



Effectiveness Of Synectic Model In Teaching Grammar Among Vi Standard Students

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ABSTRACT

This true experimental study investigates the effectiveness of the Synectic Model as a pedagogical approach for improving grammar proficiency among 6th standard students. The purpose of the study is to examine the effectiveness of Synectic Model in teaching Grammar among VI standard students. Syllabus of Adjective was selected from the Samacheer Book. Participants were randomly assigned to an experimental group, which received instruction of adjective using the Synectic Model and a control group which followed traditional grammar teaching methods. Pre- and post-test assessments were administered to both groups to measure baseline grammar skills and evaluate learning outcomes following the intervention. Statistical analysis, including t-test was conducted to assess differences in grammar performance between the experimental and control groups. The results revealed a significant improvement in grammar proficiency among students in the experimental group compared to those in the control group, providing evidence for the efficacy of the Synectic Model in enhancing grammar learning. These findings contribute to the understanding of innovative pedagogical approaches and have implications for educators seeking effective strategies to teach grammar in primary education settings. Further research could explore the long-term effects and generalizability of the Synectic Model across diverse student population.

Key words: Grammar Proficiency, Synectic Model, Innovative-Pedagogical Approach

INTRODUCTION

Grammar instruction plays a fundamental role in language education, providing students with the essential skills necessary for effective communication and literacy development. However, traditional grammar teaching methods often fail to engage students actively and may result in limited retention and application of grammar rules. In response to these challenges, innovative pedagogical approaches have emerged to enhance grammar instruction and promote deeper understanding among students. Furthermore, in today's interconnected and rapidly changing world, effective communication skills are more crucial than ever. Proficiency in grammar not only facilitates clear and coherent expression but also enhances students' ability to comprehend and interpret complex texts across various disciplines. As such, educators are tasked with equipping students with the necessary linguistic tools to navigate diverse academic and professional contexts successfully.

REVIEW OF RELATED LITERATURE

The study "The Effect of Using Synectic Model on Creative Thinking and Metacognition Skills of Junior High School Students" was carried out by **Suratno et al.** (2019). Its objectives were to (a) ascertain the impact of the Synectic model on creative thinking skill and (b) ascertain the impact of the model on metacognition skill. (c) to ascertain how creative thought and metacognition abilities relate to one another. A single group pretest-post-test approach is employed in this quasi-experimental investigation. A total of 242 junior high school students made up the study population. The tools employed included metacognition skill questionnaires and

essay assessments graded according to a creative thinking skills rubric. Parametric statistical methods were used to analyse the data. The findings demonstrated the impact of the Synectic model on metacognition and creative thinking. R of 0.873 is displayed in the correlation analysis findings. The regression line equation, $Y = 12.27 + 0.8847x$, indicates that a 1-point rise in metacognition ability scores corresponds to a 0.8847 increase in creative thinking talent.

In order to ascertain the efficacy of the Synectic Instructional Model on teaching foreign language vocabulary, **Eristi et al.** (2017) carried out an experimental study titled "The Effectiveness of Synectic Instructional Model on Foreign Language Vocabulary Teaching," which included pre- and post-test control groups. Eighty-two students participated in two experimental and two control groups during the investigation. The research was applied experimentally. During the fall semester of 2016–2017, the research was experimentally used for a total of 16 class hours in an English preparation course on reading. An English vocabulary achievement test that the researchers created was the source of research data. The study data were analysed using thematic analysis, Cohen's d effect size test, and independent t-tests. The main conclusions show that teaching vocabulary through syntactic construction has a significant impact on students' learning levels and persistence. However, there is a notable disparity in the quantity of terms that students acquire indirectly during the process, with a preference for the students in the experimental group. The study also shows that there is variation among the students in the experimental and control groups with regard to the thematic variety and semantic equivalency of the phrases they indirectly learnt during the procedure.

SYNECTIC MODEL

The Synectic Model offers a promising avenue for achieving this goal by infusing grammar instruction with elements of novelty, exploration, and discovery. By tapping into students' innate curiosity and imagination, the Synectic Model promotes active engagement with grammar concepts, fostering deeper comprehension and retention. It draws inspiration from diverse fields such as psychology, engineering, and art to stimulate imaginative thinking and problem-solving. Unlike traditional rote-based methods, the Synectic Model encourages learners to make connections between seemingly unrelated concepts, fostering a holistic understanding of grammar rules and structures.

Traditional grammar teaching methods often fail to accommodate the diverse learning needs and preferences of students. While some learners may thrive in structured, rule-based environments, others may struggle to connect with abstract grammatical concepts presented in isolation. The Synectic Model addresses this challenge by embracing a multisensory and experiential approach to learning. Through hands-on activities, group discussions, and creative exercises, the Synectic Model caters to diverse learning styles and cultivates a supportive and inclusive learning environment where all students can actively participate and contribute. By promoting a sense of ownership and agency in their learning process, the Synectic Model empowers students to develop lifelong skills and attitudes that transcend the confines of the classroom.

SIGNIFICANCE OF SYNECTIC MODEL IN HIGH SCHOOL STUDENTS

The significance of the Synectic Model lies in its ability to transform grammar instruction into a dynamic and engaging learning experience. By leveraging techniques such as analogy, metaphor, and imagery, the Synectic Model encourages students to approach grammar as a creative endeavour rather than a rigid set of rules to be memorized. This innovative approach not only enhances students' grammatical proficiency but also cultivates critical thinking skills, creativity, and linguistic flexibility.

Moreover, the Synectic Model aligns with contemporary educational paradigms that prioritize student-centred and experiential learning approaches. By providing opportunities for active participation, collaboration, and reflection, the Synectic Model empowers students to take ownership of their learning journey and develop a deeper appreciation for the intricacies of language. For High School students like 6th standard, who are at a crucial stage of cognitive and linguistic development, the Synectic Model holds particular significance in shaping their learning experiences and outcomes. At this stage, students are transitioning from basic language acquisition to more complex language usage, making it an opportune time to introduce innovative pedagogical approaches that foster deeper engagement and understanding. The Synectic Model's emphasis on creativity and exploration aligns well with the developmental needs of 6th standard students, providing them with a stimulating and enriching learning environment where they can actively participate in constructing their knowledge of grammar.

Moreover, high school students are at a critical juncture where attitudes towards language learning and academic subjects are beginning to solidify. By introducing the Synectic Model at this stage, educators can foster a positive and enduring appreciation for grammar and language study. Through hands-on activities, collaborative learning experiences and real-world applications, the Synectic Model not only enhances students' grammatical proficiency but also nurtures a sense of curiosity, confidence, and intrinsic motivation towards learning. By fostering a love for language learning early on, the Synectic Model sets a foundation for lifelong learning and academic success, empowering 6th standard students to become effective communicators and critical thinkers in an increasingly interconnected and diverse global society.

In light of these considerations, exploring the effectiveness of the Synectic Model in teaching grammar among 6th standard students holds significant implications for both educators and learners.

By examining its impact on grammar proficiency, student engagement, and attitudes towards learning, this study seeks to contribute valuable insights to the field of language education and inform pedagogical practices aimed at fostering linguistic competence and creativity in the classroom.

SAMPLE

The sample selected for the study is 50 VI standard students from Government Higher Secondary School, Moovarasanpet, Chennai. Among these 50 students, 25 students were selected as Control group and the other 25 students were selected as Experimental group.

METHODOLOGY

In this study the investigator adopted True Experimental Pre-test Post-test control group design.

TABLE – 1 PRE-TEST POST-TEST CONTROL GROUP DESIGN

Randomly assigned group	Pre-test	Independent variable	Post-test
Experimental	A	Teaching through the self-instruction method	A1
Control	B	Teaching through conventional method	B1

The researcher provided tests to the participants both before and after the experimental group receives exposure to the stimuli. Researcher tested groups twice, so this structure provides multiple methods of assessing the results.

TOOL

The criterion test tool was prepared by the Investigator(U.Agilandeshwari) with the guidance of Research Supervisor(Dr.P.C.Naga Subramani). The researcher tested the reliability and validity of the tool.

OBJECTIVES

1. To find out the significant difference in the Criterion test scores between Control group and Experimental group Pre test scores.
2. To find out the significant difference in the Criterion test scores between Control group and Experimental group Post test scores.

HYPOTHESES

1. There is no significant difference in the Criterion test scores between Control group and Experimental group in their Pre test scores.
2. There is no significant difference in the Criterion test scores between Control group and Experimental group in their Post test scores

ANALYSIS

Hypothesis-1

There is no significant difference in the Criterion test scores between Control group and Experimental group in their Pre test scores.

TABLE 2 N, MEAN AND STANDARD DEVIATION VALUES FOR THE PRE-TEST SCORES OF EXPERIMENTAL GROUP AND CONTROL GROUP

Variables	N	Mean	S.D	't'	Significance
Experimental Group Pre test scores	25	22.12	3.909	0.163	Not Significant
Control Group Pre test scores	25	21.96	3.984		

It is evident from the above table that the 't' value found out is 0.163. It is lower than the critical value of 1.71 at 0.05 level.

It is not significant. Hence, it can be concluded that there exists no significant difference between Experimental group and Control group in their pre -test. So, the hypothesis stated is accepted. Thus, there is no significant difference between the Experimental group and Control group Pre-test scores.

HYPOTHESIS-2

There is no significant difference in the Criterion test scores between the Control group and Experimental group in their Post test scores

TABLE 3 N, MEAN AND STANDARD DEVIATION VALUES FOR THE POST TEST SCORES OF CONTROL GROUP AND EXPERIMENTAL GROUP

Variables	N	Mean	S.D	t'	Significance
Experimental Group Post test scores	25	37.12	3.032	7.714	Significant for the df of 24 at 0.05 level (1.711)
Control Group Post test scores	25	29.16	4.888		

It is evident from the above table that the 't' value found out is 7.714. It is higher than the critical value of 1.711, is not significant at 0.05 level. Hence, it can be concluded that there exists significant difference between the Control group and Experimental group in their post test scores. The mean value of the post test scores of Experimental group (37.12) is higher than the mean value of post-test scores of control group (29.16). The efficacy of the Synectic Model in teaching grammar is apparent, as evidenced by the enhanced learning outcomes observed among students in the experimental group who were exposed to this teaching approach. So, the null hypothesis stated is rejected. Thus, there is a significant difference between Experimental and Control group in their post test scores.

FINDINGS

1. There is no significant difference between the Experimental group and control group in their Pretest scores.
2. There is a significant difference between the Experimental and control group in their post test scores.

CONCLUSION

The study findings demonstrate a significant positive impact of the Synectic Model on enhancing both the grammar learning capacity and enthusiasm among students. While both the Experimental and Control groups displayed similar pre-test scores, the Experimental group exhibited notably higher post-test scores compared to the Control group. These results lead to the conclusion that the Synectic Model serves as an effective instructional tool for teaching grammar to VI standard students.

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