



Enhancing Third-Grade Students' Speaking Skills through the Integration of the Synectic Learning Model and the Extemporaneous Method

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Abstract

Based on initial observations conducted in the classroom, it appears that students' speaking skills are still low. They are not yet able to express ideas verbally, and the use of one-way learning models and approaches is the main cause. Given these issues, it is necessary to apply a synectic learning model with a deep learning approach assisted by extemporaneous methods. This study aims to describe, measure differences, and measure improvements in Indonesian speaking skills in third-grade elementary school students. The approach used is a mixed method (quantitative and qualitative). Qualitative data were obtained from observations, interviews, and documentation. Qualitative data explains the stages of activities and changes in student skills after the application of the synectic model, deep learning approach, and extemporaneous method. Quantitative data were obtained from the results of pretest and posttest speaking skills at SDN 02 Leteh with a total of 26 students. This study applies the second strategy synectic learning model, using analogies and speaking activities using a text framework to express understanding. The results of the Paired T-Test for the pretest and posttest proved that there was a significant difference between the two, with a t-value of -15.958 and a significance of 0.000. In addition, the N-Gain test results also showed a score of 0.6095 or 60%, indicating that the learning process provided was effective enough to improve students' speaking skills. The qualitative results reinforce the quantitative results, as demonstrated by the students' increased courage, fluency, and activity in speaking.

Keywords: elementary school students; deep learning; speaking skills; synectics

INTRODUCTION

The 21st century has seen many major changes in various aspects of human life, ranging from social aspects, educational aspects, to environmental aspects. Technological developments, globalization, and the complexity of life's obstacles require the younger generation to have 21st century skills. For example, critical thinking, creativity, collaboration, and communication skills. Among these four skills, communication skills are important in supporting an individual's success in various aspects of life. In the context of learning, communication skills cannot be separated from speaking skills, because speaking is the main medium for students to express their opinions, ask questions, and respond to information verbally.

Mastery of speaking skills is one aspect of language that must be mastered well. As one of the main elements of language skills, speaking skills cannot be learned solely through theory, but also need to be learned in depth through direct practice (Kusyairi et al., 2024). Speaking skills training is important from an early age. It aims to prepare students to become a generation capable

of developing according to the demands of the times, skilled, and able to overcome various life challenges (Khairoes & Taufina, 2020). Speaking skills also have a strategic function in supporting students' active involvement in social groups. Furthermore, with good speaking skills, someone will have the courage to speak in public, have high self-confidence, and be able to have a positive influence on others (Sopia & Ain, 2024).

In line with this, speaking skills are closely related to students' language development. In elementary school, they are in a period of rapid language development (Widodo & Wardani, 2020). The development of language as the main means of speaking needs to be facilitated so that students are able to understand and convey information effectively (Putri & Yaswinda, 2022). There are four important aspects of language skills learned in elementary school, namely listening, writing, reading, and speaking (Durrutunnisa & Nur, 2020). These aspects are very important because there is a relationship between one skill and another. Therefore, at the elementary school level, students need to master language skills well in order to be able to interact effectively with others, one of which is through speaking skills. Because of this, speaking skills should be developed from an early age, for example, in elementary school. Elementary schools, as the initial foundation of formal education, have a significant responsibility in instilling linguistic values from an early age. Students will struggle to determine valid and valuable information from the various media they encounter every day without the ability to understand and convey information effectively (Tarigan et al., 2023).

But in reality, students still find it hard to share info or speak up, especially in front of a crowd. This is actually a normal thing for elementary school kids. This issue is a serious dilemma in education (Hernawati et al., 2024). Observations and interviews conducted at SDN 02 Leteh also showed a lack of speaking skills among third-grade students. When speaking, students were unable to demonstrate courage and good comprehension. In addition, teacher-centered teaching and learning activities also affected the quality of learning. These challenges did not originate solely from students and teachers; the habit of using regional languages in daily communication also contributed.

To solve this problem, learning innovation is needed with a synectic learning model and a deep learning approach assisted by extemporaneous methods to improve students' speaking skills. Previous studies have shown that there is an improvement in student performance. This improvement occurred after the use of extemporaneous methods in activities to retell the content of a story text (Yuniar & Purwati, 2024) However, this study focused more on media development. Another study also explains that the implementation of the synectic learning model can significantly improve the poetry writing skills of fourth-grade students (S. Hasni et al., 2023). Although the objectives in that context are different from the objectives of the current study, in general, the study has proven that there is a positive effect on students' skills. In addition to using innovative learning models, the use of learning approaches is also very influential. Learning approaches are believed to be able to support students in exploring in-depth learning concepts, down to the details (Hidayat & Haryati, 2025). This was proven in a study by Adnyana (2024) which stated that in Indonesian language learning activities, the deep learning approach can be applied with the aim of improving students' language skills, one of which is speaking skills. Therefore, in speaking, students need the right method to make them brave enough to perform. According to Ariani (in Hernawati et al., 2024), one method suitable for developing students' speaking skills is storytelling. In this study, students were asked to retell the narrative text they

had completed. However, this time they were given the convenience of being allowed to tell the story using a text framework. This method is called the extemporaneous method. A study by Fatimah (2021) proves that this method plays a significant role in improving linguistic aspects such as pronunciation, intonation, structure, and non-linguistic aspects such as attitude and movement.

Based on the studies presented earlier, there appears to be a tendency among some researchers to improve students' speaking skills by focusing on only one thing, such as media, models, or methods. Few of them focus on the combination of models and learning approaches, even though learning models are certainly also crucial in learning activities. There is a need for further study to fill this gap. Therefore, researchers want to focus on the synectic learning model, deep learning approach, and extemporaneous method, which have shown significant changes in students' speaking skills in previous studies.

The purpose of this study is to describe the process of applying the synectic learning model with a deep learning approach assisted by the extemporaneous method in teaching students' speaking skills. In addition, this study also aims to measure the differences and levels of improvement in students' speaking skills before and after the application of the synectic learning model with a deep learning approach assisted by the extemporaneous method. The novelty of this study lies in the integrated approach used to examine students' speaking skills comprehensively, both in terms of the learning process and the results. This study integrates the synectic model, which emphasizes student creativity and analogy; the deep learning approach, which focuses on deep understanding and student engagement; and the extemporaneous method, which provides space for students to express themselves spontaneously but in a structured manner. The integration of these three elements is not only applied in lesson planning, but also analyzed through a mixed method approach, resulting in a comprehensive understanding of students' speaking skills and their learning process.

The synectic model proposed by Gordon is based on four main ideas that challenge conventional views of student understanding, including the importance of creativity in routine activities, the clarity of the creative process, the similarity of intellectual processes in various fields, and the equality of individual mindsets (Sumarti et al., 2025). The main impact of applying the synectic learning model is evident in changes in students' attitudes, particularly in their ability to control themselves, take responsibility, and solve various problems creatively (Purwati, 2024). Some studies also mention that the synectic learning model has proven to be more effective than conventional methods in improving students' understanding and creativity in Indonesian language learning (Pramusinta & Rifanah, 2021). This model focuses on individual development by emphasizing psychological aspects through the fulfillment of self-potential (Ramadhani, 2020). The synectic learning model is contextual in nature because it connects learning materials with students' daily lives (Cahyono et al., 2024). Through synectic learning, students use various analogies so that the learning atmosphere becomes more comfortable and students can explore more freely (Musyafak & Kholifatun, 2024).

Meanwhile, the use of deep learning approaches not only emphasizes student activity in the learning process, but also demands depth of understanding from students. Student activity in learning is not necessarily followed by the ability to build deep connections between themselves and the material being studied. Even though the classroom atmosphere appears active, the essence

of learning will be reduced if students are not given the opportunity to conclude and reflect on the important things they have learned (Kontesa et al., 2023). Student participation in deep learning will contribute to an increase in understanding of the material and mastery of the skills needed to combat increasingly complex globalization (Suwandi et al., 2024). In its implementation, deep learning adheres to three principles, namely mindful, joyful, and meaningful (Sari & Arta, 2025). These three learning principles are in line with Ausubel's theory, which states that learning activities should not only involve memorization but also require active student involvement (Gufron & Suryahadikusumah, 2024).

On the other hand, the extemporaneous speaking method is also an important reason why students experience an improvement in their speaking skills. In communication theory studies, this method is categorized as the most optimal type of speaking method (Muharman et al., 2020). In practice, this extemporaneous method does not allow speakers to bring a full written text, but rather to use brief notes that usually contain the main ideas as reminders (Harahap et al., 2024). Sabila (in Nuriyanti et al., 2021) explains that the application of this method can increase students' courage to speak in front of many people and train their thinking and contextual vocabulary selection. The use of the extemporaneous method is very suitable for 9-year-olds. At this stage of development, students' speaking skills are characterized by limited vocabulary, simple sentences, strong influence from their native language, and unstructured and often incoherent delivery (Ramadani & Hamza, 2025). Thus, the application of the extemporaneous method will reduce the possibility of forgetting and making small mistakes when students speak (Tabelessy, 2020).

METHOD

The approach used is a mixed method. A mixed method is a research approach that combines quantitative and qualitative methods in a single study. This approach is a methodological approach that combines elements of quantitative and qualitative research, or literature research and field research in a single study (Nasarudin et al., 2024). This approach aims to produce better studies than using only one approach. The data obtained is certainly more comprehensive, credible, reliable, and objective. A quantitative approach was used to measure differences and improvements in students' speaking skills before and after the implementation of learning, while a qualitative approach was used to describe the learning process and students' speaking skills after learning activities. Quantitative data collection is conducted through speaking skill tests in class, while qualitative data is obtained through observation, interviews, and field notes. The integration of these two types of data is carried out at the discussion stage to gain a more complete understanding of students' speaking skills.

Research Subjects

Subjects of this study were 26 third-grade students of SDN 02 Leteh, Rembang Regency, in the 2025/2026 academic year. The research sample was purposive sampling, which is a sampling technique with specific considerations. The class selected by the researcher has characteristics that are in line with the research objectives, so it is considered capable of representing the third-grade population at SDN 02 Leteh.

Research Instruments

This study used several instruments to obtain extensive data. Quantitative instruments in the form of speaking skill tests were used to measure students' speaking skills at the end of the learning activities. The test was designed in accordance with speaking aspects or indicators

consisting of intonation, appreciation, and expression. Meanwhile, qualitative instruments included student speaking skill observation sheets, interview guidelines, and learning outcomes to obtain data on learning and changes in students' speaking skills. Observation was used to observe student activities, involvement in learning, and the development of speaking skills in real life. Last but not least, videos of students' speaking skills and photos of learning activities were used to support the data obtained and strengthen the validity of the research results.

Research Procedure

This research procedure was carried out in several systematic stages. The research began with observation and interviews to identify problems that occurred during the learning process in class III of SDN 02 Leteh. More specifically, these activities aimed to assess the actual conditions in the learning process, student characteristics, and problems that arose during learning. Based on the results of the identification, the problem that emerged was the students' lack of speaking skills in class. With this problem, the researcher was able to formulate the research objectives and the action plan that needed to be taken. Given these issues, researchers can formulate research objectives and develop a systematic learning design as a basis for collecting research data. The design is developed to facilitate the development of students' speaking skills while obtaining quantitative and qualitative data in an integrated manner. The next stage is the implementation of learning that integrates the synectic learning model, the deep learning approach, and the extemporaneous method. During the learning activities, researchers observe student activity and speaking skills. After the learning activities are completed, final data collection can be carried out through oral speaking skill tests to obtain comprehensive data.

Data analysis was conducted by combining qualitative and quantitative analysis. Qualitative data was analyzed through the stages of data summarization, data presentation, and conclusion drawing to describe students' speaking skills and learning processes. Meanwhile, quantitative analysis was conducted through statistical tests to determine differences and improvements in speaking skills.

Effectiveness of the synectic model assisted by the extemporaneous method

The results of the students' speaking skills test (pre-test and post-test) were analyzed using a Paired T-Test to determine whether there were differences or improvements in the students' skills. It can be concluded that it is effective if the Paired T-Test Sig. (2-tailed) value is less than 0.05 (Rahmani et al., 2025). This improvement was then tested using N-gain. The aim was to determine how effective the use of lesson plans was in improving students' speaking skills.

Table 1. N-gain Classification

N Gain Value	Description
N-Gain > 0.70	High
0.30 < N-Gain < 0.70	Medium
N-Gain < 0.30	Low

Source: Budiastuti & Bandur (in Sektiyana et al., 2025)

Place and Time of Research

The research was conducted at SD Negeri 02 Leteh, Rembang Regency. The research activities were carried out at the beginning of the second semester of the 2025/2026 academic year.

RESULTS AND DISCUSSION

Results

The purpose of this study was to apply a learning model based on the principles of fun, awareness, and meaning for elementary school students, especially third graders. The application of the synectic learning model assisted by the extemporaneous method began with the identification of problems and the needs of teachers and students, followed by the design of a lesson plan, assessment of the lesson plan by experts, and the implementation of the design in learning activities. The final product of the design was a synectic model-based learning plan and a deep learning approach, assisted by the extemporaneous speaking method, which was integrated into a complete lesson plan consisting of teaching media, teaching materials, psychomotor evaluation questions, and a speaking skills assessment rubric.

In its application, this synectic learning model uses the second strategy, which is to make something unfamiliar recognizable, implemented through 7 stages. 1) Substantive Input (Actual Situation); 2) Direct Analogy; 3) Personal Analogy; 4) Distinguishing Analogies; 5) Explaining Differences; 6) Exploration; 7) Application and Presentation.

Table 2. Syntactic Model of the Two-Step Strategy

SYNTACTIC STAGES	
Step one: Input about the actual situation; the teacher will provide information about the new topic.	Step two: Direct analogy; at this stage, students are asked to propose several direct analogies and explain them.
Step three: Personal analogies, students are asked to come up with personal analogies.	Step four: Distinguishing analogies, students are asked to identify and explain the similarities between the new topic and the direct analogies.
Step five: Explaining differences, students will explain which analogies they think are less appropriate.	Step six: Exploration, at this stage students re-explore the main topic.
Step seven: To create and prepare analogies, students are asked to present prepared analogies and explore their similarities and differences.	

In the final stage, students were asked to express their understanding orally in front of the class. As a result of applying the synectic model assisted by the extemporaneous method, third-grade students experienced an increase in speaking skills. Their average speaking skill score was 87.15. After going through the assessment stage, the researcher first conducted a statistical test using the scores before and after the treatment.

The pretest and posttest results were tested first to determine whether the data distribution was normal. The normality test results showed that the data were normally distributed, so the next step was to perform a parametric statistical test. A Paired T-Test was used to determine whether there was a difference in students' skills before and after the treatment was given. Meanwhile, the N-Gain test was used to determine how effective the use of the learning implementation plan was. The research results will contain an analysis of the pretest and posttest statistical tests.

Data Normality Test

This test is conducted to determine whether the data obtained is normally distributed or not, so that researchers can determine the next steps. This test applies the Shapiro-Wilk method because it has fewer than 30 data points, with a pretest significance result of 0.353 and a posttest result of 0.099. Based on the test parameters, if the significance score is greater than 0.05, the data can be said to be normal. In this case, it can be determined that the pretest and posttest data are normally distributed.

Table 3. Normality Test Results

Group	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	0,118	26	0,200*	0,958	26	0,353
Posttest	0,140	26	0,200*	0,935	26	0,099

Paired T-Test

The T-test was conducted to determine the significant difference between the pretest and posttest data. The T-test results showed a t-value of -15.958 with a significance level of 0.000. Therefore, it can be concluded that there was a significant difference in speaking skills before and after using the synectic model with a deep learning approach assisted by the extemporaneous method.

Table 4. Paired T-Test Results

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pretest-Posttest	-19,84615	6,34156	1,24368	-22,40757	-17,28474	-15,958	25	0,000

N-Gain Test

The improvement in students' speaking skills was analyzed using the N-Gain statistical test. This was done in the same way as before, namely by comparing pretest and posttest data. The results of the analysis showed a score of 0.6096 or 60.95%, which falls into the fairly effective category. Thus, the implementation of the synectic model Lesson Plan (RPP) with a deep learning approach based on the extemporaneous speaking method is quite effective in improving the speaking skills of third-grade students at SDN 02 Leteh.

Table 5. N-Gain Test Results

	Descriptive Statistic				
	N	Minimum	Maximum	Mean	Std. Deviation
N-Gain Score	26	0,35	0,82	0,6096	0,14137
N-Gain Percent	26	34,62	82,14	60,9555	14,13738
Valid N (listwise)	26				

Discussion

The results of the above analysis show that the application of the synectic learning model assisted by the deep learning approach and extemporaneous method for third-grade elementary school students can have a positive effect on students' speaking skills. The application of the synectic learning model with a deep learning approach assisted by the extemporaneous speaking method contained in this Lesson Plan was developed based on problems that showed that teaching and learning activities using conventional models and approaches were monotonous, resulting in weak speaking skills among students. The results of this study have been validated through several statistical tests that show a significant improvement in students' skills after applying the synectic model assisted by a deep learning approach and extemporaneous speaking method.

Preparation of a Synectik Learning Model Assisted by the Extemporaneous Method

The development of a synectic model assisted by the extemporaneous method went through several phases. The initial phase involved conducting observations and interviews related to problems in Indonesian language learning. This was followed by the development of instruments for teachers and students. These activities involved classroom teachers and third-grade students at SDN 02 Leteh. The results of the identification showed that the learning model used was uninteresting and monotonous, especially in Indonesian language learning. In teaching and learning activities, students' speaking skills were not stimulated properly. Therefore, 69.2% of students were unable to speak well, especially in front of the class.

The next phase was to find the right model and method to overcome these obstacles. Based on previous studies, it has been shown that the use of the synectic model can encourage students' ability and courage to speak in class (Kadir et al., 2021). On the other hand, the use of e-story media, which requires students to retell the content of the text, also supports the improvement of students' speaking skills. These models and methods were compiled into a single learning implementation plan.

The implementation of the learning plan was considered effective because it provided enjoyable analogical experiences and in-depth learning activities. The method used also made it easier for students to retell the content of the text. Although it was easy, students' memory skills were also tested because they were allowed to retell the story using a completed text framework. Students' skills were assessed based on several specific aspects.

The aspects of speaking skills evaluated in this study include intonation, appreciation, and expression. These three aspects were chosen because they reflect students' ability to convey messages orally, especially when speaking and retelling the content of narrative texts. Intonation helps listeners understand the meaning of speech, while intonation and expression serve as guidelines for the extent to which students understand the content of the story and are able to convey it communicatively.

Table 6. Psychomotor Assessment Guidelines

Aspect	Description
Intonation	Delivering narrative texts with clear and appropriate voice intonation
Appreciation	Appreciation in accordance with the characters/events taking place
Expression	Expression that supports the flow of the story

The selection of aspects to be assessed is tailored to the characteristics of third-grade elementary school students who are still in the phase of developing courage and confidence in speaking. By focusing the assessment on these three aspects, researchers can assess students' speaking skills in a simple yet accurate and meaningful way. The assessment aspects in the Lesson Plan (RPP) are designed to measure students' speaking skills in accordance with the predetermined learning objectives. The alignment between the assessment aspects and the learning objectives forms the basis for collecting data on students' speaking skills, which are then analyzed statistically in this study.

Application of the Synectic Learning Model Assisted by the Extemporaneous Method

The application of the synectic model assisted by the extemporaneous method provides students with the opportunity to demonstrate their speaking skills through oral speaking activities in front of the class. Based on the analysis of the data, it can be seen that students' speaking skills have improved after the implementation of the synectic learning model assisted by the extemporaneous method. This improvement is reflected in the students' ability to use appropriate intonation, demonstrate appreciation or understanding of the content of the story, and use expressions appropriate to the story when speaking.

Improvements in these three aspects cannot be separated from the learning process that encourages students to actively participate in speaking activities. In learning activities, students are given questions that require them to speak in front of their friends. Students are asked to draw analogies, which enables them to identify the differences and similarities between the material that has just been presented and real life. Students are required to respond verbally, thus giving them the opportunity to practice speaking in front of many people. At the end of the lesson, they are required to retell the narrative text they have completed. This step encourages students to have the courage to speak in front of their friends and teachers. By retelling and speaking expressively, students have the opportunity to improve their intonation, appreciation, and expression. This is in line with Ariani's perspective (in Hernawati et al., 2024) that speaking skills can be developed through direct practice, whether it be retelling a text or a story. By using this model, students can demonstrate the courage to speak orally. In addition, the use of the extemporaneous method also minimizes errors in speaking. In its implementation, students are able to tell stories using clear intonation, good appreciation, appropriate vocals and emotions, as well as clear expressions and eye contact. The report on students' speaking skills, which was obtained through assessment based on intonation, appreciation, and expression, can be seen as the result of applying the synectic learning model assisted by the extemporaneous method in the classroom learning process.

Effectiveness of the Application of the Synectic Model Assisted by the Extemporaneous Method in Improving Students' Speaking Skills

The statistical test results in this study indicate that the application of the synectic model in the Lesson Plan (RPP) with a deep learning approach and the extemporaneous method is effective in improving students' speaking skills. Based on the results of the pretest and posttest of students' speaking skills, the significance level was 0.000. In addition, the N-Gain test also showed a value of 0.6096 or 60.95%, which is categorized as quite effective. The results of the study indicate that the model and method applied have a positive effect on improving students' speaking skills.

The results of this study are in line with the research (Ayuni, 2023) which explains that learning that is systematically structured with interactive and engaging activities can significantly improve students' skills. These findings are in line with those of (Yuniar & Purwati, 2024) which show an N-Gain value of 0.56 in the application of the extemporaneous method in teaching third-grade students to retell fairy tales. On the other hand, (Arwani, 2017) also produced a t-significance value of 0.000, which falls into the category of significant improvement in the use of the synectic learning model in speaking learning. The consistency in these findings lies in the learning principles that encourage active student involvement, material presentation, and provide opportunities for students to create understanding through meaningful learning.

The improvement in students' speaking skills in this study can be reflected in the characteristics of the implementation of the lesson plan using the synectic model, which encourages students to think creatively, express ideas or understanding verbally, and connect learning experiences directly by retelling the content of the text. Speaking activities are structured in the lesson plan, providing opportunities for students to develop their skills directly. This is in line with the view that speaking skills can be optimally developed through communicative and interactive learning activities and exercises (Tika et al., 2020).

The parametric test results in this study support previous findings that interactive and student-centered education can significantly improve outcomes. The effectiveness of the synectic model and extemporaneous method in this study is empirical and contextual, based on the results of applying the synectic learning model and extemporaneous method in the classroom and the analysis of pretest and posttest data. Although the Lesson Plan did not pass the validation test (only a feasibility assessment by experts), the results of this study statistically show that the application of the synectic learning model and extemporaneous method with a deep learning approach is effective in improving students' speaking skills.

CONCLUSION

Conclusion

Based on the results of the research and discussion, there are three conclusions that can be drawn. First, the synectic learning model assisted by the extemporaneous speaking method provides space and opportunity for students to speak in front of many people. By applying this model and method, students' speaking skills will improve significantly. In addition, the use of deep learning approaches gives students a deeper understanding. Furthermore, the use of extemporaneous methods in learning helps students to speak spontaneously and in a structured manner. Second, the application of the synectic learning model assisted by the extemporaneous speaking method in Indonesian language speaking activities in grade III is considered quite effective for use in Indonesian language learning activities, especially speaking skills. This is evidenced by the N-Gain score of 0.6096 or 60.95%, which is classified as quite effective. Third, the Paired t-test significance score of 0.000 proves that there is a significant difference after the treatment. Several factors that influence effectiveness are the openness of opportunities for students to convey their understanding during learning activities. With communicative learning activities, students can be more active in speaking. Thus, overall, the learning model and speaking method can be applied as communicative and enjoyable learning to encourage students' speaking skills.

Recommendations

Based on the results of the research conducted, the researchers recommend the following. 1) Elementary school teachers are advised to develop and implement a Lesson Plan (RPP) containing innovative learning models that provide more opportunities for students to actively practice their speaking skills, for example by storytelling, 2) The researchers recommend that future researchers expand their research by involving experts in the validation of learning materials to further strengthen the research results and provide a comprehensive picture of the effectiveness of synectic learning models and speaking methods in efforts to improve students' speaking skills.

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