASAR DAN MENENGAH

Gedung Dakwah Muhammadiyah Kota Bengkulu Lantai II Komplek Perguruan Muhammadiyah
Jl. Bali Telepon (0736) 20814 Bengkulu 38119
E-mail : majlisdikdasmen.pdm-bki@yahoo.co.id

SURAT IZIN PENELITIAN

Nomor : 012/III.4/A/2022

Yang bertanda tangan dibawah ini, Majelis Dikdasmen Pimpinan Daerah Muhammadiyah Kota Bengkulu, memperhatikan surat Fakultas Universitas Islam Negeri Fatmawati Soekarno Bengkulu Nomor : 1898/UN.23/F.II/TL.00/04/2022 tanggal 07 april 2022 perihal mohon izin Penelitian. Dengan ini menyatakan dapat memberikan izin mengadakan Penelitian kepada :

Nama : Delpa Yunita
NIM : 1811230153
Prodi : Tadris Bahasa Inggris (TBI)
Fakultas : Universitas Islam Negeri Fatmawati Soekarno Bengkulu
Judul Penelitian : "The Effect Of Synectic Model As Audiovisual Language Teaching Aid On Students' Writing Skills (Quasi-Experimental Research Of Students' Eight Grade At SMP Muhammadiyah Terpadu Bengkulu City Academic Year 2022/2023)".

Dengan ketentuan sebagai berikut :

1. Tempat SMP Muhammadiyah Terpadu Bengkulu
2. Waktu satu bulan (11 April s/d 27 Mei 2022)
3. Harus melapor kepada Kepala Sekolah sebelum melaksanakan penelitian
4. Menyampaikan laporan penelitian khusus terbatas untuk kepentingan ilmiah
5. Tidak boleh dipublikasikan sebelum mendapat izin tertulis dari Majelis Dikdasmen Pimpinan Daerah Muhammadiyah Kota Bengkulu
6. Harus melapor kepada Majelis Dikdasmen Pimpinan Daerah Muhammadiyah Kota Bengkulu

Demikian surat izin penelitian ini diberikan untuk dipergunakan sebagaimana mestinya. Atas perhatian dan kerjasamanya diucapkan terima kasih.

Ketua

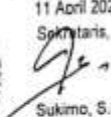

Sparsono, S.Pd
NBM: 650 562



Bengkulu, 09 Ramadhan 1443 Hijrah

11 April 2022 M

Sekretaris,


Sukimo, S.Pd
NBM: 652 015

Tembusan :

1. PDM Kota Bengkulu
2. Universitas Islam Negeri Fatmawati Soekarno Bengkulu
3. Mahasiswa yang bersangkutan

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 575/KET/III.4/F/2022

Yang bertanda tangan dibawah ini, Kepala Sekolah Menengah Pertama (SMP) Muhammadiyah Terpadu Kota Bengkulu, menerangkan :

Nama : Delpa Yunita
NIM : 1811230153
Prodi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Tadris

Nama tersebut di atas telah melakukan Penelitian dengan Judul *"The Effect Of Synectic Model as Audiovisual Language Teaching Aid on Students' Writing Skills (Quasi-Experimental Research of Students' Eighth Grade at SMP Muhammadiyah Terpadu Bengkulu City Academic Year 2022/2023 "*. Dari tanggal 11 April s/d 27 Mei 2022

Demikian Surat Keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Bengkulu, 31 Mei 2022

Kepala Sekolah


DEVI SURYANI, S.Pd.I, M.Pd.
NBM. 795881



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Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0738) 51278-51171-52679 Faksimil (0738) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT TUGAS
DEKAN FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU
Nomor : 1710 /Un.23/F.II/PP.00.9/03/2022

Tentang

Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa : Delpa Yunita
NIM : 1811230153
Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indikator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

NO	PENGUJI	ASPEK	INDIKATOR
1.	Dr. Eva Dewi, M.Ag	Kompetensi UIN	a. Kemampuan membaca alqur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad- Dhuha s/d An-Nas)
2	Feny Martina, M.Pd	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TELT, LTR, ESP, CMD
3	Isir Eliya, M.Pd	Kompetensi Keguruan	a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif tersebut dilaksanakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
 2. Pelaksanaan ujian dimulai paling lambat 1(satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan
 3. Skor nilai ujian komprehensif adalah 60 s/d 100
 4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
 5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)
- Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Tembusan :
Yth, Wakil Rektor I

Bengkulu, 1 Maret 2022
Dekan,

Mulyadi



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Website: www.iainbhengkulu.ac.id

Nama Mahasiswa : Delpa Yunita
NIM : 1811230153
Program Studi : Bahasa
: Tadris Bahasa Inggris

Pembimbing I : Dr. Syamsul Rizal M.Pd
Judul Skripsi : The Effect of Syntactic Model
As Audiovisual Language Teaching
Aid on Students' Writing Skills

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1	Jumat, 5 Feb 2022	Bab I dan Bab III	Di bagian bab I tambahkan lagi soal problem berdasarkan observasi dan bab III tambahkan kisi-kisi soal penulisan.	
2	Senin, 7 Feb 2022	Bab III	Tambahkan lagi variabel di bagian kisi-kisi soal	
3	Selasa, 8 Feb 2022	Revisi	AK	

Bengkulu, 8.2.2022

Pembimbing I

Dr. Syamsul Rizal, M.Pd
NIP. 196901291999031004

Dr. Syamsul Rizal, M.Pd
NIP. 196901291999031001



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Nama Mahasiswa : Delpa Yunita
NIM : 1811230153
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing II : Feny Martina, M.Pd
Judul Skripsi : *The effect of synactic model as audiovisual language teaching Aid on students' writing skills*

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1	Rabu, 8 Desember 2021	Bab I	Diperbaiki lagi teori yang mendukung dan cari 5 jurnal	
2	Rabu, 15 Desember 2021	Bab II	Diperbaiki lagi teori	
3	Jumat, 24 Des 2021	Bab II	Ganti metode penelitian	
4	Senin, 11 Januari 2022	Bab III	Perbaiki Judul	
5	Jumat, 21 Januari 2022	BAB III	Ditambahkan kisi-kisi soal Penelitian	
6	Jumat, 24 Januari 2022	BAB III	Tambahkan cara memilih hipotesis	
		Ace Sempap	Ace Sempap	

M. Yusuf Mubandji, M.Pd
NIP. 197005142000031004

Bengkulu,
Pembimbing II
Feny Martina, M.Pd
NIP. 198703242015032002



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Surat: 0816/Un.23/F.II/PP.00.9/02/2022

Tempat: -

Isi: Penyeminar Proposal Skripsi

Kepada Yth.

1. Risnawati, M.Pd. (Penyeminar I)
2. Andri Saputra, M.Sc. (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris UINFAS Bengkulu pada:

Hari/Tanggal : Selasa, 22 Februari 2022

Tempat : Ruang Munasabah Bahasa Lantai 3 Dekanat

NO.	NAMA/NIM	Waktu (WIB)	JUDUL
1.	Vira Sulastris 1811230080	08.00-09.00 WIB	The Correlation Between Teachers' Personal Competence and Students' Learning Motivation in Learning English on Luring Learning Model During Pandemic Covid-19 (A study at MA Pancasila Bengkulu)
2.	Veniri Lestari 1811230164	09.00-10.00 WIB	The Effect of Using Google Docs as Media for Collaborative Writing Activity on Students' Writing Skills (Quasi-Experimental Research at the Ninth Grade Students of SMPN 15 Bengkulu)
3.	Delpa Yunita 1811230153	10.00-11.00 WIB	The Effect of Synectic Model as Audiovisual Language Teaching Aid on Students' Writing Skills (Quasi-Experimental Research of Students' Eighth Grade at SMPN Muhammadiyah Terpadu Bengkulu City Academic Year 2022/2023)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.



8 Februari 2022

Atas Mulyadi



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Nama Mahasiswa
NIM
Jurusan
Program Studi

: Delpa Yunita
: 1811230153
: Bahasa
: Tadris Bahasa Inggris

Pembimbing I : Dr. Syamsul Rizal, M.Pd
Judul Skripsi : The effect of syncretic Model
as Audiovisual Language Teaching
aid on Students' writing skills.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	Senin, 20-06-2022	CHAPTER II	- Adding a theory that support the influence of research variable. - Create a theoretical framework based on the theory.	✓
		CHAPTER III	- Adding the source of the instrument used	✓
		CHAPTER IV	- Add in the discussion section about the similarities and differences with previous study.	✓
2.	Rabu, 22-06-2022	CHAPTER II	- Important of conceptual framework	✓
		CHAPTER III	- Make a reason from the sample used in the study.	✓
3.	Kamis, 24-06-2022	APPENDICES	- Add APPENDICES	✓

KEMENTERIAN AGAMA REPUBLIK INDONESIA
Dekan
Dr. Syamsul Rizal, M.Pd
NIP. 197005142000031004

Pembimbing I

Dr. Syamsul Rizal, M.Pd
NIP. 196901291999031001



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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Delpa Yunita
NIM : 1811230053
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing II : Feny Martina, M.Pd
Judul Skripsi : The Effect of Synechic Model
Of Audiovisual Language
Teaching and Students' Writing Skill

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1.	Senin, 30-5-2022	BAOB IV	Tabel Frekuensi di Ubah menjadi grafik	
2.	Selasa, 31-5-2022	BAOB IV	Ditambahkan lagi Penjelasan di Data Testing.	
3.	Kamis, 2-6-2022	BAOB IV	Jelaskan secara lebih inci lagi di Discussions	
4.	Jumat, 3-6-2022	BAOB IV	Perbaiki pengaitkan di bagian bab IV	
5.	Senin, 6-6-2022	BAOB V	Ditambahkan lagi conclusionnya dan suggestion, karena terlalu singkat	
6.	Rabu, 8-6-2022	BAOB IV	Perbaiki grammar	
7.	Jumat, 10-6-2022	BAOB V	Perbaiki grammar, karena masih ada yg salah	
8.	Senin, 13-6-2022	Acc Mengetahui	Acc Mengetahui	

Bengkulu, 13 Juni 2022

Pembimbing II

Feny Martina, M.Pd
NIP. 198703242015032002

Mengetahui,
Ketua
Dr. Mus Mulvadi, M.Pd
NIP. 197005142000031004

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Bengkulu, 21 Juli 2022

9/28 /Jn.23/F.IU/PP.00.9/07/2022

Ujian Skripsi

Kepada Yth.

1. Dr. Kasmantoni, M.Si. (Ketua)
2. Heny Friantary, M.Pd. (Sekretaris)
3. Feny Martina, M.Pd (Penguji Utama)
4. Zelvya Liska Afriani, M.Pd (Penguji II)

di -

Bengkulu

Assalamu alaikum Wr. Wb.

Yang Hormat,

sehubungan dengan ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Senin, 25 Juli 2022

Waktu : 08.00 s/d selesai

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

Nama/Nim	WAKTU (WIB)	Judul
Denni Zentia Putri 1811230001	08.00-08.45 WIB	The Influence of Using TED Talks Videos with Subtitle on Students' Soaking Skills (Experimental Research at English Department of UIN Fatmawati Sukarno Bengkulu in Academic Year 2022/2023)
Delpa Yunita 1811230153	08.45-09.30 WIB	The Effect of Synectic Model as Audiovisual Language Teaching AID on Students' Writing Skills (QuasiExperimental Research of Students' Skill (Quasi-Experimental Research of Students's Eight Grade at SMP Muhammadiyah Terpadu Bengkulu City Academic Year 2022/20230
Veniri Lestari 1811230164	09.30-10.15 WIB	The Effect of Using Google Docs as Media for Collaboration Writing Activity on Students' Writing Skills. (Quasi-Experimental Research at 9 th Grade Students of SMPN 15 Bengkulu).
Chindy Yulia Permatasari 1811230051	10.15-11.00 WIB	The Perceptions of the Use E-Journal by English Department Students in Fulfilling the Needs for Academic Writing During Pandemic (A Descriptive Quantitative Study on 8 th Semester English Department Students at Fatmawati Sukarno State Islamic University Bengkulu)
Beta Rostika 1711230007	11.00-11.45 WIB	An Analysis of Students' In Mastering Writing Essay During Online Learning (A Descriptive Qualitative In English Department Sixth Semester of UINFAAS Bengkulu)

Surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,

M. Mubandri

07
Hanura Febriani

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KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : DELIA YUNITA
NOMOR INDIK MAHASISWA : 1811230053
PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Kamis, 13 -01 -2022		Wela Marheni Pradiwi	1811230143	The Effect of Filtered Classroom Model on Students' Writing Ability in Argumentative Text	
2	Kamis, 13 -01 -2022		Delia Yunita	1811230009	The Effect of Process Writing Through Guided Question Technique to Improve the Students in Writing a Descriptive Text	
3	Kamis, 13 -01 -2022		Delia Eliza Fitri	1811230140	The Effect of Discovery Learning on Students' Writing Skills in SPAN 4 Social Language	
4	Kamis, 13 -01 -2022		Doni Afrilua Nurafika	1811230106	The Effect of Discovery Learning on Students' Writing Skills in SPAN 4 Social Language	
5	Kamis, 13 -01 -2022		Mel Firmam	1811230064	Students' Perception of Asynchronous Communication in Online Learning during Pandemic Era	
6						