

**THE EFFECT OF APPLYING SYNECTICS MODEL ON THE  
STUDENTS SPEAKING SKILL BY USING  
PICTURE MEDIA**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*



**UMSU**

Unggul | Cerdas | Terpercaya

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MEDAN  
2019**

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Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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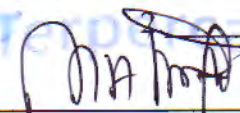


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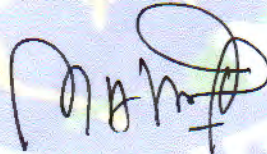
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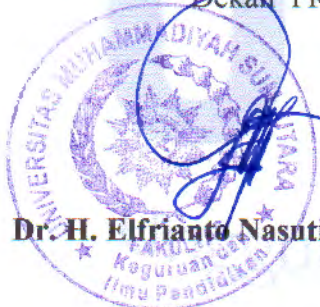
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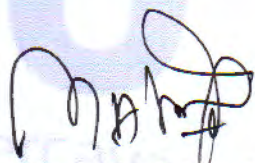
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Skill by Using Picture Media

benar telah melakukan seminar proposal skripsi pada hari Selasa, tanggal 21, Bulan Mei,  
Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan  
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 24 Mei 2019

Ketua,

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## ABSTRACT

**Fitria Utami Lubis. 1502050069 “ The Effect Of Applying Synectics Model On The Students Speaking Skill By Using Picture Media ”. Skripsi. English Department, Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2019.**

This research deals with an experimental research which is mainly aimed to investigate the significant effect of applying Synectics model on the students speaking skill assisted using picture media. This research was conducted at SMA Muhammadiyah 18 Sunggal, Jalan Sei Mencirim No.60 Medan Krio, Sumatera Utara at academic year of 2018/2019. The population of this research in the eleventh grade students (class XI IPS-1 up to XI IPS-5) which consists of 150 students. The sample consisted of 60 students were taken by using random sampling technique. The sample was divided into 2 classes, the experimental group which consisted of 30 students taught by using synectics model and control group consisted of 30 students by using lecturing method. The instrument for collecting the data was a oral test. The finding shows that  $t_{(5,73)}$  was higher than  $t_{(1,67)}$  with the level of significance 0,05 and the degree of freedom  $(df)=58$ . It shows that the hypothesis alternative ( $H_a$ ) was accepted. It means that using synectics model on the students speaking skill has significant effect on the students speaking skill. The result showed that the alternative hypothesis of this study was accepted. And the effect of X variable toward Y variable or the effect of applying synectics model on the students speaking skill by using picture media was 57,76% and 42,24% was influenced by another factors.

**Keyword : Synectics Model, Speaking, Experimental research**

## ACKNOWLEDGEMENTS



*Assallamu'alaikum Wr.Wb*

Firstly, in the name of Allah the most almighty, the most merciful, all of the praises to Allah SWT the most almighty who already gave her health and mercy so that she was able to finish this study. Secondly, blessing and peace upon to prophet Muhammad SAW who had brought people from the darkness to the brightness. Thirdly, her dearest parents **Yunus** and **Suriwati** who had given the researcher more supports, material and their prayer during, before and after her academic year in completing her study at UMSU.

This study is entitled “*The Effect Of Applying Synectics Model On The Students Speaking Skill By Using Picture Media*”. In writing this study, there were many difficulties and problems faced by the researcher and without much guidance from the following people, it may be impossible for the researcher to finish the study. Therefore, the researcher would like to express her great thank to those who have given guidance, spirit, motivation and supports during completing this study, they are :

1. **Dr. Agussani, M.AP**, as the Rector of University of Muhammadiyah Sumatera Utara Medan.
2. **Dr. Elfrianto Nasution, S.Pd, M.Pd**, as the dean of FKIP UMSU, who has given her recommendation to carry out this study
3. **Mandra Saragih, S.Pd, M.Hum** and **Firman Ginting, S.Pd, M.Hum**, the Head and Secretary of English Department in Faculty of Teacher

Training and Education university Of Muhammadiyah Sumatera Utara for their encouragement in completing this research.

4. Her beloved Supervisor **Resty Wahyuni, S.Pd, M.Hum**, thank for all guidance, knowledge, suggestion, support, time, spirit, and pray.
5. Her beloved Reviewer **Hj. Dewi Kesuma Nst, SS., M.hum**, thank for all guidance, knowledge, suggestion, support, time, spirit, and pray.
6. All lecturers in English Department, especially those English Program from whom the researcher got valuable knowledge during her academic years at FKIP UMSU.
7. The staff of library University of Muhammadiyah Sumatera Utara that helped and gave her opportunity to do the research in finishing this study.
8. The headmaster of SMA Muhammadiyah 18 Sunggal Drs.Muslim, M.Pd, and all teachers in SMA Muhammadiyah 18 Sunggal for her kindness to give the researcher did the research at the school.
9. Her beloved young brother M. Rizky Alamsyah Lubis and all families. Thanks a lot of for the pray.
10. Her beloved friends, especially: Desy R Trinata, Trysia Dinda Nuri, Ragiel Ajeng Ulistya, Syfa Annisa, Resty Mei Yunda, Irma Khairani, Atika Putri and all any PPL team teaching friends for their supports, advices, motivations and cares.
11. Her classmates in English Department of B Morning for the sweetest memories and cheerful.



12. All people who cannot be mentioned in this study, thankyou very much.

May Allah SWT Bless all. Aamiin.

Finally, the researcher hopes that this study will be useful for the readers and for herself, especially the students of English Education Program who want to do similar research. May Allah the Almighty bless all of us.

Medan, September 2019  
The Researcher

**Fitria Utami Lubis**  
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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Language has an important role in human activities to communicate with other people. In the globalization era, the use of languages especially English is very much needed in this time, because English as an international language is used universally both in the world of education, technology, economics, and various other fields. This position makes English most widely and interest used all over the world. English is a spoken language used in telling our ideas to other persons. We can easily communicate with other people all over the world through language. This is certainly very useful and helpful considering the importance of having the ability to speak English.

Teaching English is an activity that set up and organizes the environment to encourage students to learn. In teaching English, there are four skills. They are listening, reading, speaking and writing. Its skill has different meaning but has the same purpose, which is increasing the creativity of language English. All the skills are taught by the teacher to the student. But of all the four skills, speaking is one skill that is very important in a language learning process. Speaking is quite different from other language skills because speaking requires the ability and confidence to perform in public. It means that speaking needs a lot more power when it performs in public. In order to support people needs in learning English, many different ways of learning process both formal and informal instruction are available.

Brown G (2012) defines that speaking means the ability to pronounce language sounds to express or deliver thoughts, ideas, and feelings orally. It gives a great contribution for students to have better and knowledge communication skill. Teaching speaking to students is intended to provide basic competencies in communication in English for students, because the purpose of teaching speaking is to improve students' communicative skills, in that way, students can express themselves casually and try to learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Based on the researcher experience at school, the cause students is the low motivation in learning English, especially in learning speaking in the class. The students afraid of speaking English because lack of words, feel unmotivated, and confuse how to express what they want to say because of doubts in pronunciation. Another reason is caused by the inappropriate models used by the teacher in teaching speaking. Because teaching speaking English requires the use of effective teaching methods, models, technique, strategy, or better teaching activities to improve speaking skills.

For overcoming this situation there are many ways to teach speaking. Teachers must have a creative idea in developing their teaching-learning process to create a comfortable atmosphere, improve the students speaking skill to be active, and give attention and input to the speaking components. In this case, the teacher should be able to apply a suitable strategy or approach that can easily be understood by them. So that they can master it better. One of them is by using the Synectics Model. This model can help students in difficulty speaking English.



Synectics Model is an instructional model designed to activate students' creativity and help them see old ideas in new ways. Gunter & Mintz (2007) defines that the model invokes a creative process which is premised on the mind's remarkable capacity to discover and unifying themes in seemingly different ways. This model of teaching gives more emphasis on analogies for developing the creativity of the learners. Synectics Model consists of seven steps, they are substantive input, direct analogy, make story, comparing analogy, identify differences, exploration and analogy formulation.

Synectics can be found in all learning theories. Because the process synectics model can be linked to learning styles, technology in the classroom, creativity in learning, critical thinking, and higher-order thinking, and brain research and learning. Synectics shares several of the benefits also exhibited by direct instruction, concept development, casual effect and creative problem solving, inductive thinking, memorization, case study, classroom discussion, and group investigation. Benefits include: increased understanding about a particular topic, enhances the ability to apply knowledge, and helps in the retention of new information.

In applying synectics model, of course, the media that are very important in producing the students' imagination in thinking and then is easy to convey when speaking. Here the media used is picture media. Picture media can be stimulation for gaining the idea because the picture provides the real material which can be observed and identified by the students. By applying this synectics model by using picture media, the teacher can create an interesting way of teaching speaking English.

Based on the description above, the researcher intends to conducted a research entitled "**The Effect Of Applying Synectics Model On The Students Speaking Skill By Using Picture Media**" with the expectation that used of the Synectics Model in teaching and learning process can increasing speaking skill students in learning English and follow English language learning activities.

### **B. The Identification of the Problem**

Based on the background of the problem described above, it can be identified as follows :

1. The students motivation is low in learning speaking English.
2. The students could not express their ideas in English because of doubts in pronunciation.
3. The students think that learning speaking process is a boring.

### **C. The Scope and Limitation**

The scope of this study is about an experimental research that is focus on teaching speaking skill and the limitation is main of focused on teaching describing people, animal, and thing through picture media.

### **D. The Formulation of the Problem**

The problems of this study are formulated as the following :

1. Is there any significant effect of Applying Synectics Model on the students speaking skill by using Picture Media?
2. How many percent the effect of Applying Synectics Model on the students speaking skill by using Picture Media?

### **E. The Objective of the Study**

The objectives of this research are follows :

1. To find out the significant effect of Applying Synectics Model on the students speaking skill by using Picture Media.
2. To find out the percentation effect of Applying Synectics Model on the students speaking skill by using Picture Media.

### **F. The Significance of the Study**

The significance of the study as followed :

#### 1. Theoretically

The study will be an interesting way of teaching and also informs the readers that there are many ways that students can manage to obtain the speaking skill.

#### 2. Practically

##### a. To the teacher

Synectics Model is one of alternative model to make student able to speak English when learning process. So it can improve student speaking skill.

##### b. To the students

After having known the result of the usefulness of using this model, hopefully this model can support the students to improve their speaking easily without any difficulties.

##### c. To the researchers

It is can be as a reference in conducting the some study for obtaining better result.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In the theoretical research framework, the writer tries to give the basic concept of the study should be made clear from the beginning. In doing research, every term used must be explained to avoid misunderstanding for getting the same scheme of the implementation between the writer and the reader. The following terms were used in this study.

##### **1. Description of Teaching**

Teaching is a style of delivery and attention to the needs of learners or students that are applied in the classroom or any environment where learning takes place. Haugsbakk (2007) defines that teaching is the facilitation of learning in the form of equipment that is directly used and supports the educational process, especially in the teaching and learning process. Descriptively teaching is defines as the process of delivering information or knowledge from the teacher to students. The process of delivery is often also considered as a process of transferring knowledge. For the teaching process in conveying knowledge will be more appropriate if interpreted by instilling knowledge or skills.

As a process of conveying or instilling knowledge, teaching has several characteristics as follows:

- a. The orientation process is oriented towards the teacher



In teaching and learning activities, the teacher holds a very important role and the teaching process will only take place if there is a teacher. In relation to the teacher-centered learning process, there are three main roles that the teacher must do, namely the teacher as the planner, as the informer, and the teacher as an evaluator.

b. Students as learning objects

As an object of learning, the opportunity for students to develop abilities according to their interests and talents, even to learn according to their style is very limited. Because in the learning process everything is regulated and determined by the teacher.

c. Teaching activities occur at a certain place and time

The teaching process takes place in certain places, for example, occurs in a class with strict scheduling, so students only learn if there is a class that has been designed in such a way as a place to learn.

d. The main purpose of teaching is mastery of subject matter.

The students can quickly master the subject matter delivered by the teacher is a sign of the success of a teacher in teaching. The subject matter itself is knowledge sourced from the subjects given at school.

## **2. Description of Learning**

Learning is an activity carried out by individuals in order to change their abilities. Thursan (2002) defines that learning as a process of transformation in human personality, and this change is manifested in the shape of increasing someone quality, such as increasing in skills make a something, knowledge in

learning, good attitude and habits, and thinking skills. It can be concluded that learning is essentially a change that occurs within a person after doing certain activity.

According to Lea et al (322:2003) learning activities include the following principles:

- a. The addiction study to active and not passive in learning.
- b. Emphasis on learning and deep understanding.
- c. Increase responsibility and accountability on the part of the student.
- d. An increased sense of autonomy in students.
- e. Interdependence between teacher and student.
- f. Mutual respect in student-teacher relationship.
- g. A reflexive approach to teaching and learning on the part of teachers and students.

So, in broad outline the learning is basically a the process of one's mental activity in interacting with their environment so as to produce positive behavioral changes both changes in aspects of knowledge and attitudes.

### **3. Definition of Speaking**

Speaking is a skill to state ideas verbally. According to Henry G (2000: 15) speaking is the ability to deliver words or pronunciations to express ideas and opinions people or feeling. Nurgiantoro (2011) claims that speaking is the second language activity done by a human after listening. Speaking refers to

the ability to say words (sound articulation) that are expressed to convey ideas or thoughts. It gives a great contribution for students to have better speaking and communication skill.

According to Anderson and Bachman (2009:1), speaking skill are very important from the education curriculum in language teaching, this is makes them an important object assessment as well. Speaking skills are difficult to develop if students are not accustomed to talking continuously so that the ability to speak is very minimal, therefore speaking training can be done with classmates, relatives and teachers who can speak English. The goal is to make easy speaking, increase the use of words and the structure of language, English sentences, and train hearing so that it is easy to capture messages from the other person.

So, from the description above, it is concluded that speaking is an important tool for communication, opinion, and practice. Speaking is also an aspect that must be mastered by English students. Speaking is the ability to convey words or articulation sounds to express or convey ideas or feelings to others. It gives a great contribution for students to have better and knowledge communication skill.

#### **4. Types of Speaking**

Brown (2004) describes five basic types of speaking, which are :

##### **a. Imitative**

The first type of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

b. Intensive

The second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). Therefore, the speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

c. Responsive

The third type of speaking in responsive assessment tasks include student interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

d. Interactive

The difference between responsive and interactive speaking is related to the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, namely which has the purpose of exchanging specific information, and also have the purpose of maintaining social relationships.

e. Extensive (monologue).

The last type of speaking is extensive oral production tasks include speeches, oral presentations, and story-telling, during which the



opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

## **5. Nature of Speaking**

In the process of learning speaking, speaking has nature. The purpose to know how to speak that good for students. They are as follows:

### **a. Characteristics of communication competence**

Richards & Platt (2000: 49) describe there are four communicative competence includes:

- 1) Knowledge of English grammar and vocabulary
- 2) Knowledge of some speaking conditions, such as knowing how to open and close a conversation.
- 3) Knowing how to use and respond to various types of speech acts.
- 4) Knowing how to use language accurately.

### **b. Discourse versus dialogue**

#### **1) Discourse**

It means that speech which normally longer than sentences or word which deals with a certain subject formally in the form of writing/speech.

#### **2) Dialogue**

This is part of the conversation or oral and also written in a combination or individual indicated to a particular topic.

c. Transactional and interactional language

Transactional talk is produced to get things done, or to get things done from language. Interactional language is produced for social mission.

## 6. Assessment of Speaking

According to Huba (2000:102) assessment is the method for bringing together information from various data sources to develop a deep understanding or skill about what students know to understand and can be done with expertise and ability in their educational experiences. This assessment refers to when students respond to several problems, provide criticism, or try new constructions, this is where the teachers role is to assess students abilities.

The purpose of classroom assessment is to determine the ability of students in the learning process. Brown (2004: 171-173) claims that there are several categories of speaking judgments adapted from FSI skill levels. He explains that the five aspects have different weight in scoring. Namely :

a. Content

In content, speaker is concerned with the text organization which consists of abstract, orientation, evaluation, complication, resolution and coda.

b. Vocabulary

In speaking, it is a must for the speaker to choose and use words appropriately in order that the listener will not be confuse about what they heard. Absolutely, the choice of the words, phrases and idioms should be effective.

c. Comprehension

A speaker is expected able to demonstrate the whole of story. It includes understanding that each paragraph contains a topic sentence and that all other sentences in the paragraph related to those sentences. The speaker must exclude everything that is irrelevant to main idea to reach excellent level of comprehension of speaking.

d. Fluency

It is concerned with how good the speaker are keeping talking at the speed and how good they are at connecting their ideas together.

e. Pronunciation

It is one of important components to be considered by the speaker who should be concerned with the production of word, the appropriate linking of words, the use of stress, intonation and so on.

## **7. Classroom speaking activities**

Speaking class is expected to be not monotonous in order that the students can enjoy learning comfortably. There are some classroom activities as follows:

a. Acting from a script

In this activity, the teacher asked students to act out scenes from script or story and play from play or their course books. Divided into two kinds of acting from a script namely play scripts and acting out dialog.

b. Communication games

The teacher can use games to improve students speaking ability. Lots of games that are used for learning in speaking It can help teachers to create a class that pleases and motivates students.

c. Discussion

The discussion failed because one reason was that students were reluctant to give an opinion in front of the whole class, they cannot think of something to say and they not confident of the language procedure they might use to say it. At this stage, the students are divided into some groups. Then the teacher can provide a topic and directives to be discussed by students as unplanned or planned discussion. So students can think of ideas discussed.

d. Prepared talks

In this activity, students must find their own partner and make also a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation, because they have prepared it.

e. Questionnaires

The questionnaire is very useful because it is for gathering information as a basic ingredient in the preparation of notes and for taking a sampling of the attitudes or opinions of the respondents from students.

#### f. Simulation and Role Play

The simulation method in the context of the social learning model is very effective if the teacher wants students to find their identity in the social world. Types of social learning models for example through role playing and simulation. In role play, students learn to use the concept of roles and are aware of different roles.

Ken Jones (1982), describe the following three characteristics simulation:

- 1) Reality of function : Students should not consider themselves to be a student, but as real students in the situation.
- 2) A simulated environment : : In simulated environment, a teacher states that a classroom is an airport surveillance area, for example.
- 3) Structure : all students are required to see how activities are constructed then students are given the topics needed to carry out simulations effectively.

### **8. Teaching Speaking**

Borish (2007) defines that teaching is conveying a clue to (someone): giving someone expertise and mastery. While speaking it is using words in an ordinary voice. So, teaching speaking it means to give instructions or clue to someone to communicate. The success of communication will be determined from the insight of someone involved in communication activities. This shared knowledge will be influenced by the clarity of the message, the way the message is conveyed, the communication behavior, and the situation (place and time) of communication. By doing so, the goal of teaching speaking is to expand the way

in which students are oral in speaking English and interpret the messages that occur in the communication process. Therefore, in the process of teaching English in the classroom, especially in speaking activities, it must aim to optimize the use of personal language.

In teaching speaking, a teacher not only teaches students to produce spoken words to convey their feelings, concepts and opinions but also to make students active in negotiating the meaning of using social knowledge about situations and topics. Therefore, speaking teaching must be oriented to give students the opportunity to practice it so that they can achieve good speaking skills, but for most students speaking is a complicated skill because it involves several aspects of language, such as involving technicians (pronunciation, grammatics, and vocabulary), functions (transactions and interactions), social and cultural provisions and norms. So, a teacher is required to be more creative in designing learning activities in order to help students actively participate and achieve learning goals.

### **9. Definition of Synectics Model**

Synectics is a model of teaching in English, created by William J Gordon, to make thinking creative. Synectics Model is a teaching model that is prepared to make students more creative or innovative and helps students see old ideas in new ways. In this teaching model strongly emphasizes the analogy to foster creativity in students.

William J Gordon (1961) states that this model has four idea/concept that are contrary to conventional insights about creativity. First, in everyday life

creativity plays a very important role. Therefore, this model was created to improve the ability to solve problems, express interesting ideas, and knowledge in social relationships. Second, to increase creativity, the creative process can be explained and directed directly to others. Gordon assumes that if a person has an understanding of the basics of the creative process, they can understand that understanding in order to obtain creative freedom in their work and theirs. Creativity can be accomplished through conscious analysis directed to describe and create training procedures that can be applied in schools and in other environments. Third, the discovery of creativity is the same for all aspect/ not only in art and is characterized by the similarity of the underlying intellectual processes. Fourth, individuals and groups have similarities in invention or discovery (creative thinking). So as to produce ideas in the same way or pattern.

According to the statements above, the researcher concludes that synectics model is a model designed to activate students' creativity and proven structured process for obtaining creative problem solutions.

### **9.1. The Benefits of Synectics Model**

Based on ([https:// studymooise.com /synectics-a-brains-forming-tool-essay](https://studymooise.com/synectics-a-brains-forming-tool-essay)) Throughout the theory of learning synectics can be found. The process of synectics can be linked to student learning, student creativity in learning, technology in the classroom and brain research. Some of the benefits of synectics are shown by direct instruction, idea development, casual impact and creative problem solving, inductive understanding, remembering, event studies, class interviews and group experiments. The benefits of Synectics include:



- a. Establish and start creative procedures.
- b. Improve understanding of certain topics or problems
- c. Cultivate new concept
- d. Different thinking skill and peak case solving
- e. Can adapt to various teaching and learning context
- f. Improve language acquisition
- g. Assist in storing new reports

## **9.2. The Steps of Synectics Model**

There are seven steps of Synectics Model to be followed :

- Phase 1: Substantive Input

The teacher provides information about new topics.

- Phase 2: Direct Analogy

The teacher proposes a direct analogy and asks students to describe the analogy.

- Phase 3: Make Story

The teacher asks students to make story of the topic.

- Phase 4: Comparing Analogy

After that, the teacher asks students to identify and explain points of the similarity between analogies and substantive material.

- Phase 5: Identify differences

Students explain the differences between analogies

- Phase 6: Exploration

Students explore the initial topic again

- Phase 7: Analogy formulation

Students prepare a story and present the results in front of the class.

### **9.3. The influence of the Synectics Model in the learning process**

The synectic model can give:

- a. Instructional influences in the form of group cohesion and productivity, metaphorical thinking skills, capabilities and problem solving.
- b. Companion influences in the form of self-esteem, adventure and mastery of curriculum material.

This model can be applied to all subject subjects, to students at all age levels, if the teacher is indeed willing to emphasize the process of formulation and problem solving in several aspects of science rather than entering information that has not been structured and has not been established. This model also allows the opening of thoughts and the ability to give opinions or ideas.

## **10. Definition of Picture Media**

In learning activities, media can be defined as something that can carry information and knowledge in the ongoing interactions between educators and students. The example of the media is in the form of pictures, books, films, tapes and frames.

The media chosen in this study to teach speaking is picture media. Sabri (2010:110) defines that picture media is a teaching aid in the form of a number of pictures, posters, paintings from books and newspapers and others. An alternative way to teach speaking English is to use picture media. With picture media

students are guided to use students imagination in thinking and can describe images.

Wright (2001) defines that picture as media is able to encourage students, to create the concept they face more clear and to imagine general topics and kinds of objects or actions towards a culture.

### **10.1. The Functions of Picture Media**

In the teaching and learning process, Picture Media has four functions. They are as follows:

- a. Media can attract more student attention so that it can stimulate learning motivation.
- b. The media can make the subject matter clearer and more meaningful so that it is easily understood by students and enables them to master the expected competencies better.
- c. This can make learning methods more diverse, not only verbal communication through teacher's words so students don't get bored and the teacher doesn't run out of energy.
- d. The media can make students do more learning activities because they don't just listen to the teacher's explanation. but also have other activities such as observing, showing, and so on.

### **10.2. The Advantages and disadvantages of Picture Media**

In English language teaching as a foreign language, picture media is very necessary to use in learning because help teachers and students to overcome

learning barriers. In this case, picture media has advantages and disadvantages, namely :

**a. The advantages of Picture Media**

- 1) It is concrete, picture media more realistically show the subject matter compared to verbal media alone.
- 2) Picture media can overcome the limitations of space and time. Not all objects or events can be brought to class, and students cannot always be brought to the object / event. Picture media can overcome this by showing in class images related to subjects.
- 3) Picture media can overcome the limitations of observation. Invisible things can be clearly presented in the form of pictures.
- 4) Picture media can clarify a problem, in any field, and for any age level, so as to prevent or correct misunderstandings.
- 5) Picture media are cheap and easy to obtain and use, without the need for special equipment.

**b. The disadvantages of Picture Media**

- 1) The picture media only emphasizes the perception of the eye
- 2) The size is very limited for large groups
- 3) Objects that are too complex in learning activities

## **B. Previous Related Studies**

The relevant studies based on the similarities in variables of study even in dependent variable although independent variable. Some of the relevants of the study with the research that will be done as follows :

First, Agus Darmuki (2018) Cooperative, Synectics Model, And Ctl Learning Model Toward Speaking Ability Viewed From Student's Motivation. This research was intended to investigate the differences on students' speaking ability taught by Cooperative, Synectics Model, and CTL learning model and to know the interactions between learning model and motivation toward speaking ability.

Second, Tomo Djudin (2017) Synectics Model: An Offer To Develop Students' Creativity. The result showed that the synectics model is designed based on two main strategies is designing something (problem and idea) that has been previously known to be something new and creating something new becomes more known and meaningful.

Third, Mezia Kemala Sari (2018) The Implementation Of Using Picture Media On Teaching. This research was intended to see is there any significant implementation of using media in teaching Present Continuous Tense.

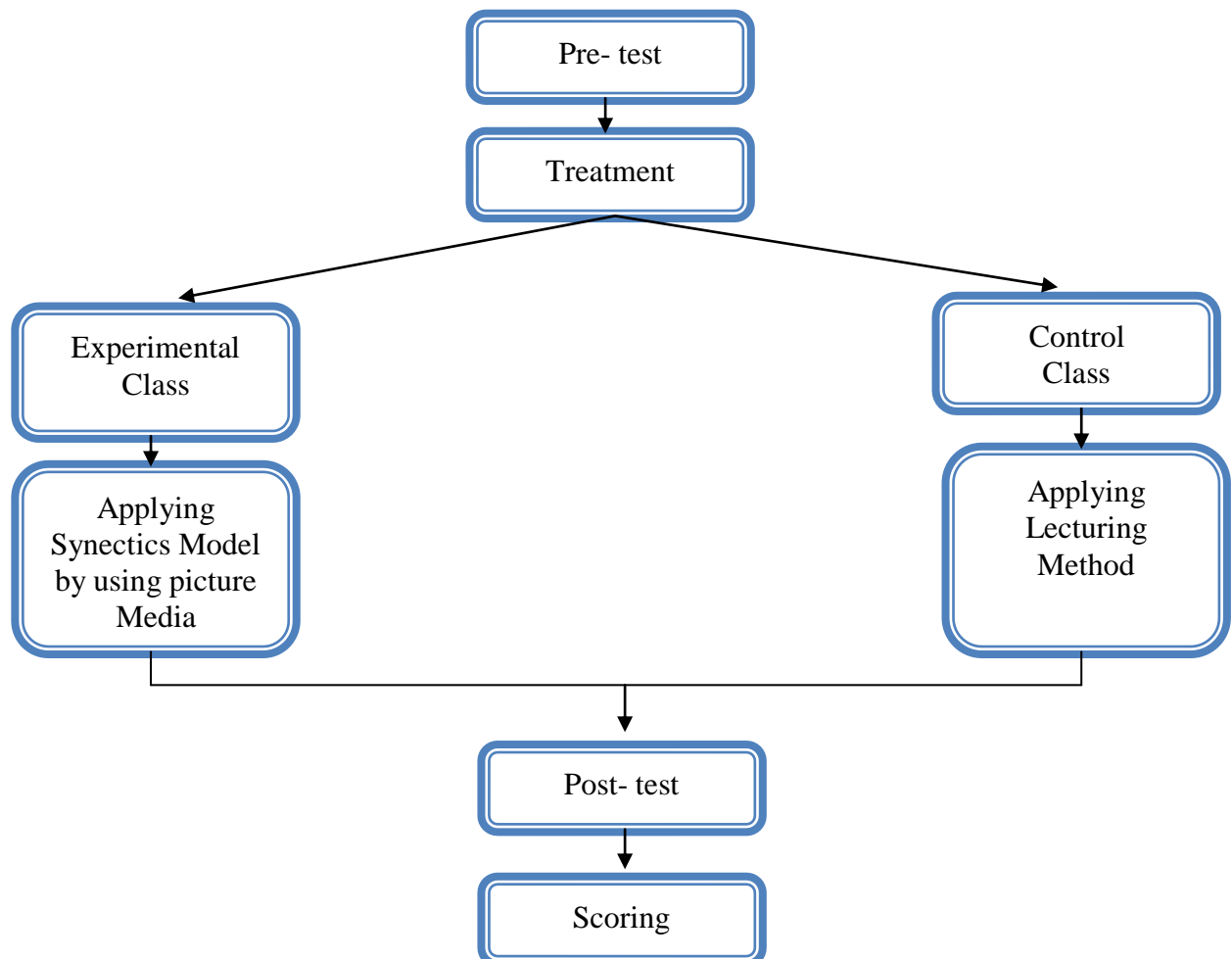
Based on the relevant studies above, needed deeper study regarding the application of the method. In this study will be devoted in teaching speaking. From the previous research that the method has a significant effect on the students speaking skill. And the researcher will used a different method but in the same skill.

### **C. Conceptual Framework**

Speaking occupies an important position in language learning. It means that speaking is one of the most important aspects of learning English. In theory, speaking is easy but very difficult in practice. Students often stammer when talking to each other, students are still nervous, embarrassed and have difficulty saying the words correctly. This is because learners don't practice English. Therefore it is very important for teachers to develop students' speaking skills through communicative activities. In teaching speaking, there are several models and teaching media that can be used to increase students' interest in learning English, especially speaking. Here, the role of the teacher is to make and apply it.

Based on the explanation above, the researcher wanted to develop the students speaking skill by using synectic model. Synectic is a model that is very suitable to be applied to students because it can increase students in learning to speak so it is not boring. By using the synectics model, students can improve their ability to express their ideas whether they can express them correctly and or not. To be more effective in the teaching and learning process, the researcher also use picture media as one of the alternative teaching aids in teaching English. With picture media, students are trained to use their imagination with pictures and are able to describe picture everywhere. Then, students will remember the material. So, the model of synectics with picture media allows students to learn while playing. By applying the synectics model by using picture media to students, it will help them be more enthusiastic in learning to speak and the learning process becomes fun. Students will be motivated to use English and they will feel

comfortable in English. So, the atmosphere in the classroom will be more alive, and also students will be more active when the learning process takes place.



#### D. Hypothesis

The research hypothesis is formulated into alternative as tentative answer the problems as follows :

Ha : “there is effect of synectics model on the students speaking skill by using picture media”

Ho : “there is no effect of synectics model on the students speaking skill by using picture media

### CHAPTER III

#### METHOD OF THE RESEARCH

##### A. Location and Time

This research was conducted at SMA Muhammadiyah 18 Sunggal at Jalan Sei Mencirim No.60, Medan Krio, Kecamatan Sunggal, Kabupaten Deli Serdang, Sumatera Utara at academic year of 2018/2019, eleventh grade in senior high school. The reason for choosing this school because the researcher found that the students of the second grade had problem in speaking and researcher it is want to give the new idea about model synectics by using picture media which has not conduct in teaching speaking at the school.

##### B. Population and Sample

###### 1. Population

The population of this research was the eleventh grade students of SMA Muhammadiyah 18 Sunggal of 2018/2019 academic year who consists of 150 students in 5 parallel classes (X IPS-1 up to X IPS-5).

**Table 3.1**  
**Population of Research**

No	Class	Population
1	XI IPS -1	30
2	XI IPS -2	30
3	XI IPS -3	30
4	XI IPS -4	30
5	XI IPS -5	30
<b>Total</b>		<b>150</b>



## 2. Sample

The sample in this research are class XI IPS-1 which consists of 30 students is chosen as the control group and XI IPS-2 which consists of 30 students as the experimental group, as shown below :

**Table 3.2**  
**Sample of Research**

No	Class	Sample
1	XI IPS -1	30
2	XI IPS -2	30
<b>Total</b>		<b>60</b>

## C. Research Design

This research conducted by using experimental research. This research applied in order to investigate the effect of Synectics Model on the students speaking skill by using picture media. The purpose is to know whether there is a significant effect of synectics model on the students or not. There were two groups in this research, they were experimental group and control group. The pre-test would be applied before the treatment and the post-test would be applied after the treatment. In doing treatment the researcher used Synectics Model to the experimental group whereas the control group used lecturing method. The design would be figured out as follows:

**Table 3.3**  
**The Research Design**

Group	Pre-test	Treatment	Post-test
Experimental	✓	Using Synectics Model with Picture Media	✓
Control	✓	Using Lecturing Method	✓

There were three procedures in doing by the researcher, namely: pre-test, treatment and post-test :

#### 1. Pre-test

The type of test given to students in order to measure their understanding in speaking is called a pre-test. Pre-test was done by before applying the treatment. The test was given to the experimental and control group. The pre-test is used to found out the homogeneity of samples and the mean scores of each group. In doing the pre-test, the students were asked to answer several question given.

#### 2. Treatment

After having the pre-test, the researcher gave treatment to the students. Both of experimental and control group were taught by using the same topics but different treatments. Experimental group taught by using Synectics Model with picture media, while the control group were taught without using Synectics Model with picture media. The teaching procedure can be seen bellow :

**Table 3.4**  
**Treatments in Experimental Group**

<b>Teacher's Activity</b>	<b>Student's Activity</b>
1. The teacher greets the students to opened the class and checks the attendance lists.	The students greets the teacher.
2. The teacher explains the meaning of descriptive text; general structure and language features and give the example.	The students paid attention to the teachers explanation
3. The teacher explains how using the synectics model in the speaking skill.	The students paid attention and listen carefully for the explanation
4. The teacher make an example of synectics model by using descriptive text with picture media.	The students give more attention and listen carefully

5. The teacher asked for affirmation, if the students understood about the topic.	The students respond to the teacher's question.
6. After that, the teacher asked students to made the story related with picture media that are given the teacher about descriptive text.	The students listen and start to made the story
7. Gave the students time to discuss and then retelling the story by using Synectics Model.	The students present and describe in front of the class
8. After retold the story, the teacher asked the opinion from the other students.	The student gave their comment about the story
9. The teacher reviewed and concluded what they have learned.	The students listen to the teacher
10. Finally, the teacher closed the meeting and motivated students to learn more about the lesson at home.	The students greets the teacher.

**Table 3.5**  
**Treatments in Control Group**

<b>Teacher's Activity</b>	<b>Student's Activity</b>
1. The teacher greets the students to opened the class and checks the attendance lists.	The students greets the teacher.
2. The teacher explains the meaning of descriptive text; general structure and language features and give the example.	The students paid attention to the teachers explanation
3. The teacher asked students to made the story related with descriptive text.	The students listen and start to made the story
4. Gave the students time to discuss and then retelling the story.	The students present and describe in front of the class
5. The teacher reviewed and concluded what they have learned.	The students listen to the teacher
6. Finally, the teacher closed the meeting and motivated students to learn more about the lesson at home.	The students greets the teacher.

### 3. Post-test

After having the treatment, the students of both groups would be given the post-test. The post-test was exactly the same as pre-test way. This test is final test

in research, especially in measuring the treatment, whether it is significant or not on the students speaking skill.

#### **D. Instrument of Research**

The data of this research were collected by giving the Picture Media in experimental group in pre-test and post-test. But in control group without using Picture Media in pre-test and post-test. The teacher asked the students to retelling short based on the media given. The researcher will record the students speaking by using smartphone.

#### **E. Technique of Collecting the Data**

The data of this research were collected by using oral test. To collect the data, the researcher will used the following steps:

1. Giving pre-test to both groups.
2. Giving treatment
  - a. Teaching the experimental group by using Synectics Model with Picture Media.
  - b. Teaching the control group by Lecturing Method
3. Giving post-test in both groups
4. Giving score students when presentation speaking in class.

#### **F. Technique of Analyzing the Data**

In analyzing the data, some techniques would be taken as follow :

1. Scoring the students perform.
2. Listing the score into two tables for experimental and control group.

3. Calculating the total score post-test in experimental and control group.

a. Calculating Mean Score :

$$\bar{X} = \frac{\sum Xi}{n}$$

Note :

$\bar{X}$  = Mean

$\sum Xi$  = The total of students value

$n$  = The number of Students

b. Standard Deviation by Formula :

$$S_1 = \sqrt{\frac{n(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1 - 1)}}$$

c. Normality Test

Normality test in the case is used to determine whether the distribution of post-test scores derived from the population is normally distributed or not. It is conducted either in experimental group and control group.  $L = f = (Z_i) - S(Z_i) \rightarrow$  if,  $L_o < L_t$  , the data is the form normal distributed population, if  $L_o > L_t$  , the data is not for normal distributed population.

d. Homogeneity Test

Homogeneity test conducted in order to test the variance homogeneity test of post-test score both groups derived from normally distributed populations.

$$F_o = \frac{S_1^2}{S_2^2} \rightarrow \text{if } F_o < F_t, \text{ So the data is Polled Variant (Homogeny)}$$

$\text{if } F_o > F_t, \text{ So the data is Separated Variants (heterogenic)}$

- e. Calculating Correlation Product Moment Between  $X_1$  and  $X_2$

$$r_{x_1x_2} = \frac{n\sum x_1 x_2 - \sum x_1 \cdot \sum x_2}{\sqrt{\{n\sum X_1^2 - (\sum X_1)^2\} \{n\sum X_2^2 - (\sum X_2)^2\}}}$$

- f. Hypothesis test (t-test) conducted by using Sugiyono (2010)

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2r\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

Notes :

t = t-test

$t_1$  = t-table

$\bar{x}_1$  = mean of variable 1 (experimental group)

$\bar{x}_2$  = mean of variable 2 (control group)

$S_1$  = standard deviation of sample 1 (experimental group)

$S_2$  = standard deviation of sample 2 (control group)

$S_1^2$  = standard deviation squared (variants) of sample 1 (experimental group)

$S_2^2$  = standard deviation squared (variants) of sample 2 (control group)

n = total of sample

$n_1$  = number of cases for variable 1 (experimental group)

$n_2$  = number of cases for variable 2 (control group)

r = Correlation of product moment between  $X_1$  and  $X_2$

### G. Scoring the Test

In scoring the test, the researcher applied the theory of Brown (2004:171) for assessment speaking. There is five indicators that were assessed in this research are content, vocabulary, comprehension, fluency, pronunciation and each of them has a distinct assessment to do. The details of assessment components will be explained below :

**Table 3.6 Rubrics of Scoring Speaking Test**

Aspect	Percentage	Score	Grade	Max Score
<b>Grammar</b>	15%	15-13	Excellent to very good	15
		12-10	Good to average	
		9-7	Fair to poor	
		6-4	Very poor	
<b>Vocabulary</b>	20%	20-18	Excellent to very good	20
		17-14	Good to average	
		13-10	Fair to poor	
		9-7	Very poor	
<b>Comprehension</b>	20%	20-18	Excellent to very good	20
		17-14	Good to average	
		13-10	Fair to poor	
		9-7	Very poor	
<b>Fluency</b>	20%	20-18	Excellent to very good	20
		17-14	Good to average	
		13-10	Fair to poor	
		9-7	Very poor	
<b>Pronunciation</b>	25%	25-22	Excellent to very good	25
		21-19	Good to average	
		17-11	Fair to poor	
		10-5	Very poor	
<b>Total Score</b>				<b>100</b>

**Source:** H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Fransisco: Longman, 2004), 171-173

## CHAPTER IV

### DATA AND DATA ANALYSIS

#### A. Data Collection

This data was conducted by using an experimental research. There were two groups in this research, namely experimental group and control group. Firstly, the experimental group was given the oral test of pre-test before giving the treatment. Then, the experimental group that treated by synectics model assisted by picture media. After giving the treatment, the experimental was given post-test. The students' score of experimental group could be seen in the following table :

**Table 4.1**  
**The Result of Pre-test and Post-test of Experimental Group**

No	Student's Initial Name	Pre-test	Post-test
1	VAS	75	85
2	JRW	65	80
3	MF	70	85
4	DNH	85	90
5	DPN	65	80
6	WSS	65	75
7	WW	55	60
8	MSR	70	85
9	RRN	80	90
10	LF	55	70
11	MMR	60	85
12	RS	55	65
13	MRF	60	80
14	NP	70	90
15	AY	75	90
16	NK	60	85
17	SR	70	85
18	A	60	85
19	SP	60	70



No	Student's Initial Name	Pre-test	Post-test
20	YEF	70	85
21	PFW	85	90
22	S	70	85
23	FWP	55	60
24	SI	60	80
25	BD	75	85
26	PK	70	85
27	BY	55	75
28	AS	60	80
29	KDN	65	85
30	FL	60	75
<b>Amount</b>		<b>1980</b>	<b>2420</b>

Based on the table above of pre-test and post-test from the experimental group, it showed that the lowest score of pre-test was 55 and the highest score of pre-test was 85. While in the lowest score of post-test was 60 and the highest score of post-test was 90.

Secondly, the control group was given the oral test of pre-test before giving the treatment. Then, the control group that treated by lecturing method. After giving the treatment, the control group was given post-test. The students' score of control group could be seen in the following table :

**Table 4.2**  
**The Result of Pre-test and Post-test of Control Group**

No	Student's Initial Name	Pre-test	Post-test
1	IAS	55	65
2	FSH	60	75
3	CS	55	60
4	IW	80	85
5	IB	60	70
6	SA	55	65
7	WW	50	55
8	YS	70	80

No	Student's Initial Name	Pre-test	Post-test
9	PH	50	55
10	SDL	55	60
11	AA	60	65
12	DP	55	60
13	RS	65	75
14	FFK	75	80
15	FA	65	70
16	MRT	60	65
17	AT	55	65
18	DY	65	75
19	MP	55	65
20	HP	60	80
21	YA	70	75
22	DE	55	65
23	FH	55	65
24	IS	65	75
25	EF	60	70
26	SS	65	75
27	YR	60	70
28	BHN	60	75
29	AK	65	70
30	WQ	60	70
<b>Amount</b>		<b>1820</b>	<b>2080</b>

Based on the table above of pre-test and post-test from the control group, it showed that the lowest score of pre-test was 50 and the highest score of pre-test was 80. While in the lowest score of post-test was 55 and the highest score of post-test was 85.

## B. Data Analysis

Based on table 4.1 and table 4.2 the following table 4.3 was the calculation of table.

**Table 4.3**  
**The Calculation Table of Post-test Experimental and Control Group**

No	X <sub>1</sub>	X <sub>2</sub>	X <sub>1</sub> <sup>2</sup>	X <sub>2</sub> <sup>2</sup>	X <sub>1</sub> .X <sub>2</sub>	X <sub>1</sub> -X <sub>2</sub>
1	85	65	7225	4225	5525	20
2	80	75	6400	5625	6000	5

3	85	60	7225	3600	5100	25
4	90	85	8100	7225	7650	5
5	80	70	6400	4900	5600	10
6	75	65	5625	4225	4875	10
7	60	55	3600	3025	3300	5
8	85	80	7225	6400	6800	5
9	90	55	8100	3025	4950	35
10	70	60	4900	3600	4200	10
11	85	65	7225	4225	5525	20
12	65	60	4225	3600	3900	5
13	80	75	6400	5625	6000	5
14	90	80	8100	6400	7200	10
15	90	70	8100	4900	6300	20
16	85	65	7225	4225	5525	20
17	85	65	7225	4225	5525	20
18	85	75	7225	5625	6375	10
19	70	65	4900	4225	4550	5
20	85	80	7225	6400	6800	5
21	90	75	8100	5625	6750	15
22	85	65	7225	4225	5525	20
23	60	65	3600	4225	3900	-5
24	80	75	6400	5625	6000	5
25	85	70	7225	4900	5950	15
26	85	75	7225	5625	6375	10
27	75	70	5625	4900	5250	5
28	80	75	6400	5625	6000	5
29	85	70	7225	4900	5950	15
30	75	70	5625	4900	5250	5
<b>Amount</b>	$\sum X_1 =$ <b>2420</b>	$\sum X_2 =$ <b>2080</b>	$\sum X_1^2 =$ <b>197300</b>	$\sum X_2^2 =$ <b>145850</b>	$\sum X_1 \cdot X_2 =$ <b>168650</b>	$\sum X_1 - X_2 =$ <b>340</b>

**a. Mean**

$$\bar{X} = \frac{\sum X_1}{n}$$

$$= \frac{2420}{30}$$

$$= 80,66$$

$$\bar{X} = \frac{\sum X_2}{n}$$

$$= \frac{2080}{30}$$

$$= \mathbf{69,33}$$

### **b. Standard Deviation**

$$S_1 = \frac{n_1 (\sum X_1^2) - (\sum X_1)^2}{n_1 (n_1 - 1)}$$

$$S_1 = \frac{30 (197300) - (2420)^2}{30 (30-1)}$$

$$S_1 = \frac{(5919000) - (5856400)}{30 (29)}$$

$$S_1 = \frac{62600}{870}$$

$$S_1 = 71,95$$

$$S_1 = \sqrt{71,95}$$

$$\mathbf{S_1 = 8,48}$$

$$S_2 = \frac{n_2 (\sum X_2^2) - (\sum X_2)^2}{n_2 (n_2 - 1)}$$

$$S_2 = \frac{30 (145850) - (2080)^2}{30 (30-1)}$$

$$S_2 = \frac{(4375500) - (4326400)}{30 (29)}$$

$$S_2 = \frac{49100}{870}$$

$$S_2 = 56,43$$

$$S_2 = \sqrt{56,43}$$

$$S_2 = 7,51$$

c. Normality Test

**Table 4.4**  
**The Distribution Table of Experimental Group**

No	X <sub>1</sub>	F	S.Kum	Z <sub>i</sub>	F(Z <sub>i</sub> )	S(Z <sub>i</sub> )	F(Z <sub>i</sub> )- S(Z <sub>i</sub> )
1	60	2	1	-2.44	0.0074	0.033	0.026
2	60		2	-2.44	0.0074	0.067	0.059
3	65	1	3	-1.85	0.0324	0.1	0.068
4	70	2	4	-1.26	0.1043	0.133	0.029
5	70		5	-1.26	0.1043	0.167	0.062
6	75	3	6	-0.67	0.2521	0.2	0.052
7	75		7	-0.67	0.2521	0.233	0.019
8	75		8	-0.67	0.2521	0.267	0.015
9	80	5	9	-0.08	0.4687	0.3	<b>0.159</b>
10	80		10	-0.08	0.4687	0.333	0.135
11	80		11	-0.08	0.4687	0.367	0.102
12	80		12	-0.08	0.4687	0.4	0.069
13	80		13	-0.08	0.4687	0.433	0.035
14	85	12	14	0.51	0.6953	0.467	0.0229
15	85		15	0.51	0.6953	0.5	0.095
16	85	12	16	0.51	0.6953	0.533	0.0162
17	85		17	0.51	0.6953	0.567	0.129
18	85		18	0.51	0.6953	0.6	0.095
19	85		19	0.51	0.6953	0.633	0.062
20	85		20	0.51	0.6953	0.667	0.029
21	85		21	0.51	0.6953	0.7	0.005
22	85		22	0.51	0.6953	0.733	0.038
23	85		23	0.51	0.6953	0.767	0.071
24	85		24	0.51	0.6953	0.8	0.105
25	85		25	0.51	0.6953	0.833	0.138
26	90	5	26	1.1	0.8644	0.867	0.002
27	90		27	1.1	0.8644	0.9	0.036
28	90		28	1.1	0.8644	0.933	0.069

29	90		29	1.1	0.8644	0.967	0.102
30	90		30	1.1	0.8644	1	0.136

Based on the table 4.4, it showed that  $L_0 = 0.159$  and  $L_t = 0,161$ . It means that  $L_0 < L_t$  ( $0.159 < 0,161$ ) is the data is form normal distributed population in experimental group.

**Table 4.5**  
**The Distribution Table of Control Group**

No	$X_1$	F	S.Kum	$Z_i$	$F(Z_i)$	$S(Z_i)$	$F(Z_i) - S(Z_i)$
1	55	2	1	-1.91	0.0282	0.0333	0.005
2	55		2	-1.91	0.0282	0.0667	0.038
3	60	3	3	-1.24	0.107	0.1	0.007
4	60		4	-1.24	0.107	0.1333	0.026
5	60		5	-1.24	0.107	0.1667	0.06
6	65	8	6	-0.58	0.282	0.2	0.082
7	65		7	-0.58	0.282	0.2333	0.049
8	65		8	-0.58	0.282	0.2667	0.015
9	65		9	-0.58	0.282	0.3	0.018
10	65		10	-0.58	0.282	0.3333	0.051
11	65		11	-0.58	0.282	0.3667	0.085
12	65		12	-0.58	0.282	0.4	0.118
13	65		13	-0.58	0.282	0.4333	<b>0.151</b>
14	70	6	14	0.089	0.5354	0.4667	0.069
15	70		15	0.089	0.5354	0.5	0.035
16	70		16	0.089	0.5354	0.5333	0.002
17	70		17	0.089	0.5354	0.5667	0.031
18	70		18	0.089	0.5354	0.6	0.065
19	70		19	0.089	0.5354	0.6333	0.098
20	75	7	20	0.754	0.7747	0.6667	0.108
21	75		21	0.754	0.7747	0.7	0.075
22	75		22	0.754	0.7747	0.7333	0.041
23	75		23	0.754	0.7747	0.7667	0.008
24	75		24	0.754	0.7747	0.8	0.025
25	75		25	0.754	0.7747	0.8333	0.059
26	75		26	0.754	0.7747	0.8667	0.092

27	80	3	27	1.42	0.9222	0.9	0.022
28	80		28	1.42	0.9222	0.9333	0.011
29	80		29	1.42	0.9222	0.9667	0.044
30	85	1	30	2.085	0.9815	1	0.019

Based on the table 4.4, it showed that  $L_o = 0.151$  and  $L_t = 0,161$ . It means that  $L_o < L_t$  ( $0.151 < 0,161$ ) is the data is form normal distributed population in control group.

#### d. Homogeneity Test

The score of standard deviation for experimental and control group was calculated, then it was needed to decide the data was Separated Variants (Heterogenic) data or Polled Variants (Homogeneity) data by using the formula bellow :

$$F_o = \frac{S_1^2}{S_2^2}$$

$S_1^2$  is standard deviation squared (variants) of sample 1 (experimental group) and  $S_2^2$  is the standard deviation squared (variants) of sample 2 (control group). Based on the data was calculated previously, it was found  $S_1^2$  was 71,95 and  $S_2^2$  was 56,43. Then, for  $F_o < F_t$ , so the data was Polled Variants (homogeny).

So,  $F_o$  was calculated as below :

$$\begin{aligned} F_o &= \frac{S_1^2}{S_2^2} \\ &= \frac{71,95}{56,43} \\ &= \mathbf{1,27} \end{aligned}$$

Then, to find out value of  $F_t$  was getting by F distribution for probability  $\alpha = 5\% = 0,05$ . Degree of freedom (df) for numerator  $df = n_1 - 1 = 60 - 1 = 59$  and Degree of freedom (df) for denominator  $df = n_2 - 1 = 60 - 1 = 59$ . From F table, it was found that  $F_t = 1,56$  and  $F_o = 1,27$ . So, it means that, it showed that  $F_o < F_t = 1,27 < 1,56$ , the data was Polled Variants (homogeny).

#### e. Calculating Correlation of Product Moment between $X_1$ and $X_2$

$$r_{x_1x_2} = \frac{n\sum x_1 x_2 - \sum x_1 \cdot \sum x_2}{\sqrt{\{n\sum X_1^2 - (\sum X_1)^2\} \{n\sum X_2^2 - (\sum X_2)^2\}}}$$

$$r_{x_1x_2} = \frac{(60.168650) - (2420.2080)}{\sqrt{\{60.197300 - (2420)^2\} \{60.145850 - (2080)^2\}}}$$

$$r_{x_1x_2} = \frac{(10119000) - (5033600)}{\sqrt{\{11838000 - 5856400\} \{8751000 - 4326400\}}}$$

$$r_{x_1x_2} = \frac{5085400}{\sqrt{\{5981600\} \{4424600\}}}$$

$$r_{x_1x_2} = \frac{5085400}{51445298}$$

$$r_{x_1x_2} = 0,09$$

Then it was calculated hypothesis test by using Sugiyono :

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2r\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$



$$t = \frac{80,66 - 69,33}{\sqrt{\frac{71,95}{30} + \frac{56,43}{30} - 2,0,09 \left(\frac{8,48}{\sqrt{30}}\right) \left(\frac{7,51}{\sqrt{30}}\right)}}$$

$$t = \frac{11,33}{\sqrt{(2,3983+1,881) - (0,18)(1,54)(1,37)}}$$

$$t = \frac{11,33}{\sqrt{4,2793 - 0,379764}}$$

$$t = \frac{11,33}{\sqrt{3,899536}}$$

$$t = \frac{11,33}{\sqrt{1,974}}$$

$$t = 5,73$$

Based on the table above, it could be seen the value of  $t_{\text{calculation}}$  was 5,73 with the significance value of 5% (0,05). Based on the post-test data was acquired from experimental group and control group with consist of 60 students ( $n=60$ ), then the degree of freedom (df) was  $60-2 = 58$ . Then the value of  $t_{\text{table}}$  was 1,67. It showed that  $t_{\text{calculation}} > t_{\text{table}}$ . It means that  $H_0$  was rejected and  $H_a$  was accepted. It can be concluded that there was any significant effect of applying synectics model on the students speaking skill by using picture media.

**Table 4.6**  
**The Calculation Table**

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	X.Y
1	85	75	7225	5625	6375
2	80	65	6400	4225	5200
3	85	70	7225	4900	5950
4	90	85	8100	7225	7650

5	80	65	6400	4225	5200
6	75	65	5625	4225	4875
7	60	55	3600	3025	3300
8	85	70	7225	4900	5950
9	90	80	8100	6400	7200
10	70	55	4900	3025	3850
11	85	60	7225	3600	5100
12	65	55	4225	3025	3575
13	80	60	6400	3600	4800
14	90	70	8100	4900	6300
15	90	75	8100	5625	6750
16	85	60	7225	3600	5100
17	85	70	7225	4900	5950
18	85	60	7225	3600	5100
19	70	60	4900	3600	4200
20	85	70	7225	4900	5950
21	90	85	8100	7225	7650
22	85	70	7225	4900	5950
23	60	55	3600	3025	3300
24	80	60	6400	3600	4800
25	85	75	7225	5625	6375
26	85	70	7225	4900	5950
27	75	55	5625	3025	4125
28	80	60	6400	3600	4800
29	85	65	7225	4225	5525
30	75	60	5625	3600	4500
<b>Total</b>	<b><math>\sum X =</math> 2420</b>	<b><math>\sum Y =</math> 1980</b>	<b><math>\sum X^2 =</math> 197300</b>	<b><math>\sum Y^2 =</math> 132850</b>	<b><math>\sum X.Y =</math> 161350</b>

Based on the table above to calculate value of percentation of the students speaking skill by applying Synectics Model :

$$r_{xy} = \frac{n (\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum(x)^2)\} \{n\sum y^2 - (\sum(y)^2)\}}}$$

$$r_{xy} = \frac{30 (161350) - (2420)(1980)}{\sqrt{\{30 (197300) - (2420)^2\} \{30 (132850) - (1980)^2\}}}$$

$$r_{xy} = \frac{4840500 - 4791600}{\sqrt{\{5919000 - 5856400\} \{3985500 - 3920400\}}}$$

$$r_{xy} = \frac{48900}{\sqrt{\{62600\} \{65100\}}}$$

$$r_{xy} = \frac{48900}{63837}$$

$$r_{xy} = \mathbf{0,76}$$

Note :

N was the number of the students

$R_{xy}$  was coefficient of the person product moment correlation between one half the second test part.

$$\begin{aligned} D &= r^2 \times 100\% \\ &= 0,76^2 \times 100\% \\ &= 0,5776 \times 100\% \\ &= \mathbf{57,76\%} \end{aligned}$$

$$\begin{aligned} D &= 100\% - 57,76\% \\ &= \mathbf{42,24\%} \end{aligned}$$

It means that the effect of X variable toward Y variable or the effect on the students speaking skill was 57,76% and 42,24% was influenced by other factors.

### C. Research Findings

- a. The  $t_{\text{calculation}}$  (5,73) was higher than  $t_{\text{table}}$  (1,67) at  $df = 58$  and  $\alpha = 0,05$  or (5,73 > 1,67). So,  $H_0$  was rejected and  $H_a$  was accepted. It means that there

was any significant effect of applying synectics model on the students speaking skill by using picture media.

- b. Based on testing hypothesis, the value of  $t_{\text{observed}} > t_{\text{table}}$ , it means that there is a significant effect on the students speaking skill. The value of the effect was about 57,76%.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

The conclusions of this research were taken from the analyzing of the data as the following :

1. Based on the analyzing in teaching and learning speaking, it can be concluded that there were the effect of applying synectics model on the students speaking skill by using picture media which was proven y the result of the  $t_{\text{calculation}}$  compared to  $t_{\text{table}}$ , it was  $t_{\text{calculation}} > t_{\text{table}}$  ( $5,73 > 1,67$ ).
2. Based on the analyzing of the data it was found that the total percentage of the effect of applying synectics model on the students speaking skill by using picture media was 57,76% and 42,24% was influenced by another factors.

#### B. Suggestions

Based on the data that have been conducted in this study, the suggestion that should be noticed, there are : students have to be able to communicate in English language and they need a large number of vocabularies to be able to communication language well. Therefore, it is suggested to apply synectics model in expanding the number of vocabulary. Because, based on the result of the data analyzing, it is found that using this strategy in learning speaking was effective in expanding vocabulary.

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## RESEARCH SCHEDULE

No	Activity	Month							
		Maret	April	Mei	Juni	Juli	Agsts	Sept	Okt
1	Library Study								
2	Consultation of Title								
3	Observation of Research Location								
4	Writing Research Proposal								
5	Consultation of Proposal								
6	Seminar Proposal								
7	Conducting Experiment								
8	Writing Research Work								
9	Revising								
10	Green Table								



**LESSON PLAN**  
**(CONTROL CLASS)**

School : SMA Muhammadiyah 18 Sunggal  
Subject : English  
Class/Semester : XI/1  
Skill : Speaking  
Time Allocation : 2 x 45 minutes

**A. Core Competence**

3. Understand, apply, analyze and evaluate factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, in the appropriate field of his talent to solve the problem.
4. Processing, reasoning, and serving in the realm of concrete and abstract domains related to the development of what they learn in school independently, and are able to use methods according to scientific principles.

**B. Basic Competence**

10.1. Expressing meaning in simple monologue text by using a variety of spoken languages accurately, fluently and acceptable in the context of everyday life in the form of text: narrative, descriptive, and news items.

**C. Indicator**

Indicators of Competence Achievement	Cultural Values and National Character
1. Students can describe people, animal or scenes spontaneously.	Religious, honest, tolerance, discipline, hard work, independent, democratic, curiosity, very nationality, love for the country, respect for achievement, friendship, peace of mind, love to read, care for the environment, social care,
2. Students can use simple present sentences in describing people, animal or place.	
3. Conduct a monologue to convey a description.	

#### **D. Learning Objective**

1. Given an example of descriptive text, students can recognize the parts/components in the descriptive text.
2. Students can make examples of descriptive text based on the text provided.
3. In describing an object, people or place, students can use simple present sentences.

#### **E. Learning Material**

##### **Descriptive Text**

###### **A. Definition**

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

###### **B. Generic Structure**

Generic Structure of a descriptive text are :

1. Identification: contains about the introduction of a person, place, animal or object will be described.
2. Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

###### **C. Purpose of Descriptive Text**

1. To describe people, animal and thing in specific.
2. To describe a particular people, animal and thing.

The example about people : (Taylor Swift)

Taylor Alison Swift is an American singer & song writer. She is known for narrative songs about her personal life. This beautiful girl has 178 centimeters tall & weighs 54 kilograms. Her hair is blonde while her eye color is blue. Her lips are usually red as she likes red color very much.

## **F. Learning Methods**

1. Lecturing Method
2. Discussion
3. Assignment

## **G. Steps of Teaching**

1. Opening Activities
  - Greetings
  - Check the attendance list
  - Give the appreciation / motivation
2. Main Activities
  - The teacher explains the meaning of speaking and give the example of speaking.
  - The teacher ask some students to explains the meaning of speaking and ask to make an example of speaking.
  - The teacher explains the meaning of descriptive text about describing people, animal and thing.
  - The teacher asked students to made the story related with descriptive text.
  - Gave the students time to discuss and then retelling the story.
3. Closing Activities
  - The teacher gives the conclusion about the material.
  - The teacher asks to students about the difficulties the descriptive text about describing people, animal and thing.
  - The teacher closes the learning activity.

## **H. Learning Resources**

1. Descriptive text
2. Dictionary

## I. Assessment

### A. Indicator, Technique, Form, Example

No	Indicator	Technique	Form	Example
1.	Describe animal, thing or people verbally.	Oral test	Explain a story	Seeing and make a sentences based on story and then conveying in front of the class

### B. Assessment Instrument

1. Which one is your favorite story?
2. Choose one the topic story below. Then describe and tell the story in front of the class confidently!
  - Descriptive text about people
  - Descriptive text about animal
  - Descriptive text about place
  - Descriptive text about thing

### C. Scoring the test

Aspect	Percentage	Low	Average	Excellent
<b>Grammar</b>	15%			
<b>Vocabulary</b>	20%			
<b>Comprehension</b>	20%			
<b>Fluency</b>	20%			
<b>Pronunciation</b>	25%			
<b>Total Score</b>	<b>100</b>			

- a. Grammar : Max Score 15%
- 15 – 13 : Excellent to very good
- 12 – 10 : Good to average
- 9 – 7 : Fair to poor
- 6 – 4 : Very poor
- b. Vocabulary : Max Score 20%
- 20 – 18 : Excellent to very good
- 17 – 14 : Good to average
- 13 – 10 : Fair to poor
- 9 – 7 : Very poor

- c. Comprehension : Max Score 20%
- 20 – 18 : Excellent to very good
- 17 – 14 : Good to average
- 13 – 10 : Fair to poor
- 9 – 7 : Very poor
- d. Fluency : Max Score 20%
- 20 – 18 : Excellent to very good
- 17 – 14 : Good to average
- 13 – 10 : Fair to poor
- 9 – 7 : Very poor
- e. Pronunciation : Max Score 25%
- 25 – 22 : Excellent to very good
- 21 – 19 : Good to average
- 17 – 11 : Fair to poor
- 10 – 5 : Very poor

Medan, Agustus 2019

English Teacher

Researcher



Eka Kesumaningrum S.Pd,M.Hum

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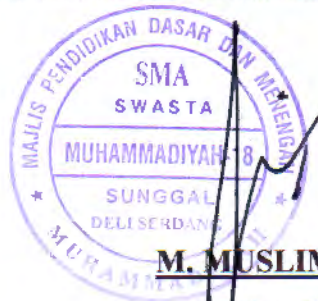


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NIK. 762 525

**LESSON PLAN**  
**(EXPERIMENTAL CLASS)**

School : SMA Muhammadiyah 18 Sunggal  
Subject : English  
Class/Semester : XI/1  
Skill : Speaking  
Time Allocation : 2 x 45 minutes

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3. Understand, apply, analyze and evaluate factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, in the appropriate field of his talent to solve the problem.
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Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

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Generic Structure of a descriptive text are :

1. Identification: contains about the introduction of a person, place, animal or object will be described.
2. Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

###### **C. Purpose of Descriptive Text**

1. To describe people, animal and thing in specific.
2. To describe a particular people, animal and thing.

The example :

Describe this picture!



Taylor Alison Swift is an American singer & song writer. She is known for narrative songs about her personal life. This beautiful girl has 178 centimeters tall & weighs 54 kilograms. Her hair is blonde while her eye color is blue. Her lips are usually red as she likes red color very much.

#### **F. Learning Methods**

1. Synectics Model
2. Ask – Question
3. Assignment

#### **G. Steps of Teaching**

1. Opening Activities
  - Greetings
  - Check the attendance list
  - Give the appreciation / motivation
2. Main Activities
  - The teacher distributes the material.
  - The teacher explains and gives an example of descriptive text about describing people, animal and thing.
  - The teacher gives a text of describing people, animal and thing.
  - The teacher explain definition and purpose of synectics model which help students to understand of the picture given.



- Students give attention to the teacher explanation.
  - The teacher asked students to made the story related with picture media that are given the teacher about descriptive text.
  - The teacher choose the students to retelling the story by using Synectics Model.
  - The teacher give an assessment the result of the students work.
3. Closing Activities
- The teacher gives the conclusion about the material.
  - The teacher asks to students about the difficulties the descriptive text about describing people, animal and thing used Synectics Model.
  - The teacher closes the learning activity.

## H. Learning Resources

1. Picture
2. Descriptive text
3. Dictionary
4. Internet

## I. Assessment

### A. Indicator, Technique, Form, Example

No	Indicator	Technique	Form	Example
1.	Describing picture media with good and right speech	Oral test	Describing the picture media	Seeing and make a sentences based on graphic media and then conveying in front of the class

### B. Assessment Instrument

1. Which one is your favorite picture?
2. Choose one the picture below. Then describe and tell the story in front of the class confidently!



### C. Scoring the test

Aspect	Percentage	Low	Average	Excellent
<b>Grammar</b>	15%			
<b>Vocabulary</b>	20%			
<b>Comprehension</b>	20%			
<b>Fluency</b>	20%			
<b>Pronunciation</b>	25%			
<b>Total Score</b>	<b>100</b>			

- a. Grammar : Max Score 15%
- 15 – 13 : Excellent to very good
  - 12 – 10 : Good to average
  - 9 – 7 : Fair to poor
  - 6 – 4 : Very poor

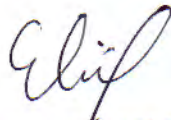
- b. Vocabulary : Max Score 20%
- 20 – 18 : Excellent to very good
  - 17 – 14 : Good to average
  - 13 – 10 : Fair to poor
  - 9 – 7 : Very poor

- c. Comprehension : Max Score 20%  
20 – 18 : Excellent to very good  
17 – 14 : Good to average  
13 – 10 : Fair to poor  
9 – 7 : Very poor
- d. Fluency : Max Score 20%  
20 – 18 : Excellent to very good  
17 – 14 : Good to average  
13 – 10 : Fair to poor  
9 – 7 : Very poor
- e. Pronunciation : Max Score 25%  
25 – 22 : Excellent to very good  
21 – 19 : Good to average  
17 – 11 : Fair to poor  
10 – 5 : Very poor

Medan, Agustus 2019

English Teacher

Researcher



Eka Kesumaningrum S.Pd,M.Hum

NIDN. 0116058801



Fitria Utami Lubis

NPM. 1502050069

Known by

Headmaster of SMA Muhammadiyah 18 Sunggal



M. MUSLIM, M.Pd

NIK. 762 525

## TEST ITEM

1. Which one is your favorite picture?
2. Choose one the picture below and retell the story in front of the class!

### 1. Cat



### 2. Beach





### 3. People



### 4. Borobudur Temple



## ANSWER SHEETS OF STUDENTS

Name : Mutia Fitri  
Title : Borobudur Temple  
Class : XI IPS 1 (experimental class)

Borobudur is a buddhist temple. It was built in the ninth century under sailendra dynasty of ancient mataram kingdom. borobudur is located in magelang, central java, Indonesia.

Borobudur is well-know all over the world. Its construction is influenced by the gupta architectur of India. the temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with buddist sculpture in bas relief. The upper three. The upper three are circular. each of them is with a circle of hell shape -stupa. the entire upper structure is crowned by a large stupa at the center of the top circle. the way to the summit extends through some 4.8 km of passage and stairway. and that borobudur temple includes 7 wonders of the world.

### Score

Grammar : 10  
Vocabulary : 20  
Comprehension : 15  
Fluency : 20  
Pronunciation : 20  
Total Score : 85



## ANSWER SHEETS OF STUDENTS

Name : DIAM NURHALIZA HRP  
Title : Borobudur Temple  
Class : XI IPS 1 (Experimental Class)

Borobudur temple is a temple which became a pride of Indonesian people because it has ever been included into the 7 wonders of the world. It also becomes the largest Buddhist temple in the world. This temple is located in Borobudur Village, Magelang, Central of Java, Indonesia. It is approximately 100 km from Semarang, 86 km from Surakarta, and 40 km from Yogyakarta. It was found as a place of worship for the Mahayana Buddhist by Sailendra dynasty in 800 AD. It was first discovered by Sir Thomas Stamford Raffles in 1814. At that time, it was found crushed and buried in the ground. Originally, it has 10 levels which have overall height about 42 meters. However, after the reparation, the height of Borobudur become approximately 34,5 meters with overall building area about 15,129 m<sup>2</sup>. The front side of Borobudur temple is facing eastwards, although each side of the temple has similar form. There are 3 main levels of the realm in Borobudur.

### Score

Grammar : 15  
Vocabulary : 20  
Comprehension : 20  
Fluency : 15  
Pronunciation : 20  
Total Score : 90

## ANSWER SHEETS OF STUDENTS

Name : Jihan Rizky Wulandari  
Title : Cat.  
Class : XI IPS 1 (experimental class)

The cat is a pet animal. It is a pretty animal. It has a lovely round face. It has four legs, two ears, two eyes and a tail. Its body is covered with soft fur. Cats are different colors. It has sharp teeth and sharp claws. It walks without making sound. It can climb up a tree and can jump from one roof to another. It is found all over the world. It is found of milk and fish. It also eats meat, rice and curry. The cat kills rats. It is very useful to us. It makes a sound "mew" when it sounds mew the rat runs away and she catches it. It looks like a tiger. Its eyes are bright. The eyes of the cat which are of gray colour, shine at night. Everybody love this creature. and he is loved by everyone, he has a funny, cute and adorable personality. to make many people fall in love with him. he is a creature that can make someone be merciful. he could always be by our side could be to protect us.

### Score

Grammar : 10

Vocabulary : 20

Comprehension : 15

Fluency : 15

Pronunciation : 20

**Total Score** : 90



## ANSWER SHEETS OF STUDENTS

Name : AMELIA ATMAJA  
Title : Beach  
Class : X<sub>1</sub> 15-2 (Control Class)

The Beach is a ~~very~~ beautiful Place and the atmosphere is very calm and cool there is a nice light to see and in the view of the green trees make the eyes comfortable looking and there are grains of sand that make us comfortable as being there I really like that Place especially when the sun comes down or at dusk comes the scenery will be more ~~beautif~~ beautiful with birds that fly to make the yellow sky very beautiful for painting or taking pictures.

### Score

Grammar : 10

Vocabulary : 15

Comprehension : 15

Fluency : 15

Pronunciation : 10

Total Score : 65

## ANSWER SHEETS OF STUDENTS

Name : Irdah Balqis  
Title : Cat  
Class : XI IPS<sup>2</sup> (Control class)

A cat is a small pet animal. it has four legs, sharp claws and teeth, bright eyes and a furry tail. its body is covered with soft and silky hair. it very in different colours like grey, white, black, brown, etc. it resembles the tiger. The cat is fond of milk and fish. ~~it really like cats~~. cat it has a lovely round face. it can climb up a tree and can jump from one roof to another. The cat kill rats it is very useful to us. it makes a sound "mew" when it sounds mew, the rat runs away and she catches it. The eyes of the cat which are of gray colour, shine at night. ~~But everybody like~~ everybody loves this creature, as well as i. I really like cats.

### Score

Grammar : 15

Vocabulary : 15

Comprehension : 15

Fluency : 15

Pronunciation : 10

Total Score = 70

## ANSWER SHEETS OF STUDENTS

Name : WIDYA WATI  
Title : Cat  
Class : XI IPS<sup>2</sup>. (control class)

I have a pet cat. it's name is Winkie. It's white and grey in color. It has lovely green eyes. It is very soft and furry. It eats fish and drinks milk. It plays with me when I come back from school. It likes to play with ball in the garden. It loves me and shows it's love by licking me when I come back from school. It sleeps in a small basket near my bed. I love my pet very much and take care of it.

### Score

Grammar : 10  
Vocabulary : 10  
Comprehension : 15  
Fluency : 10  
Pronunciation : 10  
Total Score : 55



**THE ATTENDANCE LIST OF THE EXPERIMENTAL CLASS  
FOR PRE-TEST**

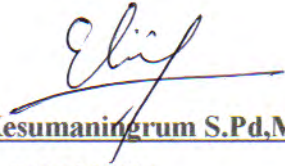
No.	NAME	SIGNATURE
1	Vera Anggriyani Stp	1. 
2	Jihan Rizky Wulandari	2. 
3	Mutia Fitri	3. 
4	Diah Nurhaliza HRP	4. 
5	Dhea Prastia NST	5. 
6	Wilda Safrina Spregar	6. 
7	Wanda Wulandari	7. 
8	M. SYAHRUL RAMADHAN	8. 
9	RUIS. R. RUADOLI	9. 
10	Lou Fatahilla	10. 
11	M. MUKA ROSAQ	11. 
12	Bendi Setiawan	12. 
13	M. Ridho Fadillah	13. 
14	NURHALIZA PUTRI	14. 
15	Annisa Yustana	15. 
16	Nadila Khairani	16. 
17	Siti Rama Yani	17. 
18	ALVIA	18. 
19	SARIKA PUTRI	19. 
20	YOPALMALA FAJRIWI	20. 
21	PUTRI FADIAH WULANDARI	21. 

22	Sarmila	<i>Sarmila</i>	22.
23	Fajar wijata pratama	23. <i>Fajar</i>	
24	SAIR IRAWAN		24. <i>Sair</i>
25	BASU DWIBISONO	25. <i>Basud</i>	
26	Putri Kartika		26. <i>Putri</i>
27	BELA YOLANDA	27. <i>Bela</i>	
28	Atka Sari		28. <i>Atka</i>
29	Kumala dewi Nst	29. <i>Kumala</i>	
30	Febriyani Lubis		30. <i>Febri</i>

Medan, Agustus 2019

English Teacher

Researcher



**Eka Kesumaningrum S.Pd,M.Hum**

NIDN. 0116058801



**Fitria Utami Lubis**

NPM. 1502050069

Known by

Headmaster of SMA Muhammadiyah 18 Sunggal



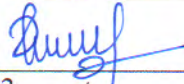


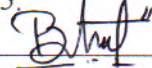
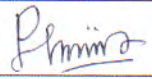

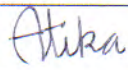
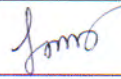

**M. MUSLIM, M.Pd**

NIK. 762 525



**THE ATTENDANCE LIST OF THE EXPERIMENTAL CLASS  
FOR POST-TEST**

No.	NAME	SIGNATURE
1	Vera Anggriyani Stp	1. Vera
2	Jihan Rizky Wulandari	2. Jihan
3	MUTIA Fitri	3. Mutia
4	Diah Nurhaliza HRP	4. Diah
5	Dhea Prastica NST	5. Dhea
6	Wilda Safrina Siregar	6. Wilda
7	Wanda Wulandari	7. Wanda
8	M. SYAHRUL RAMADHAN	8. Sya
9	Ruis. R. RUDOLI	9. Ruis
10	M. Muli Rizki	10. Muli
11	Lou Fatahilla	11. Lou
12	Rendi Seetawan	12. Rendi
13	M. Ridho Fadillah	13. Ridho
14	NURHALIZA PUTRI	14. Nur
15	Annisa Yuwana	15. Annisa
16	YOPH EMALIA HAJARUDI	16. Yopha
17	Nadila Khairani	17. Nadila
18	SITI Ramayani	18. Siti
19	ALIVIA	19. Alivia
20	SARHKA PUTRI	20. Sarhka
21	PUTRI FADIAH WULANDARI	21. Putri

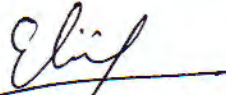
22	Sarmila		22.
23	Fajar wijaya pratama	23. 	
24	SAIR IRAWAN		24. 
25	Bayu Dwibisono	25. 	
26	Putri Kartika		26. 
27	BELA YOLANDA	27. 	
28	Atika Sari		28. 
29	Kumala dewi Nst	29. 	
30	Febriyani Lubis		30. 



Medan, Agustus 2019

English Teacher

Researcher



Eka Kesumaningrum S.Pd,M.Hum

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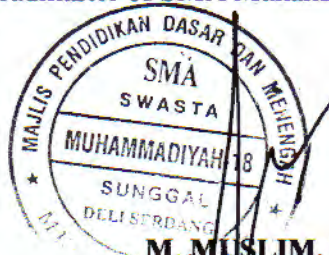


Fitria Utami Lubis

NPM. 1502050069

Known by




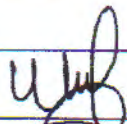


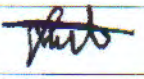


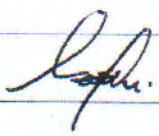



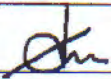


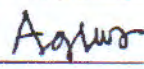
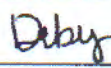
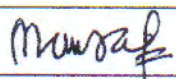
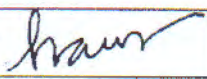

Headmaster of SMA Muhammadiyah 18 Sunggal



M. MUSLIM, M.Pd

NIK. 762 525

**THE ATTENDANCE LIST OF THE CONTROL CLASS  
FOR PRE-TEST**

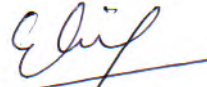
No.	NAME	SIGNATURE
1	IJUN ARJAN SYAH	1. 
2	fina sabrina Harahap	2. 
3	CAHYATI SUCI	3. 
4	Ika wahyuni	4. 
5	Indah Balqis	5. 
6	SABRINA ANISYAH	6. 
7	WIDYA WATI.	7. 
8	Jayana Suputri	8. 
9	Putri handayani	9. 
10	SRI DEWI LARASATI	10. 
11	AMELIA ATMIAJA	11. 
12	Diko Prayogo	12. 
13	Rivany Sasa	13. 
14	FIKRI FARHANUL KHOR	14. 
15	Fajar Ananda	15. 
16	Muhammad Rizki Karyam	16. 
17	Agung Trinanda	17. 
18	Debi Yolanda	18. 
19	Mega Puspita	19. 
20	Hanafi Prayoga	20. 
21	YOSEF ANANDA	21. 

22	Dinda Emelia	22. Dinda
23	FARIDAH HANUM	23. Farida
24	Indah Sari	24. Indah
25	Eka Fatmawati	25. Eka
26	Sintia Sari	26. Sintia
27	Yulia Rizki	27. Yulia
28	Bagus Hendron	28. Bagus
29	ANDRE KURNIAWAN	29. Andre
30	Wahyu Odri	30. Wahyu

Medan, Agustus 2019

English Teacher

Researcher



Eka Kesumaningrum S.Pd,M.Hum

NIDN. 0116058801

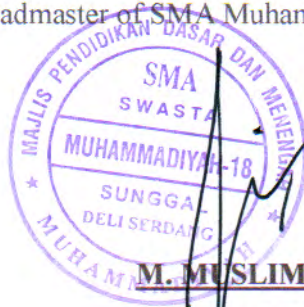


Fitria Utami Lubis

NPM. 1502050069

Known by

Headmaster of SMA Muhammadiyah 18 Sunggal




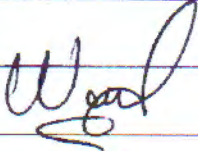

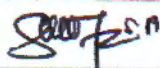
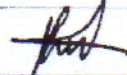
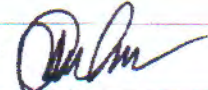
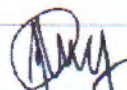
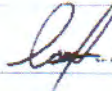





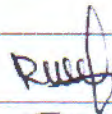
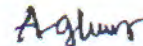
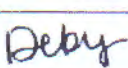
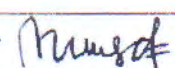
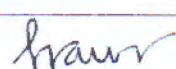
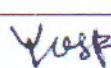


M. MUSLIM, M.Pd

NIK. 762 525



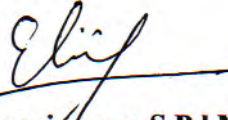
**THE ATTENDANCE LIST OF THE CONTROL CLASS  
FOR POST-TEST**

No.	NAME	SIGNATURE
1	IJUN ARJAN SJAH	1. 
2	fina sabrina HORAHAP	2. 
3	CAHYATI SUCI	3. 
4	'Ika wahyuni	4. 
5	Indah Balgis	5. 
6	SABRINA ANISFAT	6. 
7	WIDYA WATI	7. 
8	Yayang Sapitri	8. 
9	PURRI HONDALANI	9. 
10	SRI DEWI LARASATI	10. 
11	AMELIA ATMAJA	11. 
12	Diko Prayoga	12. 
13	RIVALDY SABA	13. 
14	EIKI FARHANUL KHOIR	14. 
15	Fakir ANANDA	15. 
16	Muhammad Rivali tangan	16. 
17	Agung Trinanda	17. 
18	Debi Yolanda	18. 
19	Mega Puspita	19. 
20	Hanafi Prayoga	20. 
21	YOSEF ANANDA	21. 

Medan, Agustus 2019

English Teacher

Researcher



Eka Kesumaningrum S.Pd,M.Hum

NIDN. 0116058801

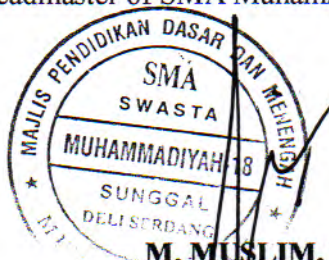


Fitria Utami Lubis

NPM. 1502050069

Known by

Headmaster of SMA Muhammadiyah 18 Sunggal



M. MUSLIM, M.Pd

NIK. 762 525

## DOCUMENTATION OF RESEARCH

















MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Fitria Utami Lubis  
NPM : 1502050069  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 138 SKS

IPK = 3,56

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Synectics Model on the Students Speaking Skill by Using Picture Media	 12/3/19
	The Applying Numbered Heads Together (NHT) Model by Using Poster on the Students Achievement in Writing	
	An Analysis Multiple Intelligences Based on Students Learning Achievement	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 18 Maret 2019

Hormat Pemohon,

**Fitria Utami Lubis**

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)**

**Form K-2**

Kepada : Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu 'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Fitria Utami Lubis  
NPM : 1502050069  
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Synectics Model on the Students Speaking Skill by Using Picture Media

Sekaligus saya mengusulkan/ menunjuk Bapak/Ibu:

1. Resty Wahyuni, S.Pd, M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 26 April 2019  
Hormat Pemohon,

**Fitria Utami Lubis**

Keterangan

Dibuat rangkap 3 :  
- Untuk Dekan / Fakultas  
- Untuk Ketua / Sekretaris Prog. Studi  
- Untuk Mahasiswa yang Bersangkutan





FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : *ab* /IL.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Fitria Utami Lubis  
N P M : 1502050069  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Synectics Model on The Students Speaking Skill by Using Picture Media.

Pembimbing : Resty Wahyuni, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 29 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 24 Sya'ban 1440 H  
29 April 2019 M

Dekan  
  
**Dr. H. Elfrianto Nst, S.Pd, M.Pd.**  
NIDN 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
*WAJIB MENGIKUTI SEMINAR*





**UMSU**  
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Fitria Utami Lubis  
N.P.M : 1502050069  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Synectics Model on the Students Speaking Skill by Using Picture Media

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
4 / 3 - 2019	Background Chapter I (almost all) Chapter II	
13 / 3 - 2019	Chapter I Identification of Problem Significance of Study Chapter II Theory	
25 / 4 - 2019	Chapter III	
13 / 5 - 2019	Research design Technique of analyzing the data	
15 / 5 - 2019	<u>ACC</u>	

Medan, 15 April 2019

Diketahui oleh:  
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Resty Wahyuni, S.Pd., M.Hum)



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

---



**LEMBAR PENGESAHAN PROPOSAL**

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Fitria Utami Lubis  
NPM : 1502050069  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Synectics Model on the Students Speaking Skill by  
Using Picture Media

Sudah layak diseminarkan

Medan, 15 Mei 2019  
Dosen Pembimbing

**Resty Wahyuni, S.Pd, M.Hum**





**UMSU**  
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Fitria Utami Lubis  
N.P.M : 1502050069  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Applying Synectics Model on the Students Speaking Skill by Using Picture Media

Pada hari Selasa tanggal 21 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, 11 Juli 2019

Disetujui oleh:

Dosen Pembahas

Dr. Hj. Dewi Kesuma Nst, SS, M.Hum

Dosen Pembimbing

Resty Wahyuni, S.Pd, M.Hum

Diketahui oleh  
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.





**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Muchtar Basri, BA No.3 Medan Telp. (061) 661905 Ext, 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Kepada: Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Lengkap : Fitria Utami Lubis  
N.P.M : 1502050069  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

The Effect of Synectics Model on the Students Speaking Skill  
by Using Picture Media

Menjadi:

The Effect of Applying Synectics Model on the Students Speaking Skill  
by Using Picture Media

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.  
Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, 24 Mei 2019

Ketua Program Studi  
Pendidikan Bahasa Inggris

Hormat Pemohon

Mandra Saragih, S.Pd, M.Hum

Fitria Utami Lubis

Diketahui Oleh :

Dosen Pembahas

Dosen Pembimbing

Dr. Hj. Dewi Kesuma Nst, SS, M.Hum

Resty Wahyuni, S.Pd, M.Hum



**UMSU**

Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400

Website: <http://fkip.umsu.ac.id> E-mail: [fkip@yahoo.co.id](mailto:fkip@yahoo.co.id)

Nomor : 074 /II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Mohon Izin Riset

Medan, 05 Dzulhijjah 1440 H  
06 Agustus 2019 M

Kepada Yth. Bapak/Ibu Kepala  
SMA Muhammadiyah 18 Sunggal  
di-  
Tempat

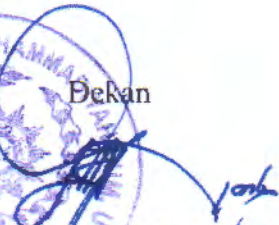
Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Fitria Utami Lubis  
N P M : 1502050069  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Applying Synectics Model on the Students Speaking Skill by Using Picture Media.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan  
  
**Dr. H. Elfrianto Nst, S.Pd, M.Pd.**  
NIDN : 0115057302

\*\* Pertiinggal \*\*





# SMA MUHAMMADIYAH 18 SUNGGAL

NSS : 304070103145

NPSN : 10214128

NIS : 300250

Alamat : Jln. Sei Mencirim No. 60 Medan Krio 20352 Telp. 061-42561071  
KEC. SUNGGAL KAB. DELI SERDANG

## SURAT KETERANGAN PENELITIAN

Nomor : 095/A.U/F/SMA.M.18/2019

Yang bertanda tangan di bawah ini Kepala SMA Muhammadiyah 18 Sunggal Kabupaten Deli Serdang Dengan ini menerangkan bahwa :

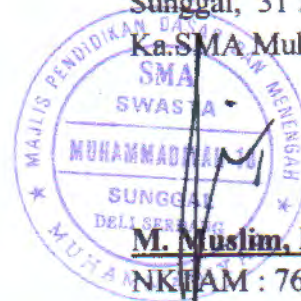
Nama : **FITRIA UTAMI LUBIS**  
N P M : 1502050069  
Program study : Pendidikan Bahasa Inggris  
Judul Penelitian : **The Effect of Applying Synectics Model on the Students Speaking Skill by Using Picture Media.**

Benar adalah nama tersebut diatas telah mengadakan penelitian di Sekolah SMA Muhammadiyah 18 Sunggal , Jl. Sei Mencirim No. 60 Medan Krio Kec.Sunggal , dengan waktu penelitian tanggal : 07 Agustus s/d 31 Agustus 2019.

Demikian Surat Keterangan ini dikeluarkan dengan sebenarnya dan untuk dapat di pergunakan seperlunya.

Sunggal, 31 Agustus 2019

Ka. SMA Muhammadiyah 18 Sunggal



**M. Muslim, M.Pd**



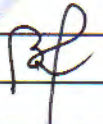
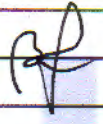
NKRIAM : 762 525





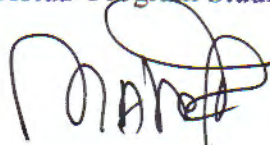
**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama Lengkap : Fitria Utami Lubis  
 N.P.M : 1502050069  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : The Effect of Applying Synectics Model on the Students Speaking Skill by Using Picture Media

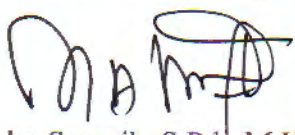
Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
16-09-2019	Abstract	
19-09-2019	Bab IV Data analysis Data collection	
25-09-2019	The percentation of the effect	
27-09-2019	Bab V Conclusions and suggestions.	
	ACC 28/ 09-2019	

Medan, September 2019

Diketahui oleh:  
Ketua Program Studi

  
(Mandra Saragih, S.Pd, M.Hum)

Dosen Pembimbing

  
(Mandra Saragih, S.Pd, M.Hum)

## CURRICULUM VITAE

Name : Fitria Utami Lubis  
Registered Number : 1502050069  
Place/Date of Birth : Tembung, 07 Feb 1997  
Sex : Female  
Religion : Moslem  
Material Status : Single  
Education :  
1. Elementary School at SD 16076240  
2. Junior High School at SMP Negri 29 Medan  
3. Senior High School at SMK Negri 7 Medan  
4. Student of English Department of University  
Muhammadiyah of Sumatera Utara Until Reaching the  
Degree of Sarjana Pendidikan  
Hobbies : Swimming, travelling and watching the movie  
Father's Name : M. Yunus Lubis  
Mother's Name : Suriwati  
Adress : Jl. Beringin Pasar VII Tembung, Gg.Cerme No.4

Medan, August 2019

The Researcher



(Fitria Utami Lubis)