

**THE EFFECT OF APPLYING SYNECTIC MODEL ON THE STUDENTS'
ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT**

SKRIPSI

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

by

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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
9/10/2018	Chapter I-III ; Rewrite the grammar/tenses	
	Chapter IV ; Data & Data Analysis	
	Appendices	
11/10/2018	Chapter IV ; Data & Data Analysis	
	Findings & Discussion	
	Chapter V ; Conclusion & Suggestions	
	References, Appendices, Abstract, Acknowledgment	
12/10/2018	Chapter IV ; Data analysis, Findings & Discussion	
	Chapter V ; Conclusion & Discussion	
	References, Appendices, Abstract, Acknowledgment, table of contents	
13/10/2018	Appendices	
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	Acc to green table examination	

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ABSTRACT

Zaini Rahmadani Pane. 1402050030. The Effect of Applying Synectic Model on the Students' Achievement in Writing Descriptive Text. Skripsi: English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, Medan, 2018.

The objective of this research was to investigate the effect of Synectic Model on students' achievement in writing descriptive text. It was applied by using experimental research design. This research was conducted at SMP YP Bina Satria on Jalan Marelan Pasar 1 Rel Kecamatan Medan Marelan. It was conducted at the eighth grade students of the first semester at 2018/2019 academy year as the population and sample of this research. There were two parallel classes, which each class consisted of 32 students. So, the total population was 64 students. The data of research were obtained by giving test about writing descriptive text to the students. The research data were analyzed by using t-test to find out the significant effect of the model used. The result showed that there was difference on writing achievement between the students who were taught by Synectic Model and those who were taught by conventional method. It was proven by the value of t_{table} at 1.75 and t_{test} was 3.27. It means that the was higher than the t_{table} at the level of significance of 0.05 (1.670). Based on the research finding, it was concluded that the using of Synectic Model gave the significant effect on students' achievement in writing, especially in form of descriptive text.

KeyWords: *Students' Achievement, Synectic Model, Writing*

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The researcher realized that this study is still far from being perfect. So, the researcher hope suggestions and comments from all the readers in order to make this study better. May Allah SWT the most mighty always bless all of us.

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English, there are four skills should be thought to students. They are speaking, listening, reading and writing. From the four skills the researcher stresses on writing, because writing is difficult subject for most students even though it has been taught since kindergarten up to university.

Writing is a very important capability for being owned by students. Writing is also an excellent communication tool. Through writing, someone can express her/his ideas, thoughts, and experience freely through writer language. According to Sanjaya (2011), Writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Student can convey their ideas in their mind by organizing them into a good writing so that the other people understand the text and they can get the idea.

In the syllabus of KTSP of Junior High School (SMP) for eight grade, the goal of teaching writing was to enable the student to write simple descriptive text by using accurate vocabulary, appropriate grammar and impresses on the discourse level. It means that the teaching process did not only focus on understanding the text but also concerns on how construct a new text well. After being taught, they were expected to be able to tell about the real life in written.

Referring of the explanation above, descriptive text that is one of the genres in writing texts that must be mastered by students in learning English. It

was taught by teacher in order to make students can describe themselves and their surrounding although it is still in a simple way.

In reality, most of the students had problem in writing as experiencing by the students at SMP YP Bina Satria. In this school, the students got difficulty to write because they did not know what they should write, and most of them did not understand generic structure, function, and lexico grammatical feature in descriptive text. They were only asked by the teacher to translate and fill the blank in the exercise as written in their work book (LKS). They did not understand the meaning of descriptive text its self. This situations are proved by the score of the students in writing referring to unsatisfactory ability. The fact of low ability of students in writing is also delivered by Nunan (2003) also explain about writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraphs that will be clear. In addition, the students should have ability in writing. The students must capable to write and also how to use appropriate language in writing. Besides that, the students should understand how to use grammar correctly. If the students could comprehend about the function of grammar in writing and they can use it well, of course the students succeeded to do this subject in learning process. After that, the teacher's role was also very important in teaching writing. Thus, the teacher must be able to guide and help the students to write correctly. Next, the teacher also gave more practices to students in writing something. With the manner, the students could master this subject.

Furthermore based on researcher observation many students had difficulty in writing because the teacher only explained what the generic structure of the text is. The teacher verbally presented information and students only passively listened or record. In teaching writing, teacher only asked students to write texts but she did not provide the right way to share the ideas so the students could not written good texts. They were lack of motivation ideas, vocabulary mastery, and grammar.

This difficulty may be caused by several factors. Learning English is very complex because there are many factors that determine the success or failure of learners in learning English; internal and external factors. Internal factors come from the students themselves, such as motivation, interests, talents, and intelligence, while external factors come from outside of students, such as environmental conditions, learning materials, and the ability of teachers to handle English teaching and learning programs .

The teacher must give students new methods to make them fun, easy, and easy to remember about the material especially in writing descriptive texts, Ransdell and Barbier (2002) say that good writing techniques can be trained, and can improve writing performance. In this case, the author wants to introduce techniques in writing descriptive text using Applying Synectic Model. Synectic is a teaching model that uses direct, personal, and compressed text analogy to develop imagination and creative problem solving.

In this study syenctic learning model was a solution encouraging the students to be directly involved in the learning process, so that the learning

process was carried out actively in the classroom. Students could understand quickly and improve students' creative thinking skills in writing descriptive text. With this synectic learning model students were really involved to actively think in finding concepts that they want to know. In addition, the synectic learning model was a learning model that uses analogy to develop the ability to think from various points of view

Based on the above description, researcher decided to conduct a research to find the effect of Synectic Model on the students' achievement in Writing. Particularly, this research entitled "The Effect of Applying Synectic Model on the Students' Achievement in Writing Descriptive Text".

B. Identification of The Problems

Based on the background of the study, the problems of the study were identified as follows:

1. Many students did not understand how to write descriptive text well.
2. Most of students seemed difficult to write descriptive text to the lack of vocabulary and grammar.
3. The researcher only provided the information partially about writing descriptive text.

C. Scope and Limitation

This study concerned on the ability of students in writing skill and it was limited on writing descriptive text.

D. Problem of the Study

The problem of the study was formulated as follows. “Is there any significant effect of applying synectic model on students’ achievement in writing descriptive text.

E. Objective of the Study

In relation to the research problem, the objective of the study was to investigate the effect of synectic model on students’ achievement in writing descriptive text.

F. Significance of the Study

This study was expected to give contributions theoretically and practically:

1. Theoretically

The result of this study was to enrich the model of English teaching and learning and also to contribute the development of knowledge in English teaching and learning.

2. Practically

The significances of the study were also hopefully useful for:

- a. The Students; They improved their writing ability in descriptive text through synectic model.
- b. The Teachers; This study was also expected to give contribution to the English teacher in the use of synectic model on writing descriptive text in order to overcome the problem of students’ achievement in writing.

- c. The writer; She obtained new knowledge, experience in teaching writing descriptive text by using synectic model.
- d. Other researchers; They used this study as their reference in the relevant research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research as a scientific work, many terms or theories which were applied should be clarified and explained specifically in order to have same perception of related literature. In the following, terms and the theories were clarified and explained concerning on the research work.

1. Achievement

Mifflin (2000) states that “The word ‘achievement’ derives from a verb ‘achieve’ which mean something accomplished successfully, especially by means of skill, practice or perseverance. The same point as proposed by Procter (1978) that achievement is finishing successfully, especially for something, anything to get the result as an action to gain something. Additionally, Yelon, et, all (1977) express achievement as the successfulness of individual, while another source Smith and Hudgins (1964) says that achievement was to do one’s best, to be successful to accomplish tasks requiring skill and effort and to be recognized by authority.

Based on the opinions above, it was concluded that achievement was the result, the successfulness, the extent or ability, the progress in learning education experiences that the individual indicates relation with his/her educational learning.

Achievement concerns with what someone has actually learnt whereas aptitude was the potential for learning something. In other words, achievement was a success in reaching particular goal/status or standard, especially by effort, skill, courage, and so on.

Furthermore Bloom's taxonomy (2000) there are three aspects of learning achievement namely cognition, affection and psychomotor. Cognition is having a basis in or reducible to empirical factual knowledge that consists of knowledge, comprehension, application, analysis, synthetic and evaluation. Affection is the changing of behavior that affects someone lies to do someone lies to do something. It is an acceptance, sign with the acceptance by using their sense and responds. Psychomotor is the skill to do something, ready to do it based on physic and emotion self control and become a habit.

It was concluded that students' achievement is the successful of students in finishing and gaining something through skill, practice or perseverance. It is based on cognition, affection and psychomotor of the students. In this study, writing concern with the psychomotor aspect.

2. Writing

Writing is one of four skills of language which is important to learn. In writing, some ideas are formed in sentences which are arranged in a good way and related each other, so the information can be delivered. In other words, writing is how someone moves what there are in their mind through written language.

According to Brown (2000) writing is way to end up thinking something which is begun by thinking. Writing is a transaction with words whereby it is presently thought, felt and perceived.

Writing is one of the language skills which inform a writer's ideas on the written form. Students can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically. Furthermore Brown (2001) describe that writing is way to end up thinking of something. Writing is a psychological activity of the language user to put information in written text. Based on the discussion above, it can be concluded that writing is the way to expressing ideas, feeling, and opinion in writing text to put information on paper to the readers.

Writing is written form in expressing idea, feeling, and opinion. Writing is a very important ability for students, it is also an excellent communication tool because writing is basically a process of communicating something (content) on paper to read.

2.1 Process of Writing

In writing, there were some processes should be passed in order to produce a good writing According to Harmer (2004), the processes of writing involve: planning, drafting, revising, editing, and final draft.

a. Planning

Students plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. When planning students have to think about three main issues, their purposes, audience, and content structure.

b. Drafting

Students now write a first complete draft in sentence and paragraph form, but again without worrying too much about spelling, grammar or punctuation.

c. Revising

In pair or small group feedback session, students read their own or classmate's composition. Then they ask questions for clarification, or they can give suggestions for what additional information might be included. After this type feedback session, each student works alone again to recognize, revise, and rewrite his or her draft.

d. Editing

Students, working alone or in pairs, check their second drafts for accuracy. This time, they concentrate first on checking that their ideas are clearly organized and that they have included enough details. When content and organization seem fine to them, students then focus their attention on correcting grammar, spelling and punctuation.

e. Final Draft

Students write, word process, or type a clean third (and final) draft to hand in for comments, or they can put their compositions up on a classroom bulleting for others to read.

2.2 Purposes of Writing

According to Penny (1999) “the purpose of writing in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing”.

It means that when the writers do their writing, of course they have some purposes. They have to consider the purpose of their writing since this will influence, not only the type of text they wish to produce, but including the language which they use, and the information that they choose.

In addition, there are really only four common purposes in writing, they are: to inform, to explain, to persuade, and to amuse others.

a. Writing to Inform

In much of the writing that the writers will do, they will intend simply to inform their readers about a subject. To inform is to transmit necessary information about the subject to the readers, and usually this means just telling the readers what the facts are or what happened.

Although informative writing is the simplest kind of writing, it is also one of the most important, because information lays a foundation for other writing

purposes. As the writers write to inform, they will want to keep two large concerns in mind; selecting the right information and arranging it effectively.

b. Writing to Explain

Writing to explain means writing to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must take sure that his readers understand it as well. All of us use several common methods of explaining something to another person in our everyday conversation, and these same techniques can provide basic strategies for organizing an explanation in writing.

c. Writing to Persuade

The most important writing we ever do in our personal life, our work life, and may be our school life will probably persuasion. Complaints to the rent board about our landlord, letters of application for jobs, essay on examinations are all likely to involve writing persuasively. Your task in persuasion is to convince your readers to accept the main idea, even though it may be controversial.

4) Writing to Amuse Others

Writing to amuse requires that you focus on readers other than yourself. You may enjoy the experience and take pride in what you accomplish, but you cannot settle for amusing yourself alone. Writing to amuse gives you an opportunity to bring pleasure to others. Seize the opportunity and make the most of it.

If you find pleasure in writing to amuse, it will come from knowing that you succeed in bringing pleasure to others. When write to amuse, your primary object is to make readers enjoy themselves. You can be funny, but you should also be good-humored. This means having sympathy for human frailty rather than a contempt for anyone or anything that seems different from what you are accustomed to.

2.3 Kinds of Writing

There are many kinds of writing that have their own characteristics.

Pardiyono (2006) classifies that there are eleven genres of writing as listed below.

- a) Narrative : to amuse/ entertain the reader and to tell the story,
- b) Descriptive : to describe a particular person or things detail,
- c) Explanation : to explain the purpose involved in the format or working of natural or socio-cultural phenomena.
- d) Procedure : to help the reader how to do or make something,
- e) Recount : retell past experience and tell the series of past event,
- f) Discussion : to present information and opinions about issues in one more side of an issue,
- g) Report : to present information about something as it is,
- h) News item : to inform readers about events of the day which are considered news worthy of important,
- i) Analytical exposition : to reveal the readers that something is the important,

- j) Hortatory exposition : to persuade the readers that should or should not be done,
- k) Review : to evaluate the work or even for public speaking

2.4 Writing Assessment

To know students achievement in writing, writing assessment is needed. According to Dalton-Puffer (2010) students' written competence can be identified based on five scales. The scales are used for a general evaluation of the students' proficiency level. These five scales will be used to have an overall account of the written assignment:

- a. Content : this category considers the development and comprehension of the topic as well as the adequacy of the content of the text.
- b. Organization : several factors are considered here, such as the organization of ideas, the structure and cohesion of the paragraph and the clarity of exposition of the main secondary ideas.
- c. Vocabulary : this category deals with the selection of words, expressions and their usage. The appropriateness of the register used is also taken into account.
- d. Language use : the use of grammar categories is taken into account, e.g. tense, number, subject-verb agreement, in addition to word order and the use of complex syntactic structure.

e. **Mechanics** : this category includes the evaluation of punctuation, spelling and the use of capitalization.

According to Brown (2008) there are five components of evaluating writing, namely: content, organization, vocabulary, language use, and mechanics

Table 2.1
Five Aspects of Writing Assessment

Aspect	Score	Performance Description
Content (C) 30% -Topic -Details	4	The topic is complete and clear and the details are relating to the topic
	3	The topic is complete and clear but the details are almost relating to the topic
	2	The topic is complete and clear but the details are not relating to the topic
	1	The topic is not clear and the details are not relating to the topic
Organization (O) 20% -Identification -Description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connectives
	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G) 20% -Use present tense -Agreement	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not affect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V)	4	Effective choice of word and word forms
	3	Few misuse of vocabularies, word forms, but not change the meaning

15%	2	Limited range confusing words and word form
	1	Very poor knowledge of words, word forms, and not understand able
Mechanics (M) 15% -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation, and capitalization
	3	It has occasional errors of spelling, punctuation, and capitalization
	2	It has a frequent errors of spelling, punctuation, and capitalization
	1	It is dominated by errors of spelling, punctuation, and capitalization

3. Descriptive Text

Descriptive text is a kind of genres that should be achieved by the students in level of Junior High School. Descriptive is a type of written text, in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly (Pardiyono,(2007).

It means that descriptive text is a text which is describes a particular person place, animals even of units of time like days, times of day, season, etc. A descriptive text may be used to describe more about the appearance of people, their character or personality and it reproduces the way thing, look, smell, taste, or sound.

Descriptive text is a text containing two components namely identification and description. The identification is to identify the object to describe. The description describes parts, qualities, and characteristics of the parts of the object.

Descriptive text consist of five components namely describing process, event, object, person and place (Jooly, 1984). Those five aspect are elaborate below:

a. Describing Person

In describing a person, the first thing that we do is recognizing his/her individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greddy, honest, worthy, trust), and intellectual (cleverness, perception)

b. Describing Process

To describe a process in descriptive writing, it is important for the writer to know and to understand how something occurred and done. That is why the writer should consider the steps for completing the imperative form.

c. Describing Place

The best way to describe a place is by presenting concrete. Something like a school, a field or a garden. Further, it is essential to describe the size and agreement of space involved.

d. Describing Thing (Object)

The best way to describe an accurate object, such as the colors, shapes, and so on. There for, the writer will describe easily the entire picture and event.

e. Describing Event

Describing an event explain all details related to the event clearly. Student should be able to memorize and remember the entire event and enable to describe a moment or an unforgettable situation.

There are three parts of descriptive paragraph. Namely: (1) Social function, which is to describe a particular person, places, or things, (2) Generic Structure, which is divided into two, identification (identifies the phenomenon to be described) and description (describe parts, qualities, characteristics), and (3) Significant lexicogrammatical feature, that is focus on specific participant, use simple present tense.

4. Synectic Model

Synectics is something interesting new approach to used develop creativity designed by Gordon and friends (1961). First Gordon apply the synectics procedure to activity development needs groups in organizations industry. Every individual there trained to be able to cooperate one each other. Besides that it functions for creating coping abilities problem (problem-solver) or as people who are able to develop production (product-developer.) (Dahlan, 1984.)

The advantages of the synectic learning model are as follows: (1) This model is useful for developing a new understanding in students about a problem so that he is aware of how to behave in certain situations, (2) This model is useful because it can develop clarity of understanding and internalization in students

about new material, (3) This model can develop creative thinking, both in students and teachers, (4) This model is implemented in an atmosphere of intellectual freedom and equality of dignity between students, and (5) This model helps students find new ways of thinking to solve a problem.

There are also some disadvantages of the synectic learning model, namely: (1) Difficult done by teachers and students who are accustomed to using old ways that emphasize the delivery of information, (2) This model focuses on reflective and imaginative thinking in certain situations, it is likely that students are less knowledgeable about the facts and procedures of implementation or skills, and (3) Inadequate educational facilities and infrastructure in schools.

5. The Implementation of Synectic Model in Writing Descriptive Text

There are some steps in implementing Synectic Modal. According to Dahlan (1990), the implementation of Synectic Modal can follow the strategies below.

a. Strategy One: Create something new

Phase 1: The current description Master asks participants to describe the topics or topics they are looking at right now.

Phase 2: Direct Analogy Participants are given a direct analogy, selecting, and exploring it.

Phase 3: Personal analogy Learners to "be" the analogy they choose in Phase 2

Phase 4: Conflict Emphasis Participants do description in phases 2 and 3, define

multiple conflicts, and choose one.

Phase 5: Direct analogy Develop and choose other direct analogies based on conflict creation.

Phase 6: Check back to the original assignment The teacher enters the student to the original task or problem and uses the last analogy for a synchetic experience.

b. Strategy Two: Making something foreign famous

Phase 1: Providing Master Input providing new information or topics

Phase 2: Master's direct analogy suggests a direct analogy and asks students to describe analogies.

Phase 3: Master's personal analogy asks learners to "be" a direct analogy.

Phase 4: Comparing the analogy Learners identify and explain the similarity between the new material and the direct analogy

Phase 5: Explaining the difference Learners explain the location of the analogous mismatch.

Phase 6: Exploration Learners explore the original topic using their own language.

Phase 7: Developing an analogy and learners give their own analogy and exploit the similarities of the difference.

B. Relevant Studies

There were some previous researches relating to this present research. First a research done by Fatemipour (2014), entitles "The Effect of Synectic and

Journal Creative Writing Tecniques on EFL Students' Creativity". The results of the study indicated that both synectics and journal techniques have significant positive effects on the development of students' creativity. However, the students who were in the group where the synectics technique was used out performed the other group, that is, journal group. Moreover, participants had generally positive attitudes toward the notion of synectics technique and showed their willingness to continue synectics technique in future. On the other hand, the participants who experienced the journal technique were satisfied with the result and stated that it had affected their writing skill positively.

The second, a study conducted by Karwati (2012), entitles "Synectic Model Learning Model Application". The result showed that applying Synectic Learning Model that is an approach to develop creativity, to enhance problem solving skills, creative expression, and to develop empathy in social relationships. Through its application the art learning activities in the studio visitation program is more meaningful and able to develop ideas and enhance creative activities of the students.

Both of previous studies are different with the present study although they are similar in any case. The first study investigated about the development of students' creativity. The second one explored about Applying Synectic Learning Model while the present study will explore about the effect of applying synectic model on the students' achievement in writing descriptive text. So, both of the previous studies have the different concerns with this current research. However,

all the studies have the same focus to do, namely to explore about Synectic Model.

C. Conceptual Framework

Writing is define as one of the most powerful communication tools which shares our thought and ideas for the rest of our life. The most important writing is about the ability in creating ideas or thoughts based on the writers' experiences that was taken from some information. It is need by the writer and they will use the ideas or thoughts with orders to help the reader in remembering information.

Writing is one of the important skill in Junior High School that should be mastered by the student. The teacher should be aware of the students' writing mastery. In reality, many students have difficulties in writing because they don't know how to begin their writing. They have some ideas on their mind, but they didn't know how to express them in a good writing composition.

To study writing, the researcher did not play attention to the write text word by word to establish meaning but also the students' experience and the prior knowledge to understand and create the result of creating writing. In this study, writing is focused on the from of writing descriptive text, the researcher can use synectic model. Synectic model is one of the way to make students interest in writing, it can give good effect for students, because they can follow the procedures of synectic model to write text especially writing descriptive text by

describing the object based on the real life situation and the innovative information and responsive when using some knowledge.

D. Hypothesis

The hypothesis were formulated as follows:

Ho: There was significant effect of using synectic model on the students' achievement in writing descriptive text.

Ha: There was no significant effect of using synectic model on the students' achievement in writing descriptive text.

CHAPTER III

METHOD RESEARCH

A. Location of the Research

This research was conducted at SMP YP Bina Satria on Jalan Marelan Pasar 1 Rel Kecamatan Medan Marelan. It was conducted at the eighth grade students of the first semester at 2018/2019 academy year. The researcher chose this school because she found the problem there that the students are still poor in writing descriptive text.

B. Population and Sample

1. Population

The population of this research was the eight grade (VIII) of SMP YP Bina Satria Medan Marelan. There were 2 parallel classes. Each class consisted of 32 students. So, the total population was 64 students.

2. Sample

In this research, the sample was taken through random sampling. In this case, the two classes in the population were chosen randomly by The researcher by providing two pieces of same closed papers labelled by each name of class. Then, those two pieces of the papers were shaken and the researcher will pick them up in turn. The first paper chosen was the experimental group, while the second one was the control group. The sample of this research were 64 students.

Table 3.1
Population and Sample of Research

Class	Population	Sample
VIII-1	32	32
VIII-2	32	32
Total	64	32

C. Research Design

This study was conducted by using experimental design which applies two groups that received pre-test and post-test. Those two groups were experimental and control groups. The experimental group obtained treatment by applying Synectic Model and the control group are taught by conventional method.

Table 3.2
Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	ü	Synectic Model	ü
Control	ü	Conventional Method	ü

1. Pre-Test

The experimental group and control group were given pre-test before the treatment. The function of the pre-test was to know the mean score of experimental group.

2. Treatment

Treatment was done to find out the effect of applying Synectic Model on the Students' in Writing Descriptive Text.

3. Post-Test

The post-test was given to experimental group and control group after treatment. It was to find out the differences of mean score. Post-test was also given to the experimental and control class. It was to know students' achievement after they are taught by Synectic Model (Experimental class) and without the synectic model (control class). In this case, students were asked to write descriptive text.

D. Instrument of the Research

The instrument for collecting data in this research was written test. The students were asked to write descriptive text. The test was conducted in the form of written test. The material of test was taken from students (English textbook) for grade VIII of Junior High School. The test was divided into two sections; the first was pre-test before treatment, and the second was post-test after the treatment.

E. Technique of Collecting Data

To collect the data of the research, the researcher used some steps:

1. Giving pre-test to experimental and the control group by giving writing test to the students.
2. Giving treatment to experimental group by applying Synectic Model and the control group by using conventional method.
3. Giving post-test to experimental group by giving writing test to the students and the control group was also given writing test in the same way.

4. Collecting the students' answer test.

F. Techniques of Analyzing Data

After collecting the data from the test, the data were analyzed by using the following procedures:

1. Reading the students' answer
2. Identifying the students' answer
3. Scoring the students' answer for correct and wrong answer
4. Listing the score into two table: first is for the experimental group
5. Calculating the total score of post-test in experimental group
6. Finding the mean score of pre-test and post-test in experimental and control

In order to know whether the using of Synectic Model really helpful in writing descriptive text, the writer used a formula as shown below:

$$t = \frac{Ma - Mb}{\sqrt{\left\{ \frac{da^2 - Nb}{(Na + Nb) - 2} \right\} \left\{ \frac{1}{Na} + \frac{1}{Nb} \right\}}}$$

Where:

t : t calculated

Ma : mean of experimental group

Mb : mean of control group

da : standard deviation of experimental group

db : standard deviation of control group

Na : total number of experimental group students

Nb : total number of control group students

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data were the students' scores in the pre-test and post-test. Both the experimental and control groups were given pre-test and post-test in from of writing descriptive text. The result of the pre-test and post-test for the two groups were presented in the following tables.

Table 4.1
The Result of Pre-Test and Post -Test in the Experimental Group

No	Student's Initial	Pre-Test	Post Test
1	ASL	60	65
2	AS	70	80
3	AR	60	70
4	AL	60	65
5	AR	62	70
6	CSA	70	75
7	CA	68	75
8	CA	60	65
9	DRP	60	72
10	DFR	62	72
11	DA	62	72
12	DE	60	75
13	EA	60	72
14	FS	60	65
15	HA	60	65
16	J	60	65
17	LA	70	80
18	MFL	60	70
19	MA	70	83
20	MFA	70	80
21	NM	70	85
22	NMS	60	65

23	NCB	60	65
24	NS	70	75
25	PS	75	80
26	PA	70	75
27	RR	70	80
28	RR	75	82
29	SK	75	80
30	SP	72	75
31	SK	65	73
32	W	65	72
Mean		65.34	73.22

From the table above it was seen that the mean score in pre-test was 65,34 and the mean score in post-test was 73,22. The highest score for Pre Test was 75 and the lowest score for Pre Test was 60. The highest score for Post Test was 85 and the lowest score for Pre Test was 65. Based on those data, there was the increase of students' score from Pre Test to Post in Experimental group.

Table 4.2
The Result of Pre-Test and Post -Testin the Control Group

No	Student's Initial	Pre-Test	Post Test
1	AP	75	85
2	AM	70	75
3	AP	60	65
4	AA	70	75
5	CD	65	73
6	C	70	82
7	DS	65	72
8	DP	65	73
9	DA	65	73
10	EJ	70	80
11	FM	70	80
12	IF	65	70
13	JP	65	72

14	JTH	75	80
15	KA	65	75
16	LA	60	65
17	MA	70	75
18	M	65	73
19	N	65	70
20	NAP	60	65
21	PT	70	80
22	RW	65	70
23	RS	60	65
24	SF	65	70
25	SI	60	70
26	SA	65	70
27	ST	60	65
28	SA	70	80
29	WA	65	72
30	YZH	75	80
31	ND	65	75
32	YA	70	80
	Mean	66.41	73.59

From the table above it was seen that the mean score in Pre Test was 66,41 and the mean score in Post Test was 73,59. The highest score for Pre Test was 75 and the lowest score for Pre Test was 60. The highest score for Post Test was 85 and the lowest score for Pre Test was 65. Based on those data, there was the increase of students' score from Pre Test to Post in Control group.

B. Data Analysis

To know how the effect of Synectic Model gave significant effect on students' writing achievement, t-test formula was applied. It showed the differences of score between the experimental group, which was treated by

Synectic Model and the control group, which was taught by conventional method.

The detail calculation of the t-test was presented in following table:

Table 4.3
The Calculation t-test in the Experimental Group

No	Students	Pre Test	Post - test	d	d ²
1	ASL	60	65	5	25
2	AS	70	80	10	100
3	AR	60	70	10	100
4	AL	60	65	5	25
5	AR	62	70	8	64
6	CSA	70	80	5	25
7	CA	68	75	7	49
8	CA	60	70	10	100
9	DRP	60	72	10	100
10	DFR	62	72	8	64
11	DA	62	72	10	100
12	DE	70	80	10	100
13	EA	60	72	12	144
14	FS	60	65	5	25
15	HA	70	75	5	25
16	J	60	65	5	25
17	LA	70	80	10	100
18	MFL	60	70	10	100
19	MA	70	80	10	100
20	MFA	70	80	10	100
21	NM	70	80	10	100
22	NMS	60	65	5	25
23	NCB	60	65	5	25
24	NS	70	75	5	25
25	PS	75	80	5	25
26	PA	70	80	10	100
27	RR	70	80	10	100
28	RR	75	82	7	49
29	SK	75	80	5	25
30	SP	70	80	10	100
31	SK	65	75	10	100
32	W	65	72	7	49
	N = 32	2109	2372	254	2194

Table 4.3 the calculation in pre-test, it showed that total score of Pre Test lowerone in Post Test. In calculation of t-test experimental group $\sum d = 254$ then quadrate, $\sum d^2 = 2194$.

$$Ma = \frac{\sum d}{Na} \qquad da^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Na} \right)$$

$$Ma = \frac{254}{32} \qquad da^2 = 2194 - \left(\frac{(254)^2}{32} \right)$$

$$Ma = 7, 93 \qquad da^2 = 2194 - \left(\frac{64516}{32} \right)$$

$$da^2 = 2194 - 2016, 12$$

$$da^2 = 177, 88$$

Table 4.4
The Calculation of t-test for the Control Group

No	Students' Initial	Pre-test	Post Test	d	d ²
1	AP	75	85	10	100
2	AM	70	75	5	25
3	AP	70	75	5	25
4	AA	65	72	7	49
5	CD	70	80	10	100
6	C	65	72	7	49
7	DS	70	73	3	9
8	DP	65	73	8	64
9	DA	70	80	10	100
10	EJ	70	75	5	25
11	FM	65	70	5	25
12	IF	65	72	7	49
13	JP	75	80	5	25
14	JTH	70	75	5	25
15	KA	60	65	5	25

16	LA	70	75	5	25
17	MA	65	73	8	64
18	M	65	70	5	25
19	N	60	65	5	25
20	NAP	70	80	10	100
21	PT	65	70	5	25
22	RW	60	65	5	25
23	RS	65	70	5	25
24	SF	60	70	10	100
25	SI	65	70	5	25
26	SA	60	65	5	25
27	ST	70	80	10	100
28	SA	65	72	7	49
29	WA	75	80	5	25
30	YZH	65	75	10	100
31	ND	70	80	10	100
32	YA	60	65	5	25
	N = 32	2135	2347	212	1558

Table 4.4 presented the calculation in pre-test. It showed that the total score of pre-test was lower than post-test. In calculation of t-test, in the control group $\sum d = 212$ then quadrate $\sum d^2 = 1558$.

$$Mb = \frac{\sum d}{Nb} \qquad db^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Nb} \right)$$

$$Mb = \frac{212}{32} \qquad db^2 = 1558 - \left(\frac{(212)^2}{32} \right)$$

$$Mb = 6,62 \qquad db^2 = 1558 - \left(\frac{44944}{32} \right)$$

$$db^2 = 1588 - 1404,5$$

$$db^2 = 153,5$$

From the data presented previously, it was obtained that:

$$Ma = 7,93$$

$$Mb = 6,62$$

$$da^2 = 177,88$$

$$db^2 = 153,5$$

$$Na = 32$$

$$Nb = 32$$

$$df = Na + Nb - 2$$

$$= 32 + 32 - 2$$

$$= 62$$

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{(Na + Nb) - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

$$t = \frac{7,93 - 6,62}{\sqrt{\left(\frac{177,88 + 153,5}{(32 + 32) - 2}\right)\left(\frac{1}{32} + \frac{1}{32}\right)}}$$

$$t = \frac{1,31}{\sqrt{\left(\frac{331,38}{62}\right)\left(\frac{2}{62}\right)}}$$

$$t = \frac{1,31}{\sqrt{(5,344)(0,03)}}$$

$$t = \frac{1,31}{\sqrt{0,16032}}$$

$$t = \frac{1,31}{0,40}$$

$$t = 3,27$$

C. Hypothesis Testing

The hypothesis testing was aimed to know whether the hypothesis was accepted or rejected. The hypothesis was tested as follow.

Ho : the value of t_{test} was the same or less than the value of t_{table} ($t_{\text{test}} = t_{\text{table}}$ or $t_{\text{test}} < t_{\text{table}}$)

Ha : the value of t-test was higher than the value of t_{table} ($t_{\text{test}} > t_{\text{table}}$)

The sample in this research was 64 students. So:

$$\begin{aligned} df &= Na + Nb - 2 \\ &= 32 + 32 - 2 \\ &= 62 \end{aligned}$$

In this study, the calculation of t-test for the degree of freedom (df) 62 at the level of significance 0.05 showed that the critical value (t_{test}) was 3.27 t_{test} ($3.27 > t_{\text{table}}(1.670)$)

Based on the calculation of hypothesis testing above, it was concluded that the value of t_{test} was higher than the value of t_{table} ($3.27 > 1.670$). Therefore, Ha was accepted.

D. Findings

Based on the calculation, the result of t_{test} was 3.27 and it was higher than t_{table} (1.670). In the hypothesis testing, it was shown that the alternative hypothesis was accepted. It meant that the Synectic Model gave significant effect on writing descriptive text. It was proven from the data shown that the score of experimental group (using Synectic Model) was higher than the score of control group (using conventional method).

The Synectic Model gave a better way to gather all information well. It helped the students to learn by experience or real situation. It also encouraged them to be more active and interested in writing.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis and the findings, there were some conclusions as follow:

1. The data showed a significant difference on students' writing achievement who were taught by Synectic Model and those who were taught by conventional method. From the calculation the researcher found the value of t_{test} was higher than the value of t_{table} ($3.27 > 1.670$). Which are the H_0 was accepted and H_a was rejected. So, there was a significant effect using Synectic Model on the students' achievement in writing descriptive text.
2. Synectic Model gave significant effect on writing descriptive text. In other words, the using of Synectic Model gave a positive effect on student' achievement in writing, especially in form of descriptive text. The Synectic Model guided and motivated the students to gather information and to develop it into good writing.

B. Suggestions

In relation to the conclusion above, it was suggested:

1. to apply Synectic Model as an alternative way of teaching, especially in teaching descriptive text. The teacher should not just use text book as the means of teaching writing, but let the students experience the subject's trough

Synecitic Model. It made the students more active and interest in learning on writing activities.

2. the students should add their knowledge and to make a good writing about what they got in their real life taught by using Synectic Model.

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