

การใช้รูปแบบการสอนแบบซินเนคติกส์เพื่อพัฒนาการเขียนร้อยกรองเชิงสร้างสรรค์
ของนักศึกษาสาขาภาษาอังกฤษ ชั้นปีที่ 3 มหาวิทยาลัยราชภัฏนครราชสีมา
The Use of Synectics Instructional Model to Promote Creative Poetry
Writing Ability of Third Year English Major Students at Nakhon
Ratchasima Rajabhat University

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บทคัดย่อ

การสอนแบบซินเนคติกส์เป็นรูปแบบการสอนที่เป็นระบบโดยการแยกและเชื่อมโยงอย่างสร้างสรรค์เพื่อให้ได้มุมมองที่ใหม่ โดยการวิจัยนี้ใช้การสอนแบบซินเนคติกส์ในการเขียนร้อยกรองเชิงสร้างสรรค์เพื่อให้ผู้เรียนสามารถสร้างความเชื่อมโยงระหว่างสิ่งต่าง ๆ เพื่อพัฒนาความคิดสร้างสรรค์ของผู้เรียนเอง และวัตถุประสงค์ของวิจัยนี้ได้แก่ 1) เพื่อศึกษาผลของการใช้รูปแบบการสอนแบบซินเนคติกส์ที่มีต่อความสามารถด้านการเขียนร้อยกรองเชิงสร้างสรรค์ของนักศึกษา และ 2) เพื่อสำรวจความคิดเห็นของนักศึกษาที่มีต่อการใช้รูปแบบการสอนแบบซินเนคติกส์ในการพัฒนาการเขียนร้อยกรองเชิงสร้างสรรค์ กลุ่มตัวอย่าง ได้แก่ นักศึกษาชั้นปีที่ 3 สาขาวิชาภาษาอังกฤษ มหาวิทยาลัยราชภัฏนครราชสีมา ที่ลงทะเบียนเรียนรายวิชาร้อยกรองอังกฤษในภาคเรียนที่ 2 ปีการศึกษา 2564 จำนวน 45 คน คัดเลือกกลุ่มตัวอย่างโดยการสุ่มแบบกลุ่ม เก็บข้อมูลโดยใช้บททดสอบความสามารถด้านการเขียนร้อยกรองเชิงสร้างสรรค์ก่อนเรียนและหลังเรียน วิเคราะห์ข้อมูลโดยใช้ค่าเฉลี่ย (\bar{x}) ส่วนเบี่ยงเบนมาตรฐาน และ t-test ผลการศึกษาพบว่าคะแนนเฉลี่ยของนักศึกษามีการเปลี่ยนแปลงเพิ่มขึ้น อย่างมีนัยสำคัญที่ระดับ .05 และผลการวิจัยยังแสดงให้เห็นว่าหลังจากการเรียนรู้โดยใช้รูปแบบการสอนแบบซินเนคติกส์ นักศึกษามีความเข้าใจในการเขียนร้อยกรองเชิงสร้างสรรค์มากขึ้น ผลการวิจัยยังแสดงให้เห็นว่านักเรียนมีความคิดเห็นในเชิงบวกต่อการเรียนรู้โดยใช้รูปแบบการสอนแบบซินเนคติกส์ในการพัฒนาการเขียนร้อยกรองเชิงสร้างสรรค์

คำสำคัญ: ซินเนคติกส์ รูปแบบการสอนแบบซินเนคติกส์ การเขียนร้อยกรองเชิงสร้างสรรค์

Abstract

The Synectics Instructional Model is a systematic teaching method for mentally disarming and reassembling objects creatively to get a fresh viewpoint which this study used for creative poetry writing in the classroom for establishing connections between unrelated items to broaden

the creative mind. The objectives of this study were 1) to study the effects of using a Synectics Instructional Model on creative poetry writing, and 2) to explore the opinions of students towards learning with a Synectics Instructional Model to develop their creative poetry writing. The sample consisted of 45 undergraduate third-year English major students who enrolled in Poetry Selections in the second semester, Academic Year 2020 at Nakhon Ratchasima Rajabhat University. They were selected by using cluster random sampling. Data were analyzed from the scores of the pretest and posttest of creative poetry writing ability and analyzed by applying mean (\bar{x}), Standard Deviation (S.D.), and dependent t-test. The results also showed that students obtained higher scores in the posttest than the pretest at a significant level of 0.05. This indicated that after learning creative poetry writing using Synectics Instructional Model students gained better understanding of creative poetry writing. Results also showed students had positive opinions towards learning with a Synectics Instructional Model to develop their creative poetry writing.

Keywords: Synectics, Synectics Instructional Model, creative poetry writing

Introduction

Writing in English, particularly creative poetry writing, is a difficult task for many English as a Foreign Language (EFL) students. However, while poetry is not everyone's preferred style of writing, reading poetry, completing writing exercises, and participating in some poetry writing, even if just a little, can enhance writing in all other forms or genres. Despite the fact that poetry is often left out of courses, composing it may be quite beneficial for learning English. Scrivener (2011), a renowned scholar in ELT, acknowledged that poetry has the potential of stimulating composers as well as readers to see, to hear and to think in new ways.

Creating poetry is beneficial for students of all language levels. Beginners may focus on lexical items, alliteration, and sound patterns, while more experienced students can focus on stress, rhythm, idiomatic phrases and collocations, and sophisticated grammar, among other things. Poetry provides several opportunities for students to express themselves creatively through short poems, epic poems, song lyrics, acrostic poems, haiku, limerick, drama, and rhymes, all of which enable students to experiment with language and find their own skills (Crystal, 1998). In addition, Spiro (2004) suggests that the difference between language and poetry is that poetry created emotional connectedness. Poetry provides learners with a number of advantages that make them particularly beneficial for honing their language abilities. Thus, poetry should be introduced to all learners in an appropriate way, as a natural expressive medium. As various experts in the field of language education have shown, creative writing is beneficial to students in a number of different ways. Besides entertaining students, it also supports their creative expression, analyses the roles and values of writing, clarifies thinking, inspires creativity, aids them in their search for identity, and

eventually enables them to learn to read and write. McVey (2008) supports this notion that in addition to its engaging aspect, which allows students to demonstrate themselves and communicate their world perspectives, it also supports teachers in inspiring students.

However, when it comes to their mother tongue lessons, the majority of learners do not have enough opportunities to express themselves creatively. From the researcher's experience, most English major courses taught at Nakhon Ratchasima Rajabhat University typically teach the skills of essay writing, which may lead students to believe that they are not skilled or proficient enough; that creative writing is reserved primarily for gifted individuals. In an article, Brand (1980) supports the fact that students often learn how to write essays, letters, and other more formal works such as curriculum vitae at school, poetry is seldom created in classrooms.

From the researcher's experience, students that had enrolled in Poetry Selections in previous years chose to compose poetry conforming to the rhyme schemes and poetic rules merely just for assignment submission without engaging in imaginative or creative thinking skills. This is seen from the use of simple, short, and straightforward vocabulary. They seem to lack the ability to think creatively. Besides, the researcher believes that students' understanding of poetry, as well as their ability to think about and become interested in it outside of the classroom, could be enhanced by both writing their own poems and reading poetry. Synectic Instruction Model can be the teaching method that helps improve the students' creative thinking ability in writing poetry. It can also be a guideline for teachers to develop their own Synectics teaching model that will result in students having more creativity in the classroom.

Objectives

The objectives of this research are as follows:

1. To study the effects of using a Synectics Instructional Model on creative poetry writing in third year English major students at Nakhon Ratchasima Rajabhat University.
2. To explore the opinions of third year English major students at Nakhon Ratchasima Rajabhat University towards learning with a Synectics Instructional Model to develop their creative poetry writing.

Research Hypothesis

Based on the statement of the problem and objectives of the study previously mentioned, the hypothesis is that the mean score of the posttest on English creative poetry writing of students who had learned through Synectics is significantly higher than their pretest on English creative poetry writing.

Literature Review

Poems deal with universal themes such as human struggle, conflict, love, and grief, and when read aloud to students, they often elicit strong emotional responses from them as well. According to the authors, when learners have an emotional response, they become more intimately involved in the process of language learning. "They can begin to own the language they learn more fully" (Lazar, 1996). Students will be able to produce ideas for their own creative writing when they have completed their investigation of poetic expression. The act of producing poetry, which may serve as a beneficial learning tool, has the potential to dramatically increase students' creative thinking abilities. The use of poetry in the classroom, according to "using poetry in the classroom can naturally lead on to more free and creative written expression."

As a literary genre, poems have the potential to be a valuable resource for teaching language structures in authentic texts in EFL/ESL classes, as well as a vehicle for students to practice language items exposing them to "authentic models – real language in context" (Brumfit and Carter, 1987). As a result, poems that are suitable for the students' level of ability and interest may be utilized for the aim of presenting and practicing language usage, as well as serving as a model for students' creative writing assignments. One recent study by Kongchart (2020) aimed to compare the creative writing skills of students that studied with a Synectics Instructional Model to those taught using the traditional method. The results of the study showed that by using Synectics Instructional Model and implementing a writing process approach, the students had stronger creative writing skills than those who did not. Also, the creative writing abilities of the grade 9 students who learned using the Synectics instruction model and the writing process approach were higher than the students who learned using the traditional method.

The power of imagination is a key concept in this piece of creative writing. According to Dawson (2005), the capacity to mentally duplicate visuals that have been previously seen by the senses. Also capable of creating imaginative, illogical concepts or pictures that had no matching object in reality, as well as causing illusion by fooling the senses, was the region of the mind known as the "Imagination Center". It is possible to achieve creativity via the use of imagination. The definition of 'creative writing' according to Chapple (as stated in Dawson, 2005) is "that written expression in which children put down their own ideas, thoughts, feelings, and impressions in their own words."

The power of imagination enables creativity in poetry writing, which allows for the expression of thoughts and feelings via words. Allowing individuals to express their imaginations gives them the ability to be more creative. According to Dawson (2005), creative power is the ability of a poet's imagination to emulate the divine act of creation by creating in fictional characters who did not exist in nature, as well as situations and ideas that had not before been considered.

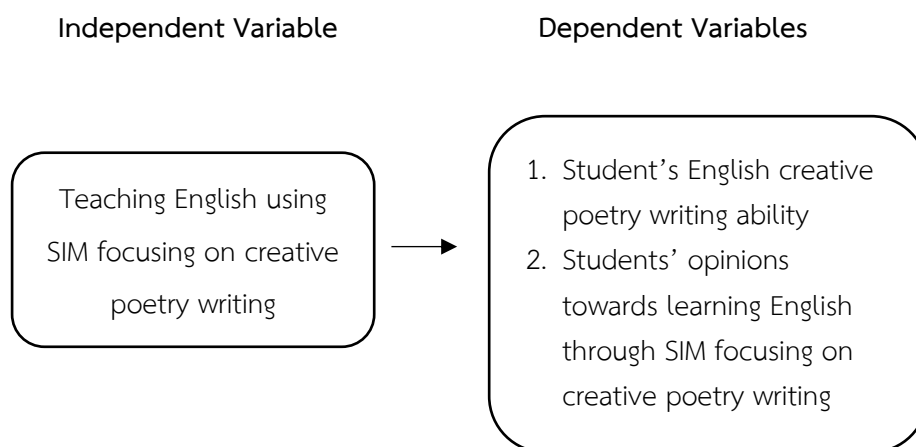
In everyday life, most people are most commonly tasked with "making the familiar strange," however, students gain more from the opposite approach: "making the strange familiar." (Djudin, 2017) In 1944, William J.J. Gordon started developing the Synectics technique via a series of investigations aimed at uncovering the psychological principles that underlie creative cognition. At the time, the majority of psychologists believed that creativity was a mystical, intuitive process that could not be measured without interfering with the process itself. Gordon's (1961) Synectics research team was able to analyze the issues while they were in the middle of their creative processes. According to the researchers, when they compared recordings of these sessions, they observed that their participants moved into particular psychological states towards innovative solutions, states that encouraged divergent and metaphorical thinking. Detachment, engagement, deferral, and conjecture were among the options available. Gordon (1961) and his research team developed a set of mental exercises that may be used to steer daily problem-solvers into these states of mind. Following that, they were able to demonstrate that even ordinary thinkers could intentionally develop innovative thinking patterns by following a simple set of principles. Even those who are naturally creative thinkers profited from the purposeful application of the Synectics principles. The Synectics team found the same psychological states in groups as they did in individuals. They discovered that social contact accelerated the creative process. A group activity based on these discoveries, but the ideas are equally applicable to individuals (Gordan, 1961). Fernandez (2021) studied the effectiveness of Synectics by teaching science using Synectics whereas the control group was taught using the lecture method. The results showed that was a significant difference in pretest and posttest scores between the control and experimental groups, according to the findings. In an experimental study on the development of activity package for Synectics Learning to enhance creative thinking in visual arts of Mattayom three students, Tanapavarachot (2018) found that the efficiency of activity package exceeded the expected requirements and students had a very high level of satisfaction with the Synectics activity package. Similarly, Kedprasit (2021) described how Synectics could be used in the classroom context to improve students' creative thinking and their satisfaction towards the use of learning with Synectics. The study was a single group pretest and posttest design. The students learning achievement after implementing lesson plans that use Synectics was higher than the pretest and the satisfaction was at the highest level.

Synectics methods include the use of two distinct teaching methodologies or models. One of them is to create something new; this is intended to make the familiar strange; this enables students to see familiar issues, ideas, or goods in a fresh and creative light. The second method is making the strange familiar, which is intended to transform novel, unfamiliar concepts into more relevant ones. While both tactics use the three sorts of analogies, their aims, syntax, and response principles are distinct.

Making the unfamiliar familiar, or strategy number two, aids in boosting the students' learning and internalization of stuff that is significantly distinctive or difficult to learn. In this case, the metaphor is "used for analysis," rather than for the purpose of creating mental distance, as in strategy one. Consider the following example: a teacher may introduce her students to the notion of "culture." For example, learners may utilize well-known analogies such as the stove or a home to identify and characterize the many qualities of the notion that are included and those that are absent from it. As part of this specific method, which is analytic and convergent in nature, the learners alternate between identifying the features of the more known subjects or topics and comparing these qualities to the characteristics of the unfamiliar topics on a continuous basis. In phase one, the students are presented with information, which includes an explanation of the new subject. In phase two, students or the instructor are encouraged to offer direct comparisons. The third phase entails being the familiar, which means that the direct analogy is customized. The identification and description of points that are comparable between the analogy and the content are included in the fourth step of the process. After that, the students discuss the contrasts between the analogies they have learned. During phases six and seven, students are asked to propose and examine their own familiar parallels as a way of assessing the new material they have learned.

In this study, lesson plans were constructed using SIM based on William Gordon's Synectics theoretical principles which consist of two strategies: making the strange familiar and making the familiar strange. Therefore, the independent variable is teaching English using SIM focusing on creative poetry writing and the dependent variables are student's creative poetry writing ability and their opinions towards learning English through SIM focusing on creative poetry writing as shown in Figure 1.

Figure 1 The Conceptual Framework of the Study



Research Methodology

1. Population and Samples

The population of this study were 132 undergraduate third year English major students who enrolled in Poetry Selections course, Academic Year 2021 at Nakhon Ratchasima Rajabhat University. The samples for this study were 45 undergraduate third year English major students who enrolled in Poetry Selections course in Academic Year 2021 at Nakhon Ratchasima Rajabhat University which were selected by cluster random sampling.

2. Research Instruments

To achieve the objectives of the study, a pretest and posttest, six lesson plans, and a questionnaire were used for this study. Research instruments were divided into two categories which are research instruments (the lesson plans) and data collecting instruments. The details of the instruments are as follows.

1. The research instrument was six lesson plans, which were based on the principles of the learning English creative poetry writing through the Synectics Instructional Model. The lesson plans were designed according to the Synectics Instructional Model. The six lesson plans covered six weeks and took 150 minutes (3 periods) for each lesson, with a total of 18 periods.

2. The instruments for data collection were a creative poetry writing ability test, creative poetry writing assessment scoring rubrics and a survey.

2.1 The creative poetry test was created for assessment of the students' creative poetry writing ability, before and after learning through the Synectic Instructional Method. There are three parts in the test. The first part is term-definition matching on poetic vocabulary. The second part are figurative language writing that required open-ended structured answers. The third part of the test is poetry analysis in which the poems selected were according to the course objectives of the Poetry Selections course. There is one poem for the pretest, "Mending Wall" by Robert Frost (Frost, 2020) and two poems for the posttest, "Nature's Chorus" (Hendricks, n.d.) and "The Road Not Taken" by Robert Frost (2020). The scores from the pretest and posttest were compared to find gained score. The survey was then given to the three experts to check for validity using the IOC index.

2.2 The survey was used to investigate the students' opinions towards learning through the Synectics Instructional Model. It consisted of ten items with five rating scales for response. The questionnaire contained closed questions and students took approximately ten minutes to complete. Students from the sample group were given the questionnaire to fill in at the end of the experiment.

3. Research Procedure and Data Collection

The data was collected during the second semester of Academic year 2020. The study was conducted for 18 periods in six weeks with the sample of 45 students who enrolled in the Poetry Selections course. The first step of the process was to have the sample group take the creative poetry writing ability test (pretest). Then the six lesson plans

were conducted. After that, the students took the creative poetry writing ability test (posttest) and were given a survey about their opinions on learning through the Synectic Instructional Model. Next, the data acquired from the pretest and posttest were statistically compared and analyzed. Finally, the data acquired from the posttest and the answers from the survey were statistically analyzed to find relation.

4. Data Analysis

The data was analyzed and divided into two categories: comparing the sample group's creative poetry writing ability before and after learning through Synectics Instructional Model and analysis of the students' opinions towards learning through Synectics Instructional Model. The comparison of the mean score from the pretest and posttest of creative poetry writing ability was conducted by applying mean (\bar{x}), Standard Deviation (S.D.), and dependent t-test of scores in pretest and posttest. The data collected from the questionnaire was analyzed using mean (\bar{X}), Standard Deviation (S.D.).

Results

The objectives were to study the effects of using Synectics Instructional Model on creative poetry writing in third year English major students at Nakhon Ratchasima Rajabhat University. Therefore, a pretest and posttest were used to compare the mean score. The test was divided into three parts: vocabulary matching, figurative language writing, and poetry analysis with a total of 30 points. Dependent t-test was used for statistical analysis to determine significant level of difference between the scores of the pretest and posttest.

The students' creative poetry writing ability from the pretest and posttest were used to analyze the mean, standard deviation, and t-test for dependent samples as shown in Table 1.

Table 1 The mean scores, standard deviation, and dependent t-test of the pretest and posttest on students' creative writing ability

Creative Writing Ability Test	Number of Students	\bar{x}	S.D.	t
Pretest	45	18.31	3.05	13.32*
Posttest	45	25.60	2.65	

*p<.05

As shown in Table 4.2, students have significantly scored higher scores in the posttest than the pretest. The table shows that the students' posttest average score (\bar{X} = 18.31) was

significantly higher than the pretest ($\bar{X} = 25.60$). It can be said that after learning creative poetry writing using Synectics Instructional Model students have gained better understanding of creative poetry writing from the higher scores in the posttest than the pretest at a significant level of 0.05. This indicates that the students' English creative poetry writing significantly improved through learning with the Synectics Instructional Model.

The test consisted of three parts which are 1) vocabulary matching, 2) figurative language writing, and 3) poetry analysis. The results of each part compared between the pretest and posttest are presented in table 2.

Table 2 The mean scores, standard deviation, and dependent t-test of the pretest and posttest on students' creative writing ability divided in three parts

Part	Total score	Pre-test		Post-test		t	Sig
		(\bar{x})	S.D.	(\bar{x})	S.D.		
Vocabulary Matching	8	5.62	1.02	7.64	0.92	10.83	0.05*
Figurative Language Writing	10	6.42	1.32	8.64	0.92	8.75	0.05*
Poetry Analysis	12	6.27	2.14	9.31	1.72	9.49	0.05*

The results from table 4.3 shows that the students remarkably improved their scores after the posttest as the post-test mean score ($\bar{x} = 25.60$) is significantly higher than the pretest mean score ($\bar{X} = 18.31$). This illustrates that the Synectics Instructional Model used for classroom instruction helped improved students creative writing ability. For the pretest, the highest part scored was figurative language writing ($\bar{x} = 6.42$), followed by poetry analysis ($\bar{X} = 6.27$) and vocabulary matching ($\bar{X} = 5.62$). However, after the posttest, the part that had the most difference in mean scores from the pretest was poetry analysis, followed by figurative writing, and vocabulary, which differs from the pretest at 3.04, 2.22, and 2.02 points respectively. Overall, students had a statistically higher improvement in their creative poetry writing skills at a significant level of 0.05.

The second objective of this research was to explore the students' opinion towards learning through Synectics Instructional Model to develop their creative poetry writing in

which a survey was given to students on the last week of the Poetry Selections course. The responses and results from the survey were analyzed as shown in Table 3

Table 3 The students' opinions towards learning with a Synectics Instructional Model to develop their creative poetry writing

No.	Items	\bar{x}	S.D.	Interpretation	Rank
In my opinion, English creative poetry writing using Synectics Instructional Model.....					
1.	helps make creative poetry writing lessons more interesting	4.71	0.50	Strongly Agree	3
2.	makes me enjoy writing poetry in English	4.67	0.56	Strongly Agree	4
3.	encourages me to learn new vocabularies	4.44	0.65	Agree	10
4.	helps me gain more confidence in creative writing	4.58	0.58	Strongly Agree	7
5.	helps me develop my creative poetry writing ability	4.60	0.57	Strongly Agree	6
6.	helps me improve my logical thinking skills	4.51	0.69	Strongly Agree	9
7.	helps me expand my ideas and creativity	4.64	0.52	Strongly Agree	5
8.	makes me want to write more English in the future	4.53	0.62	Strongly Agree	8
9.	have helped me gain creative thinking skills	4.80	0.45	Strongly Agree	1
10.	helps me understand the lesson better than normal teaching	4.73	0.44	Strongly Agree	2
Total		4.62	0.56	Strongly Agree	

The results from the table above revealed that overall students have strong agreement that learning with a Synectics Instructional Model develops their creative poetry writing from the survey of students' opinions towards learning with a Synectics Instructional Model to develop their creative poetry writing. The results showed that students' agreement had a statistical satisfaction of $\bar{X} = 4.62$ and S.D. = 0.56. From the survey, it can be observed from the ten items in the survey that item nine is the highest ranked item; students strongly agree that English creative poetry writing using Synectics Instructional Model has helped them gain creative thinking skills. This result is likely to be related to the excessive and thorough process of the lessons that were conducted using Synectics Instructional Model that encourages students to think creatively, as well as gain better understanding of the lessons rather than the normal way of teaching i.e., giving lectures. This can be seen from the results of item ten which is second ranked from items in the conducted survey.

Discussion

Under the guidance of the instructor, the students in the sample group were able to understand the ideas through the use of analogies. They drew on comparisons from their own lives to illustrate their points. It indicates that they have gained the capacity to link their knowledge to situations encountered in everyday life. The degree of interest was raised as a result of using the Synectics Instructional Model.

The use of recognizable analogies helped students in the sample group to build a strong sense of imagination. It also clarified and concretized abstract characteristics of these notions that had previously been unclear. They performed far better when it came to grasping abstract topics. As a result, their performance on tasks containing abstract ideas was superior to their peers. As a result, the Synectics Model helped people understand abstract ideas better. When responding to questions, students in the sample group used their own terms or ones that were not in the textbook. It indicates that they have come up with fresh ways of thinking or alternate approaches to solving a certain issue. Synectics Model has thus contributed more to the development of alternative ways of thinking and solving problems, as well as the development of knowledge of ideas among students in the sample group as a whole.

The high level of accomplishment achieved by the students in the sample group on items at the analysis, synthesis, and evaluation levels demonstrates that the Synectics Model has improved their capacity to analyze, synthesize, and evaluate material to a significant degree. Thus, their performance on problems requiring analysis, synthesis and assessment was superior. That the Synectics Model is a more effective way for developing higher order learning abilities is shown by this example.

The learners' average score increased significantly in each part of the test and in the overall mean score itself from the pretest ($\bar{X} = 18.31$) and posttest scores ($\bar{X} = 25.60$). This

illustrates a positive improvement and development of the student's creative poetry writing skill. The results obtained from the pretest and posttest provides an answer for the first objective of the study. Using a Synectics Instructional Model may have contributed to the great accomplishment of students in the sample group as Synectics, the analogy-based, step-by-step approach to teaching is a popular instructional model. The use of analogies that students are most comfortable with is recommended. Students in the sample group used analogies they were familiar with in their daily lives as a result. As a result of this, the creative ideas discussed become more relatable. The notion of abstract poetry became more apparent to the students. The researcher saw that they were doing all they could to participate in the class to the fullest. They had a high degree of curiosity and were energize this aligns with a study that the Synectics Instructional Model have been shown to increase students' interaction (Ramadhani, Ansari, & Hadi, 2017) and to keep students engaged and provide them with maximum opportunities for interaction (Loy, 2011).

Students in the sample group performed better because of this aspect, which made creative poetry writing more interesting. Students are more engaged and motivated when using the Synectics Model, which is in line with research showing that analogies increase interest in learning (Huff-Benkoski & Greenwood, 1995) that analogies increase motivation in learning (Nessal & Graham, 2008), and that analogies increase motivation when they are familiar (Gentner & Holyoak, 1997).

The students' ability to use their imagination may also be improved by drawing on real-world examples as comparisons. Also, the abstraction level of abstract notions has been lowered. As a result, formerly abstract ideas took on a more concrete form. Thus, students in the sample group outperformed in general and in particular when it came to abstract notions. An analogy is a powerful tool for teaching abstract concepts because it helps students visualize the ambiguous and intangible aspects of an abstract concept (Richland & Begolli, 2016).

Conclusion

The objective of this research was to study the effects of using a Synectics Instructional Model on creative poetry writing in third year English major students at Nakhon Ratchasima Rajabhat University. The second objective of this study was to investigate and explore the opinions of third year English major students at Nakhon Ratchasima Rajabhat University towards learning with a Synectics Instructional Model to develop their creative poetry writing. The purposive samples were 45 third year English Major students studying the Poetry Selections course in the second semester of Academic Year 2021 at Nakhon Ratchasima Rajabhat University. Research instruments used in this study were lessons plans that were carried out using Synectics Instructional Model, a pretest and posttest, and a survey of students' opinions towards learning with Synectics Instructional Model. This research was a one-group pretest and posttest design. The investigation of the effects that

Synectics has on students' creative poetry writing was that students statistically gained higher scores in the posttest when compared to the pretest. From the results, it can also be confirmed that students have given positive feedback towards the use learning English creative poetry writing through the Synectics Instructional Model. The mean score of students' pretests was 18.31 and increased to an average of 25.6 for the posttest which was a 39.81% increase from the pretest. This proves that using the Synectics Instructional Model to improve students' creative poetry writing to be effective. Students also showed positive opinions towards learning creative poetry writing though Synectics Instructional Model with an average of 4.62 out of 5, revealing that the student's opinions towards learning with a Synectics Instructional Model to improve their creative poetry writing was positively high. Student engagement remained high throughout the Synectics process. The sample group's interaction was boosted by this instructional model. Students interacted with one other, with the teacher, and with the course materials. Students in the sample group scored higher on posttest showing that students have conceptual comprehension and academic success as a result.

Recommendations

The findings from this research suggest that the Synectics Instructional Model enhances students' creative writing. It is recommended that researchers incorporate the use of Synectics Instructional Model focusing on other English skills and on other creative topics. For further studies, Synectics Instructional Model can be applied to students of other levels to find out whether results differ.

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