

## USING SYNECTIC STRATEGY TO IMPROVE THE STUDENT'S VOCABULARY

Nurul Fatanah Musni<sup>1</sup>, Munir<sup>2\*</sup>, Nur Fitri<sup>3</sup>

<sup>1,2,3</sup> Universitas Negeri Makassar

E-mail: [nurulfatanahmusni@gmail.com](mailto:nurulfatanahmusni@gmail.com), [munir@unm.ac.id](mailto:munir@unm.ac.id)\*, [nurfitri@unm.ac.id](mailto:nurfitri@unm.ac.id),

\*corresponding author

### *Abstract*

*The aim of this study is to improve learners' vocabulary ability. through Synectic strategies. pre-experimental design is the method used by researchers with one group pre-test and post-test. The population in this study were students of class X MAN 1 Barru in the academic year 2022/2023. Cluster random sampling is used in this research. in this case, the researcher chose class X MIA 1 as a representation of the population consisting of 26 students. The results of this study prove that there is a significant difference between students' scores before treatment and students' scores after treatment are evident from the students' pre-test normal scores (56,88) and should be lower than the post-test means (87,04). In addition, by using a Synectic strategy, students can remember words, train students' creativity, and are effective in teaching vocabulary at MAN 1 Barru*

*Keywords— Synectic Strategy and improve Vocabulary*

### INTRODUCTION

The use of English is largely determined by the mastery of vocabulary. Vocabulary is one of the important things in learning a foreign language either English or any other language. Vocabulary is a common problem in learning and teaching foreign languages in vocabulary mastery there are many methods for mastering it.

Successful language learning is defined as the ability to use the language in both oral and written communication. According to Brown (2001: 232), learning English requires the four skills of hearing, speaking, reading, and writing. The four abilities must be understood in order to use vocabulary effectively. Memorizing a foreign second language involves learning a lot of vocabulary. Folse (2004) asserts that comprehension of what is read and heard is necessary for language learners to advance in their studies.

Alexander asserts (2011). Vocabulary is important for reading proficiency and language development for three reasons in particular. First, comprehension improves when word meanings are known. Second, verbal exchange is the foundation of communication. Having a larger vocabulary helps with speaking, reading, writing, and all four of those activities. Thirdly, raising a student's Vocabulary development in adolescents will boost their academic and social skills and confidence.

So, according to the information, it cannot deny that vocabulary plays the most important part for the students to succeed in their language study both in comprehension and production. In daily communication, even though one has mastered the grammar or sentence structure, she or he also needs sufficient vocabulary to fill the slot in the sentence structures, otherwise, the exchange of information between speaker and hearer might not be fully successful.

There are two basic concepts whit this research is derived. First, it learning new words is important for foreign or second language learners, particularly for those who are new to

language learning. Furthermore, it is suggested that learning new words be integrated with memorized terms in order to form a connection between the two, helping the words learn to be comprehensively meaningful and long-lasting.

The second is that learning words should be in a meaningful way where the students get their words through the cognitive process instead of just repeating words as strings of sounds. Vocabulary learning is long-lasting when the student uses words in a meaningful way. Since the goal is to have students gain control of vocabulary to use for their own expression, students need many experiences that allow them to encounter and use words in a meaningful way. (Blachowicz and Fisher, 2005:24)

Cook (1991) also asserted that a person's ability to recall information is influenced by how well they understand it. Low-level processing occurs when words are repeated as a succession of sounds and lead to poor memory. Understanding how words fit into a sentence's grammatical structure is deeper and improves memory. Using the words along with the sentence's entire meaning is the best memory is protected and is processed at the deepest level.

Besides the vocabulary instruction method. The process of teaching vocabulary is one of the majority of teacher operations that is automated. Memorization techniques and teacher explanations are frequently employed in class. Ahmad (2011) asserts that most students absorb vocabulary passively due to a variety of reasons, despite the fact that they are aware of its significance when learning English. One of them is that they dislike how repetitive the teacher's explanations of grammatical constructions, pronunciation, spelling, and meaning are. Language learners are forced to pay attention to their teacher during this vocabulary study session. This kind of circumstance shows how much the teacher is relied upon to teach vocabulary, leaving little room for students to increase their vocabulary uniqueness.

There have already been a number of vocabulary-learning strategies created by educators and teachers. The Synectic approach is just one of them. Synectic strategy is one of them. The Synectic technique was chosen by the researcher because it is thought to be new and advantageous in enhancing students' learning creativity. The Synectic method is an individual-based working technique that, in theory, should aid learners in understanding new and contemporary words more fully and meaningfully through the use of analogy and metaphor.

With this approach, the learner will acquire new words by making connections with terms they already know—whether through comparison, metaphor, similarity, or any other means. This requires the students to think deeply in order to find any links between words that appear to be unconnected, both intriguing and challenging.

As a result, the author of this study suggests a technique that advances the approach to expanding students' vocabulary through the use of the Synectic Strategy. Although Synectic is a group-based technique, this strategy's guiding principles are The student can come up with their idea without hesitation because it is an individual-based project and they are not constrained by any standards. "Using Synectic Strategy to Improve Students' Vocabulary Mastery at The First Year of Senior High School 1 Barru" is the topic of the researcher's study. Therefore, this strategy must be able to pique and maintain the student's attention and participation.

## **LITERATURE REVIEW**

### **DEFINITION OF VOCABULARY**

Everybody who is interested in learning a language is aware that vocabulary is a skill that must be developed. Vocabulary, according to Renandya & Richard (2002:255), is a key component of linguistic competence and sets up pupils' ability to talk, listen, read, and write in many ways. The pupils must be familiar with terms, their meanings, proper spelling, and pronunciation. There are many words in a language when learning and teaching vocabulary. It's important to take into account the type of information the training is intended to impart

because word knowledge is a complex subject. Lexis, according to Lewis, is the "heart" or "core" of language (1993). As their English fluency and expression improve, Students must broaden their language knowledge and create individual vocabulary acquisition strategies. This theory holds that by learning vocabulary, we are aiming towards the word scale, which will serve as the foundation for connecting sentences, paragraphs, and other written pieces.

## **THE ASPECT OF VOCABULARY**

There are several facets of vocabulary that must be acquired when studying English. (Khabib, 2018).

### **1. Pronunciation**

The right pronunciation of each word in English is known as pronunciation (Suharno, 2020). The majority of terms have only one pronunciation, however, some words have two or more. Some examples are the terms "present" (pronunciation /'prznt/ and /pri'zent/) and "read" (pronunciation. /ri:d/ and /red/). Because it is unrelated to word spelling; English pronunciation is difficult to master. Students desire to be able to communicate effectively in English with comprehensible pronunciation so that they can communicate without causing annoyance to the receiver.

### **2. Spelling**

Each letter must be appropriately spelt or spelled and pronounced. Spelling is important for vocabulary learning because it facilitates reading and acts as a connection between letters and sounds. There may be several acceptable written forms for the same words within the same variation of English since they belong to different types of English, as is the case with many British or American English terminologies (Nations, 1999)

### **3. Meaning**

The meaning of words in the real world, including denotation and connotation, is referred to as meaning. These words may have associations or good and negative meanings that aren't defined in English dictionaries. When studying English vocabulary, one of the most important things to consider is whether a term is acceptable or incorrect when put or used in a specific situation.

### **4. Usage**

The used of words from a language in everyday communication, both verbally and in writing, that is accepted by the community of language users is referred to as use.

### **5. Form**

Each vocabulary item can be identified by knowing what part of speech it is, how to spell it, whether it belongs to a "family" of words, how many syllables it contains, where the world's stress is (pronunciation), and how the word collocates with surrounding words.

## **SYNECTIC STRATEGY**

The Synectics Model (Synectics) is one of Gordon's learning models that focuses on helping pupils enhance their creativity (Annurrohman, 2014: 162). Most psychologists at the time thought of creativity as a magical, subconscious process that science couldn't evaluate without upsetting it. Gordon, on the other hand, believed that recognizing and bringing subconscious processes into conscious awareness would not disturb the creative process processes; in fact, he believed that doing so would improve it..

Using the Synectic process, participants move from problem analysis through idea generation and development. The procedure's name contains the answer to its comprehension. The Greek words syn (bring together) and ectics are where the word "synectic" comes from (divers elements). (Prince & Weaver, 1990).

Synecitic is a mechanism for comparing contests to unrelated things that is defined in addition to its usage in vocabulary acquisition. It encourages students to consider vocabulary words in new ways. In a Synectic comparison, the brain is asked to compare two unrelated objects. Furthermore, the method necessitates the brain's creation of images as it seeks parallels. As a result, kids are more likely to remember what they've learned (ESA 6&7, 2006:21). The ability to make physical, symbolic linkages between the unusual and the familiar is referred to as synectics. People typically try to make sense of the unexpected by viewing the situation from well-known angles. (Synectics(a), n.d)

## METHODS

For the pre-experimental procedure, the researcher employed a one-group pre-test and post-test design. Data was gathered by administering an initial test prior to treatment, followed by an additional test after treatment, in a one-group pre-test post-test design. The goal of this study is to examine how employing the Synectic Strategy, for first-grade children at MAN 1 Barru might increase their vocabulary mastery. This study was carried out at MAN 1 Barru, from 22nd July to 8th August 2022. Cluster random sampling was used in this study. Specifically, the researcher chose X MIA 1 as the representation of the population with consists of 26 students.

The researcher chose the students of X MIA 1 because they are active in the learning process. The researcher had to follow three stages in to conducted this study:

### a. Pre-test

In this study, the researcher conducted a pre-test to determine students' abilities before being given treatment. The pre-test was given administrated before the treatment of teaching vocabulary through the Synectic strategy.

### b. Treatment

In this study, the researcher used the Synectic Strategy to improve the vocabulary of students. This step was held in order to know the students' vocabulary mastery, the student behaviors during the teaching-learning process, and to know the class management.

### c. Post-Test

The researcher gives the same test as in the pre-test.

Pre- and post-tests were used by the researcher to gather data for data analysis. Data were examined using the SPSS version (Statistical Package for Social Sciences). Using SPSS, the data's mean, standard deviation, frequency, percentage, and T-test were determined.

## RESULTS AND DISCUSSIONS

The data analysis is presented as follow :

### 1. The Frequency and Percentage of Student's Pre-test and Post-test Score

No	Classifi cation	Range	Pre-test		Post test	
			Frequenc y	Percentag e	Frequenc y	Percentage
1.	Very good	86-100	0	0%	16	61%
2.	Good	71-85	3	12%	9	35%
3.	fair	56-70	11	42%	1	4%
4.	low	<-55	12	46%	0	0%
<b>Total</b>			16	100%	26	100%

The table showed before giving treatment, in the pre-test, there were no students who got very good scores, 3(12%) students got “good” scores, 11 (42%) got “fair” scores and 12 (46%) students got “low” scores. While after treatment, in the post-test, there were 16 (61%) students got “very good” scores. 9 (35%) students got “good” scores, 1 (4%) student got “fair” and 0(0%) students got low scores. The result of the pre-test was not in line with what the researcher expected but, in the post-test, the researcher had seen an improvement like what we see in the table there are no students who got low classification. This show that students’ achievement increases after being taught by employing the Synectic approach to increase vocabulary proficiency.

The mean score and standard deviation of the student’s Pre-test and Post-test

No	Variable	Mean score	Standard deviation
1.	Pre-test	56,88	13,204
2.	Post-test	87,04	8,210

The pre-test mean was 56,88 while the post-test was 87,04 and the standard deviation of the pre-test was 13,204 and 8,210 for the post-test. the mean score of the student’s post-test was higher than the mean score of the student's pre-test while the standard deviation of the student's post-test is smaller than the standard deviation of the student's pre-test

The significant Differences between the Pre-test and Post-test Score

Test	Significant Value	Significant level
Pre-test – Post-test	.000	0.05

As mentioned previously in the hypothesis, there are two possible outcomes that the study predicted. The first outcome is the H0 (Null Hypothesis) where the is Using Synectic strategy to improves the students' vocabulary. The second is the H1 (Alternative Hypothesis) in the Using Synectic strategy to improve the student’s vocabulary. The criteria for hypothesis testing are if the Sig (2-tailed) or level of significance is lower than the alpha level ( $\text{Sig} < \alpha$ ), it can be indicated that the students’ score vocabulary ability between pre-test and post-tests was significantly different and surely improved. In this research, the mean is statistically significant at  $\alpha$  level = 0.05 because the level of significance or  $\text{Sig} = .000$  is not larger than the alpha level or  $\alpha = 0.05$ . So, the H1 (Alternative Hypothesis) is accepted meaning that Using a Synectic strategy to improve the student’s vocabulary, and H0 (Null Hypothesis) is rejected because H0 means that using Synectic does not improve students’ ability to improve the student’s vocabulary.

## DISCUSSION

The discussion presented the interpretation of the research results. The learning process of this research consisted of six meetings. The six meetings included giving pre-test and post-test to students for treatment.

According to ESA 6&8, (2006:21) in synectic comparisons, the brain is compared one thing with another in order to trigger the brain to find another picture of that thing that has parallels as a result, children will remember what they learn and practice better.

During the treatment, the researcher also found interesting findings related to the implementation of the Synectic strategy. Based on the observation in the classroom, the researcher found some advantages of the Synectic strategy.

First, it creates a fun English learning environment, during the treatment, the researcher found the students enjoyed the learning activity by using a synectic strategy. It can be seen from the activeness of the students speaking, asking, or giving feedback to their friends who speak about their opinion of something and they can be created some analogies.

Due to the student's ability to access new terms through both individual and group work, the syntactic technique proved to be effective in increasing their vocabulary size. Individual effort is necessary since each student must develop their own unique analogies and then present them during a group discussion. Additionally, the student is expected to think up additional analogies and used them in the group stage assessment. Because of the need for deep thought in this situation, the learner is more likely to remember the material.

And then the finding in the teaching result, the data provides us with some facts about the research. First of all, the rate percentage score of the experimental class indicates a higher percentage in the post-test test in contrast to the pre-test. Considering the scores levels from excellent to fairly good as the higher scores while fair to very poor as the lower scores, the data indicates that there was a significant improvement in terms of scores achieved in the post-test. Shows that 26 students of class X MIPA 1, students who get a pre-test score between 0-55 are 12 students or 46%, students who get a pre-test score between 56-70 are 11 students or 42%, students who get a pre-test score between 71-85 are 3 students or 12% no students get a score in the interval 86-100. If the average pre-test score of 56.88 students is converted into the 4 categories above, then the average pre-test score of class X MIPA 6 students of SMAN 1 Barru generally has a pre-test with a moderate category.

While the post-test results, no students scored <55, 1 student (4%) scored between 56-70 in the fair category, 9 students (35%) scored between 71- 85, and 16 students (61%) obtained scores between 86-100 with a very good category. If the student's average score of 87.04 is converted into the 4 categories above, then the average score of class X MIPA 1 MAN 1 Barru students generally has a post-test in the Very Good.

## CONCLUSIONS

In relation to research findings after the teaching process using Synectic, the data showed that the Synectic strategy is proved to be effective to improve the student's vocabulary mastery. This approved the learning theory underlying the Synectic strategy to be significant with the reality in the learning achievement by the students.

The Synectic strategy employs analogy and metaphor in its process in order to make the seemingly unrelated words get connected with each other. Through creative thinking, the students are able to independently develop their vocabulary while working collectively. This strategy is able to engage the student's attention and participation in the class. All students are willing to contribute their ideas and thoughts in the class without feeling any hesitation or anxiety as they can come up with their very creative ideas. Besides from the analysis these results indicated that the post-test result was higher than the pre-test result. In addition, by doing the Synectic strategy the students used some words repeatedly. With repetition, the students are able to remember the words. So, it can be determined that the Synectic method of teaching vocabulary at MAN 1 Barru is successful in increasing students' vocabulary competence.

## ACKNOWLEDGEMENTS

There is no other proper word to say except gratitude to Allah SWT for all the things that have been given to us so that we can still breathe, think, and pray foreverly single effort we do

in order to give worthwhile to mankind as it has been written in Al Qur'an and Hadits. Shalawat and Salam are addressed to Prophet Muhammad SAW who has brought us from the darkness to enlightenment.

The authors are very grateful for completing this article with the title "Using Synectic Strategy To Improve The Students Vocabulary" the authors would also like to thank everyone who contributed to the completion of this article.

## REFERENCES

- Ahmad, Djuwairah. (2011). Problems in English Vocabulary Instruction in Indonesia Teaching Contest.
- Alfaki, I.M (2015) vocabulary input in English language teaching assessing the vocabulary load in spine five. Jakarta. International journal of English and linguistics research.
- Aunurrahman (2014) *belajar dan pembelajaran*. Bandung: alfabeta.
- Blachowicz, C. L., Fisher, P. J., & Watts-Taffe, S. (2005). **Integrated Vocabulary Instruction: Meeting the Needs of Diverse Learners in Grades K-5**. Learning Point Associates/North Central Regional Educational Laboratory (NCREL).
- Blachowicz, Camille L. Z., & Fisher, Peter J. 2005. *Integrated vocabulary instruction: meeting the needs of diverse learners in grades K-5*. Retrieved August 20, 2011.
- Brassell, D., & Furtado, L. (2008). Enhancing English as a second language students' vocabulary knowledge. *Journal of Reading*, 8(1).
- Bruce Joyce, Marsha Weil, dan Emily Calhoun, (2015) *Models Of Teaching* (Ninth Edition), Jogjakarta: Pustaka Pelajar,
- Cook, V. (2016). *Second language learning and language teaching*. Routledge.
- Cook, Vivian. 1991. *Second language learning dan language teaching*. New York: Chapman and hall Inc.
- ESA 6&7. 2006. On target: strategies to build student vocabulary in the foreign language classroom. Retrieved September 4, 2011.
- Folse, K. S. (2004). The underestimated importance of vocabulary in the foreign language classroom. *CLEAR news*, 8(2), 1-6.
- Gay, L., R., Mills, G. E., & Airasian, P. 2012. *Education research: Competencies for analysis and application*. Person Education
- Harmer, Jeremy. 1991. *The Practice of English Language Teaching*. New York: Longman
- Hatch, Evelyn and Brown, Cheryl. 1995. *Vocabulary, semantics, and language Education*. Cambridge: Cambridge
- Hiebert, elfrieda H., & Kamil, Michael L. 2005. *Teaching and learning Vocabulary: bringing research to practice new jersey* : lewrence Erbaum Associates, inc.
- Hosna, R. (2013). Pengembangan Model Pembelajaran Sinektik di Madrasah Ibtidaiyah. *Jurnal Pendidikan Islam*, 28(2), 237-252.
- Khabib, Erlina Maulidah. 2018. *Poetic English Vocabulary*. Yogyakarta: DIVA Press.
- Lewis. M. (1993). *The Lexical Approach*. Hove: Language teaching Publications
- Nation, I.S.P. (1990). *Teaching and learning vocabulary*. New York: Newbury House.
- Nation, Paul. (2000). Learning vocabulary in lexical Sets: danger and Guidelines TESOL journal. 6-10
- Read, John. (2000). *Assessing Vocabulary*. Cambridge UK: Cambridge University Press
- Richard, J.C., & Renaldyan, W.A. (2002). *Methodology in Language Teaching*. USA: Cambridge University.
- Suharno, Nanno. 2020. *Ebook Part 4 Speaking Test Smart IELTS*. Jakarta: Suharno
- Syam, A. R. (2012). *Using Synectic Strategy to Improve Students' Vocabulary Mastery of The First Semester of English Education Department of Tarbiyah and Teaching Science Faculty of Alauddin State Islamic University Academic Year 2011-2012* (Doctoral dissertation, Universitas Islam Negeri Alauddin Makassar).

Weaver, W Timothy., Prince, George M. 1990. Synectics: its Potential for Education Phi Delta Kappan. 378