

DOES THE SYNECTIC LEARNING MODEL STATISTICALLY ENHANCE THE VOCATIONAL STUDENTS' WRITING SKILLS? AN EXPERIMENTAL STUDY IN BATAM CITY

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ABSTRACT

Proficiency in English communication is a critical skill that requires continuous improvement, as it is one of the essential competencies demanded by the professional work of the world and must be mastered by vocational school students. Among these competencies, one of the required abilities is to compose a cover letter for job applications, which is particularly significant. Writing proficiency encompasses an individual's capacity to articulate ideas, concepts, and opinions using appropriate language. However, vocational school students in Batam City continue to experience difficulties in composing application letters in English. This study aims to quantitatively assess the implementation of the synectic learning model in Batam City Vocational Schools. To achieve this objective, researchers conducted an experimental study at SMK Globe National Plus 2 Batam, involving 80 participants. The requisite research data were collected through written assessments and statistically analyzed using SPSS Version 20. The findings indicated that the implementation of the synectic learning model can enhance students' ability to compose application letters. Consequently, the results of this research contribute to the implementation of the synectic learning model in vocational schools in Batam City, with the goal of increasing the preparedness of vocational school graduates for entry into the professional and industrial sectors.

Keywords: Competence, English, learning model, synectic, writing.

INTRODUCTION

Writing is an activity process conveyed by the human mind to convey ideas that it feels to other people or oneself in written form. Writing is an expressive and productive language skill (and Hamidah et al. 2019). According to Pohan (2020), writing is a skill for expressing ideas in a text form related to what is being thought. Manshour et al. (2006) stated that writing is part of a communication system that uses language through symbols and signs. The achievement of vocational school writing skills is the ability to write sentences according to grammar in order to express ideas, thoughts, and concepts in paragraphs (Siti, 2017; and Kurniati et al., 2020).

Writing aims to enable students to write words accurately and meaningfully, which are then arranged into a sentence and then arranged into a complete

paragraph (Pratiwi et al., 2024). Students are expected to be able to produce good and correct writing as an indicator that they must understand the writing rules (Mustikowati et al., 2016). Students' skills in writing activities will have a positive impact on themselves and both in various aspects of developing their minds and in preparing them for the world of further education and even the world of work. In particular, vocational school students must be able to write application letters in accordance with applicable forms and formats. Students who develop the ability to write application letters actively and creatively are able to produce a form of writing that is easy for others to understand. This result can be considered as a form of creativity (Hamidah et al. 2019).

The results of previous research show that mastery of writing skills is a serious problem for students. The results of research by Kurniati et al. (2020) reveal that several factors that cause children to experience writing difficulties are a lack of motivation for students because they do not want to become writers, and the writing learning methods applied in schools have not been able to encourage the culture of students to become active and active students. actively writing. This results in students not having self-awareness of the importance of writing competence and not being able to express ideas in writing. Students also do not have good learning awareness and the responsibility to continue studying and practicing writing. Another problem is that students do not want to try to write a job application, but instead immediately take a sample job application letter from the Internet, even though they do not understand the structure of a good and correct job application letter.

A field study conducted in June 2024 through a documentation analysis of student practice worksheet portfolios revealed that students' proficiency in composing job application letters was inadequate due to insufficient writing practice. The students' worksheets exhibited numerous errors in sentence structure, inappropriate usage of subjects, predicates, and objects, as well as grammatical and orthographic inaccuracies that did not conform to the 2015 General Guidelines for the Indonesian Language. Furthermore, some students demonstrated an inability to articulate their ideas effectively and procedurally when drafting application letters. Students lacked knowledge of various application letter formats and were unable to employ appropriate language or terminology in their composition.

Based on the results of interviews in the field in June 2024, it was revealed that students' difficulties in writing were driven by the lack of consistent writing habits in elementary, junior high, and vocational high schools. This problem arises because of the low role of parents who do not pay attention to their children learning the basics of reading and writing at home. Parents do not evaluate their children's writing abilities after taking part in school lessons. Similar to the learning system at every previous level where writing practice has not been a school priority, it is still limited to honing reading and speaking skills. The main problem is that a learning model oriented towards improving writing has not been optimally implemented in the English language learning process. This is in line with the results of Pohan (2019), which revealed that the weaknesses and mistakes of junior high school students in Batam City in writing were the use of grammar, inaccurate vocabulary selection, and typing errors.

Referring to the explanation of the problems above, researchers believe that there is a need to improve learning process models and strategies expected to improve students' skills in writing job application letters. For this reason, researchers believe that one learning method relevant to this fundamental problem is to apply the synectic learning model. According to Suprijono (2016), the synectic learning model is oriented towards personal development and individual uniqueness, prioritizing the formation and organization of unique realities. Another advantage of this model is that it focuses on students' emotional lives.

Theoretical Side

Suprijono (2016) asserts that the synectic learning model emphasizes individual growth and uniqueness, focusing on shaping and structuring distinct realities. This approach also places significant emphasis on students' emotional well-being. Additionally, Purwanti (2020) notes that the synectic learning model is crafted to lead educators into an unconventional realm, offering them the chance to develop novel perspectives, express themselves, and tackle issues in innovative ways. In this context, the challenge lies in students' struggle to articulate ideas for creating compelling stories. Synectics involves a technique that combines various elements through metaphors to gain fresh insights. Moreover, the synectic model aims to enhance problem-solving skills, creative expression, empathy, and social

relationship awareness. This approach is considered applicable to writing instruction, as critical thinking is a crucial skill in crafting inspirational narratives.

Research conducted by Taufiq et al. (2018) demonstrated that the synectic learning model enhances the writing abilities of students at Sandika Sukajadi Middle School. Consequently, educational institutions should adopt this model to boost junior high school students' writing proficiency. Further studies by Joice (2019) indicated that incorporating a synectic learning model based on high-level questions in language instruction encourages students to inquire more and significantly improves their questioning skills compared to traditional teaching methods.

This study differs from the aforementioned research in several aspects. While Listini and Irawati employed a classroom action approach, the current investigation utilized an experimental research design, applying an independent sample t-test analysis. Listini and Irawati work concentrated on using synectic learning techniques for descriptive text composition, whereas this study emphasizes writing job application letters. The distinction between Arwani's research and the present study lies in their focus: Arwani's work applied a question-based synectic model to speaking instruction, while this investigation examines a writing learning model grounded in the synectic approach at the vocational school level.

MATERIALS AND METHOD

The research methodology employed was experimental research. Experimental research has been utilized to determine the effect of specific treatments on others under controlled conditions (Sugiyono, 2019). A Quasi-Experimental Design approach was implemented in this study. The Quasi-Experimental Design approach is a form of experimental research that incorporates a control group but cannot fully control external variables that influence the implementation of the experiment (Sugiyono, 2019). This research was conducted at Globe National Plus 2 Vocational School, Batam, and involved two classes: a control class comprising 41 students and an experimental class comprising 39 students.

The data required for this research were quantitative in nature and were collected from pre- and post-test results. The researchers administered a written test

to students in the form of an essay, specifically writing a job application letter. Data were analyzed statistically using SPSS Version 20 through research data normality tests, homogeneity tests, hypothesis tests, and statistical hypothesis tests. The hypothesis consists of the following: (1) if the $t\text{-test} < t\text{-table}$ at a significance level of 0.05, H_0 (null hypothesis) is rejected. (2) If the $t\text{-test} > t\text{-table}$ at a significance level of 0.05, H_0 (null hypothesis) is accepted.

RESULT

Normality Test Results

The criterion for decision-making in this test is based on the significance value. If the significance value exceeds 0.05, the residual value is considered to be normally distributed. Conversely, if the significance value is less than 0.005, the residual value is deemed not normally distributed. The results of the Kolmogorov-Smirnov normality test are presented below.

Table 1. One-Sample Kolmogorov-Smirnov Test Results

		Unstandardized Residual
N		40
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	5,19872011
Most Extreme Differences	Absolute	,115
	Positive	,085
	Negative	-,115
Kolmogorov-Smirnov Z		,725
Asymp. Sig. (2-tailed)		,670

Based on the results of the one-sample Kolmogorov-Smirnov normality test, it can be concluded that the research data are normally distributed. This can be observed in the Sig values. (2-tailed) is $0.670 > 0.05$, so the residual value is normally distributed. Thus, statistical data processing to obtain the t-test results can be carried out next.

Homogeneity Test Results

The basis for decision-making in the homogeneity test is that if the Sig value is > 0.05 , then the research variance is homogeneous. The following are the results of the homogeneity test using the Levana statistics.

Table 2. Statistical Levene Homogeneity Test Results

Learning Achievement			
Levene Statistic	df1	df2	Sig.
,000	1	79	,996

Based on the above table, the variance in this study was homogeneous. This confirms the Sig value. > 0.996 is greater than 0.05; therefore, the sample data group comes from the population of the control class, and the experimental class is homogeneous.

Paired Sample T-Test Test Results in the Control Class

This test was carried out to determine whether there was a difference in the average of two paired samples, namely, the difference in the average pre-test and post-test scores in writing a job application letter at SMK Globe National Plus 2 Batam class XI Accounting.

Table 3. Paired Samples Descriptive Statistics Test Results

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretes	55,63	40	2,82688	,81605
	Postes	59,63	40	4,05799	1,17144

The table above shows that the average score on the pretest was 55.63, and the average score on the posttest was 59.63. These data explain the difference in the average values of the two data variants collected. Below is the output of the paired-sample correlation test of the two research data in the control class.

Table 4. Control Class Paired Samples Correlation Test Results

		N	Correlation	Sig.
Pair 1	Pretest and Posttest	40	,138	,669

The test results show that the Sig. 0.669 is greater than 0.05, so it can be concluded that there is a correlative relationship between pre-test research data and post-test research data. The results of the paired-sample t-tests for the control class are shown below.

Table 5. Paired Sample T-Test Results

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretes - Postes	-16,03167	4,61487	1,33220	-18,96382	-13,09952	- 12,034	39	,000

The above table shows that the research hypothesis was accepted. Based on decision-making, if the Sig value. < 0.05 , there was a difference or increase in the students' competence in writing job application letters. The results of the paired sample t-test showed that the Sig. (2 tailed) is 0.000, where this value is smaller than 0.05, the hypothesis is accepted.

Experimental Class Paired Sample T-Test Test Results

The basis for decision-making in this test is that if the Sig value is < 0.05 , then there is a difference in the average value of the two research data samples. This test was performed to determine whether there was a difference in the averages of the two paired samples. The following are the results of the paired sample t-test for the experimental class.

Table 6. Paired Samples Test Descriptive Statistics Experiment

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretes	56,00	41	2,05546	,59336
	Postes	74,44	41	3,53418	1,02023

The table above shows the output results from the paired samples descriptive statistical test, where the average score on the pretest was 56, and the average score on the posttest reached 74.44. The data show that there is a difference in the average values of the two collected data variants. The output from the paired sample correlation test of the two research data in the experimental class is given below.

Table 7. Results of Paired Samples Correlation Test for Experimental Class

		N	Correlation	Sig.
Pair 1	Pretest and Posttest	41	-,277	,384

The above table shows the Sig values. 0.384 is greater than 0.05, so it can be concluded that there is a correlative relationship between pre-test research data

and post-test research data. The results of the paired sample t-test for the experimental class are as follows.

Table 8. Paired Sample T-Test Results

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretes - Postes	-42,02667	4,55394	1,31461	-44,92010	-39,13323	-31,969	40	,000

This research hypothesis is accepted, as the table above demonstrates. For the experimental class mentioned above, the Sig value is the outcome of the paired sample t-test. The accepted hypothesis is reached when the 2-tailed possibility (0.000) is less than 0.05. This indicates that using the synectic learning approach to help vocational school students become better letter writers is an excellent utilization of their time.

Independent Sample T-Test

The research data has a normal distribution with a Sig. of $0.670 > 0.05$, according to the findings of the one sample Kolmogorov-Smirnov normality test analysis presented above. The independent sample t-test is used to compare two unpaired samples, specifically to see whether there is a significant difference in the influence of the synectic learning model over the traditional learning model. In this test, if the Sig value is <0.05 , the synectic learning model and conventional learning model have equal influence. Additionally, there is a distinction between the synthetic and conventional learning models' levels of influence if the Sig value is greater than 0.05.

Table 9. Independent Sample T-Test Results

	Levene's Test for Equality of Variance		T-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

Writing Competence	Equal variances assumed	,000	,996	9,420	79	,000	14,814	1,573	11,684	17,944
	Equal variances not assumed			9,409	77,875	,000	14,814	1,574	11,679	17,949

The table above illustrates that if the Sig value (2-tailed) is less than 0.05, then H_0 is rejected while H_a is accepted. This suggests that there is a substantial difference between using the synectic learning model in the experimental class and the traditional learning model in the control class.

DISCUSSION

Empirically, the results of this research reveal that the synectic learning model is significant in increasing students' ability to write job application letters. This is known from the results of the paired sample test and the significance value (2 tailed) is 0.000, this value is smaller than 0.05, so the research hypothesis H_a is accepted and H_0 is rejected. The results of the paired statistical test also reveal that the effect of implementing the synectic learning model is more significant than the conventional model with a Sig value. (2 tailed) is 0.000 smaller than 0.05, then H_0 is rejected and H_a is accepted.

In line with Suprijono (2016), the synectic learning model is oriented towards personal development and individual uniqueness, prioritizing the formation and organization of unique realities. Another advantage of this model is that it pays more attention to students' emotional lives. Furthermore, Purwanti (2020) said that the synectic learning model is designed to guide teachers into a world that almost makes no sense to give them the opportunity to create new ways of looking at things, expressing themselves and approaching problems. Synectics means a strategy of bringing together various elements, using metaphors to obtain a new view. Furthermore, the synectical model is oriented towards increasing the ability for creative expression, empathy and insight, so that this model is seen as very relevant to writing lessons because one of the writing skills is the ability to imagine and express thoughts into good and correct writing.

Based on the results of observations in the classroom, the application of synectic learning creates creative and serious learning where students focus on developing their thinking in their writing. Preliminary research reveals that the

synectic method can improve reading and writing skills. Research conducted by Aztry (2012) revealed that the application of the synectic method can improve students' writing abilities and increase student independence. The independence referred to in this case means that students are able to express their imagination into a text in the form of an inspirational story by sharpening the conflict in the story and the story's coda.

Another condition that arises in the learning process in the experimental class in the learning process by applying the synectic learning model is increasing student activity and student focus and seriousness in learning. Students are enthusiastic about completing their respective assignments and have a feeling of curiosity about exposure to other students' writing. The conditions that arise in this class are in line with research conducted by Purwanti (2020) which reveals that the application of the synectic method can improve student learning outcomes and student activity in participating in the learning process. The activity in this research is different from the activity found by Tumanger & Ernidawati (2020) where students' activity in class is not discussing in groups but is active in communicating with teachers and other colleagues in class to write or develop job application letters according to job vacancies. provided.

Synectic learning steps can systematically improve students' writing abilities. The ability referred to in this case is not only the ability to use acceptable language elements and grammar, but also the student's ability to produce language that is relevant to the context in which it will be written. This has been stated by Eristi & Polat (2017) that the synthetic learning model begins with the stages of explaining the topic, making logical modeling, explaining personal goals, identifying information, making strong new statements, measuring the originality of the learning topic, and evaluation. All the stages above encourage students in the class to be able to develop their critical thinking skills in developing writing that is appropriate to the context.

The explanation above is in line with the research results of Taufik et al., (2018) where the application of the synectic method can significantly improve student learning outcomes and students' critical thinking abilities, stimulate students' creative thinking abilities by making individuals bring different perspectives (Joyce et al., 2009) and using realistic, analogical and clear thinking

related to the context being studied (Rajput, 2013). Students are able to detail the subject according to the role that will be requested in the application letter using clear information and according to actual facts.

CONCLUSION

Based on the research results and the results of the discussion above, the conclusion of this research is that the application of the synectic learning model has been empirically proven to improve students' ability to write job application letters. This is proven by the results of the paired sample t-test showing a Sig (2-tailed) value of 0.000, where this value is smaller than 0.05, so the H_a research hypothesis is accepted and the H_o hypothesis is rejected. Furthermore, it was empirically proven that the results of the independent simple t-test showed a Sig value. (2 tailed) is 0.000 smaller than 0.05, so there is a significant difference between the application of the synectic learning model in the experimental class and the conventional learning model in the control class.

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