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The Effectiveness of the Synectics Model Assisted by Audiovisual Media in Teaching News Text Speaking Based on Students' Learning Styles

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ABSTRACT

This study aims to examine the effectiveness of the Synectics learning model assisted by audiovisual media and to analyze the role of learning styles (visual, auditory, and kinesthetic) in students' news text speaking skills at Madrasah Aliyah. The research employed a quantitative approach using a quasi-experimental design. The subjects of the study were 24 eleventh-grade students of class XI IPA 1. Data were collected through a speaking performance test and a learning style questionnaire and were analyzed using a t-test and one-way analysis of variance (ANOVA). The results indicate that the Synectics model was significantly effective, as evidenced by an improvement in the mean score from 60.1 to 82.4. This improvement was further confirmed by the paired sample t-test results ($t = 3.896$, Sig. = 0.000). Furthermore, the ANOVA results revealed a significant difference in news text speaking achievement based on students' learning styles (Sig. = 0.003; $p < 0.05$), indicating that the effectiveness of the model is influenced by students' learning style types. Based on these findings, it can be concluded that the Synectics model is effective in improving news text speaking skills, and speaking instruction should take students' learning style profiles into consideration.

Keywords: Effectiveness; News Text Speaking; Synectics Model; Audiovisual Media; Learning Styles.

INTRODUCTION

Speaking skill is one of the productive language skills that plays a crucial role in the development of students' academic and communicative competence. In language learning, speaking is not merely the ability to pronounce words or sentences orally, but also the ability to organize ideas, convey information coherently, use appropriate linguistic features, and demonstrate confidence and fluency in communication. At the secondary education level, speaking skills become increasingly important because students are required to present factual and structured information orally, one of which is through news text speaking.

Teaching news text speaking requires complex competencies. Students are expected to understand the structure and linguistic features of news texts and to deliver information clearly, objectively, and systematically. However, many students still experience difficulties in speaking activities, particularly when they are required to present structured texts in front of the class. These difficulties include limited idea development, low self-confidence, and passive participation during speaking activities. Such conditions are often

influenced by conventional, teacher-centered instructional practices that provide limited opportunities for students to actively practice speaking and express ideas creatively.

To address these challenges, innovative instructional models that promote student-centered learning and creativity are required. One instructional model that has been widely recognized for fostering creativity and active participation is the Synectics model. The Synectics model emphasizes creative thinking through the use of analogies, metaphors, and imaginative processes to help learners generate and develop ideas. Previous studies have demonstrated that the Synectics model can effectively enhance students' speaking skills by encouraging confidence, creativity, and active engagement in learning activities (Abrar et al., 2024). Similarly, Fuadi et al. (2022) reported that the Synectics model positively influences students' oral expression and speaking performance in language learning contexts.

In addition to instructional models, learning media play a significant role in supporting effective speaking instruction. Audiovisual media, which integrate visual and auditory elements, provide concrete and contextual learning experiences that facilitate students' comprehension and expression of ideas. Audiovisual materials allow students to observe authentic examples of spoken language, understand contextual cues, and organize information more effectively. Several studies have confirmed that audiovisual media significantly improve students' speaking skills by increasing motivation and enhancing understanding (Evyanto, 2024; Oreng Ritan, 2024; Syahrin & Amru, 2024).

The integration of the Synectics model with audiovisual media is therefore considered a promising approach to speaking instruction, particularly in teaching news texts. While the Synectics model stimulates creative and analogical thinking, audiovisual media provide concrete stimuli that strengthen imagination and comprehension. Fuadi et al. (2022) emphasized that the use of audiovisual media within the Synectics framework enhances student engagement and learning outcomes. Moreover, Ertinawati et al. (2025) demonstrated that a synectic approach integrated with audiovisual technology significantly improves the effectiveness of language learning by creating more meaningful and contextual learning experiences.

Another important factor influencing speaking performance is students' learning styles. Learning styles, commonly categorized as visual, auditory, and kinesthetic, affect how students receive, process, and express information. Zulaeha et al. (2018) highlighted that differences in learning styles significantly influence language learning outcomes, suggesting that instructional strategies should accommodate these individual differences. Audiovisual media are particularly effective in addressing diverse learning styles, as they combine visual and auditory stimuli and can be complemented with kinesthetic speaking activities. Furthermore, Suryani and Sit (2025) reported that audiovisual media positively affect students' speaking ability across different learning style preferences.

Although numerous studies have examined the effectiveness of the Synectics model and audiovisual media separately, research that integrates the Synectics model assisted by audiovisual media in teaching news text speaking while simultaneously considering students' learning styles remains limited. Most previous studies have focused on general speaking skills or different text types, and few have explicitly examined news text speaking as a specific instructional focus. In addition, learning styles have often been overlooked as an analytical variable in experimental speaking instruction research.

Based on the above considerations, this study aims to:

1. examine the effectiveness of the Synectics model assisted by audiovisual media in teaching news text speaking;
2. analyze the influence of learning styles

on students' news text speaking skills; and
3. analyze differences in news text speaking achievement based on visual, auditory, and kinesthetic learning styles.

LITERATURE REVIEW

Speaking Skills in Language Learning

Speaking skill is a productive language skill that requires students to express ideas, opinions, and information orally in a clear, coherent, and comprehensible manner. In language learning contexts, speaking plays a central role because it reflects learners' communicative competence and their ability to use language functionally. Speaking instruction does not only emphasize linguistic aspects such as pronunciation and grammar, but also non-linguistic aspects, including confidence, fluency, and the ability to organize and convey information logically.

Several studies have reported that students' speaking skills remain relatively low, particularly when they are required to perform structured speaking tasks such as delivering news texts. Syahrin and Amru (2024) emphasized that low speaking performance is often caused by limited opportunities for practice, monotonous teaching methods, and insufficient use of instructional media that support oral communication. Therefore, speaking instruction should be designed to be interactive, contextual, and learner-centered in order to encourage active participation and meaningful language use.

In news text speaking, students are required to master text structure, information accuracy, and objective delivery. Without appropriate instructional strategies, students tend to struggle with organizing ideas and presenting information orally. This condition highlights the importance of implementing innovative instructional models that effectively support the development of speaking skills.

The Synectics Learning Model in Language Instruction

The Synectics learning model is a creativity-oriented instructional model that emphasizes the use of analogies, metaphors, and imaginative thinking to facilitate understanding and idea generation. The primary objective of this model is to help learners connect new concepts with familiar experiences, thereby fostering deeper comprehension and creative expression. In language learning contexts, the Synectics model provides opportunities for students to think divergently, explore ideas freely, and express thoughts more confidently.

Abrar et al. (2024) reported that the implementation of the Synectics model in speaking instruction significantly enhances students' confidence and participation, as learners are encouraged to express ideas through creative and collaborative processes. This finding is consistent with Fuadi et al. (2022), who found that the Synectics model effectively improves students' oral expression, particularly when integrated with appropriate instructional media. These studies suggest that the Synectics model is well suited for speaking instruction that emphasizes creativity and active engagement.

In text-based learning, the Synectics model allows students to relate textual content to personal experiences or real-life phenomena. This process supports deeper comprehension and enables students to deliver spoken texts more naturally. Therefore, the Synectics model is considered relevant for teaching news text speaking, which requires both content understanding and effective oral delivery.

Audiovisual Media in Speaking Instruction

Audiovisual media refer to instructional media that integrate visual and auditory elements to convey information in a concrete and engaging manner. In language learning, audiovisual media aim to enhance comprehension by providing multisensory stimuli that support students' understanding and expression. Examples of audiovisual media include videos, audio recordings, and

news broadcasts that present authentic spoken language models.

Evyanto (2024) demonstrated that audiovisual media are effective in improving speaking skills because they increase learning motivation and provide clear examples of appropriate spoken language use. Similar findings were reported by Oreng Ritan (2024), who emphasized that audiovisual media help students understand learning contexts more effectively. In addition, Syafiqah and Hadi (2022) as well as Suryanida and Suyantiningsih (2022) confirmed that audiovisual media positively influence students' learning outcomes and speaking performance.

In the context of news text speaking instruction, audiovisual media play a crucial role by presenting authentic examples of news delivery. Through audiovisual materials, students can observe pronunciation, intonation, articulation, and discourse structure, which support the development of effective speaking performance.

Integration of the Synectics Model and Audiovisual Media

The integration of the Synectics learning model with audiovisual media is regarded as a complementary approach in speaking instruction. While the Synectics model emphasizes creativity and imaginative thinking, audiovisual media provide concrete stimuli that strengthen comprehension and oral expression. The combination of these two components creates a learning environment that is both creative and contextual.

Fuadi et al. (2022) emphasized that the use of audiovisual media within a Synectics-based learning framework significantly enhances student engagement and learning outcomes. Furthermore, Ertinawati et al. (2025) demonstrated that a synectic approach integrated with audiovisual technology improves the effectiveness of language learning by accommodating diverse learner needs. This integration is particularly relevant for teaching news text speaking, which requires creativity as well as accuracy in information delivery.

Learning Styles and Speaking Instruction

Learning styles refer to individuals' preferred ways of receiving, processing, and expressing information. Learning styles are commonly classified into visual, auditory, and kinesthetic categories. These differences influence how students engage in learning activities and achieve learning outcomes.

Zulaeha et al. (2018) highlighted that learning style differences significantly affect language learning outcomes, suggesting that instructional strategies should be adapted to learners' characteristics. Audiovisual media are considered effective in accommodating diverse learning styles because they combine visual and auditory stimuli and can be complemented with kinesthetic speaking activities. Suryani and Sit (2025) also reported that audiovisual media positively affect students' speaking ability across different learning style preferences.

In news text speaking instruction, understanding students' learning styles is essential to ensure that instructional strategies effectively support speaking performance. Therefore, learning styles are considered a critical variable influencing the effectiveness of the Synectics model assisted by audiovisual media.

Conceptual Framework of the Study

Based on the reviewed literature, it can be concluded that news text speaking skills are influenced by instructional models, learning media, and learner characteristics, particularly learning styles. The Synectics learning model assisted by audiovisual media is considered to have strong potential to improve speaking skills by integrating creativity, multisensory stimulation, and active student engagement. In addition, differences in visual, auditory, and kinesthetic learning styles are assumed to influence students' achievement in news text speaking. Therefore, this study is designed to examine the effectiveness of the

Synectics model assisted by audiovisual media and to analyze differences in news text speaking skills based on students' learning styles.

MATERIALS & METHODS

Research Design

This study employed a quantitative approach using a quasi-experimental design, specifically a pretest–posttest non-equivalent control group design. This design was selected because the research subjects were organized in intact classroom groups, making random assignment impractical. The study aimed to examine the effectiveness of the Synectics learning model assisted by audiovisual media and to analyze the role of students' learning styles as a moderating variable in improving news text speaking skills.

Participants

The population of this study consisted of eleventh-grade students (Grade XI) at a Madrasah Aliyah in the [2025/2026]. The sample was selected through purposive sampling and involved 24 students from class XI IPA 1. All participants took part in the instructional intervention and the data collection process.

Research Instruments

Two main research instruments were utilized in this study. The first instrument was a learning style questionnaire designed to classify students into three learning style categories: visual, auditory, and kinesthetic. The results of this questionnaire were used as a moderating variable in the analysis.

The second instrument was a performance-based speaking test administered as both a pretest and a posttest to measure students' speaking skills in delivering news texts. Students' speaking performances were evaluated by raters using an analytic scoring rubric with a four-point scale covering six assessment aspects: (1) fluency, (2) grammatical accuracy, (3) vocabulary and diction, (4) pronunciation and clarity, (5) intonation and expression, and (6) eye contact and body language. Prior to data collection, all instruments were validated and tested for reliability.

Data Collection Procedures

Data collection was conducted in several stages. First, the validity and reliability of the research instruments were examined. Next, students completed the learning style questionnaire and undertook a pretest to assess their initial news text speaking skills.

Following the pretest, the instructional treatment was implemented using the Synectics learning model assisted by audiovisual media. The learning activities emphasized creative thinking, analogy-based learning, and active oral participation. After the completion of the instructional treatment, a posttest was administered to measure students' speaking skills after the intervention.

Data Analysis

The collected data were analyzed quantitatively. Prior to hypothesis testing, prerequisite analyses were conducted, including a normality test using the Liliefors test and a homogeneity test using Levene's test. The effectiveness of the Synectics learning model was examined using a paired-sample t-test by comparing students' pretest and posttest scores. Furthermore, a one-way analysis of variance (one-way ANOVA) was employed to analyze differences in news text speaking skills based on students' learning styles.

RESULTS

Descriptive Statistics of Students' News Text Speaking Skills

The results indicate that the implementation of the Synectics learning model assisted by audiovisual media led to a significant improvement in students' news text speaking skills. Descriptively, the mean pretest score of 60.16 increased to 87.13 in the posttest. The highest score improved from 70.83 to 95.83, while the lowest score increased from 46.00 to 75.00. This improvement suggests that nearly all

students experienced an enhancement in their speaking performance after the instructional treatment. Furthermore, the relatively stable standard deviation indicates a fairly even distribution of students' scores.

Table 1. Descriptive Statistics of Students' Learning Outcomes

Statistics	Statistics Score	
	Pretest	Posttest
Sample size	24	
Highest score	70.83	95.83
Lowest score	46	75
Mode	58.33	87.55
Variance	36.10	45.76
Standard deviation (S)	6.00	6.76

Students' Speaking Achievement Based on Learning Styles

Based on learning styles, students with a visual learning style obtained the highest mean posttest score (91.67), followed by kinesthetic learners (83.33) and auditory learners (82.81). These findings indicate differences in news text speaking achievement according to students' learning style characteristics.

Table 2. Students' Speaking Scores Based on Learning Styles

Learning Style	Number of Students	Pretest Mean	Posttest Mean
Visual	11	61.74	91.67
Auditory	8	59.89	82.81
Kinesthetic	5	54.16	83.33
Total	24	60.16	87.13

Inferential Statistical Analysis

The results of the paired-sample t-test revealed a significant difference between the pretest and posttest scores, with $t(23) = -19.59$ and a significance value of 0.000 ($p < 0.05$). This result confirms that the Synectics learning model assisted by audiovisual media was effective in improving students' news text speaking skills.

Furthermore, the results of the one-way ANOVA indicated a statistically significant difference in students' speaking achievement based on learning styles, with $F(2, 21) = 7.75$ and a significance value of 0.003 ($p < 0.05$). This finding suggests that students' learning styles contributed to differences in the effectiveness of the instructional intervention.

Table 3. Summary of Hypothesis Testing Results

Variable	Test Type	Mean	Std. Deviasi	T	df	F	Nilai Sig.
Effectiveness of Synectics Model	Paired T-Test	-26,90	6,72	-19,59	23	-	0.000
Effect of Learning Styles	One-way ANOVA	-	-	-	23	7.75	0.003

DISCUSSION

The findings of this study confirm that the Synectics learning model assisted by audiovisual media is an effective approach for improving students' news text speaking skills. The significant improvement in scores from the pretest to the posttest indicates that instruction emphasizing creativity, analogy-based thinking, and active student engagement can substantially enhance the quality of oral performance. Through the Synectics model, students are encouraged to develop ideas more freely and reflectively, enabling them not only to understand the structural components of news texts but also to deliver them in a coherent and communicative manner.

The use of audiovisual media further strengthened the effectiveness of the instructional model by providing authentic and concrete examples of news delivery. Audiovisual materials helped students grasp paralinguistic aspects of speaking, such as intonation, articulation, and facial expression, which are often difficult to develop through conventional instruction. The integration of creative learning processes within the Synectics model and visual–auditory stimuli contributed to increased student confidence when speaking in front of the class.

Differences in learning outcomes based on

learning styles indicate that students' internal characteristics play a role in the success of speaking instruction. Students with visual learning styles achieved the highest outcomes, as the learning activities were dominated by visual displays and concrete examples that aligned with their learning preferences. Nevertheless, improvements were also observed among auditory and kinesthetic learners, who benefited from auditory input, group discussion, and speaking practice embedded in the Synectics instructional syntax. This finding suggests that the Synectics model is adaptive and capable of accommodating diverse learning styles, although its effectiveness appears to be most optimal for visual learners.

Overall, the findings highlight the importance of implementing creative instructional models supported by appropriate media while considering students' learning style differences. Such an approach can significantly and sustainably enhance the quality of news text speaking instruction at the Madrasah Aliyah level.

CONCLUSION

Based on the literature review and data analysis, it can be concluded that the implementation of the Synectics learning model assisted by audiovisual media is effective in improving news text speaking skills among eleventh-grade students at Madrasah Aliyah. This effectiveness is evidenced by the significant difference between pretest and posttest scores following the application of the Synectics instructional model. The findings indicate that instruction emphasizing creativity, idea development, and the appropriate use of instructional media can enhance students' speaking performance.

The results also demonstrate that students' learning styles, including visual, auditory, and kinesthetic styles, have a significant effect on news text speaking skills. Significant differences in learning outcomes were found based on learning styles, with students who have a visual learning style achieving higher results than those with other learning styles after the implementation of the Synectics model. This finding confirms that learning styles play an important role in students' speaking achievement.

Based on these findings, teachers are encouraged to implement the Synectics learning model assisted by audiovisual media as an alternative instructional strategy for teaching news text speaking and to consider students' learning style differences to ensure more effective and optimal learning processes. Schools are also expected to support the implementation of innovative instructional models by providing adequate facilities and infrastructure, particularly audiovisual media, to enhance the quality of Indonesian language instruction. Furthermore, future research is recommended to employ more complex research designs, such as comparing multiple instructional models or examining the interaction between instructional models and learning styles by involving larger and more diverse research samples.

Declaration by Authors

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