

DEVELOPING CREATIVE WRITING INSTRUCTIONAL MODEL FOR ENHANCING STUDENTS' ACHIEVEMENTS AND QUALITIES SKILLS

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ABSTRACT: *To investigate of developing the creative writing instructional model (CWIM) to enhance writing on Thai language subject for creating learning qualities and achievements of students' abilities toward their improving writing skills on Thai literature with a sample of 339 opportunity extension students at the ninth-grade level, 42 Thai teachers in the 8-Opportunity Extension Schools in Thailand. Students' and teachers' perceptions of their problems and needs to their creative thinking of the principal of CWIM, such as; purpose, syntax, social system, responding principal, and supporting system. The 10-lesson plans, the 36-items CWIM, and the 10-items Instructional Suitability Questionnaire were assessed. Statistically significant with the efficiency of the six thinking principal to set for developing the CWIM was 80.26/81.17, students' and teachers' needs of their problems are higher evidence level, students' satisfaction on syntax activity processes of their learning achievements and abilities with lesson plans were achieved for creative writing skills, increasingly.*

KEYWORDS: Development, Creative Writing, Instructional Model, Enhancement, Students' Qualities, Learning, Achievement, Thai Language

INTRODUCTION

Education in Thailand is responsibility by the Ministry of Education announced implementation of the Basic Education Curriculum 2008, which served as the core curriculum for national education at the basic level. The curriculum prescribed goals and learning standards. It also provided a framework and orientation for enhancing quality of life of learners, who would attain virtue, wisdom, as well as capacity to maintain Thailand's competitive position in the world community. Most schools were ambitious in prescribing the learning contents, leading to overcrowded curriculums in addition with the Tenth National Economic and Social Development Plan (2007-2011) emphasises the need to shift the focus of human development. It has become imperative for the Thai people to be endowed with desirable moral values, intelligence and sagacity. They should be able to enjoy full development in all respect on physical, intellectual, emotional and spiritual.

Focused on the vision of Thailand education policy as the learner-centred approach is therefore strongly advocated, based on the conviction that all are capable of learning and self-development to their highest potentiality. The ultimate aim is attainment of national unity; learning standards and goals are therefore set with a view to enabling the students and youths to acquire knowledge, skills, attitude and morality to serve as a foundation for Thainess and universal values, structure of the curriculum enjoys flexibility regarding learning contents, time allotment and learning management, and the learner-centred approach is strongly advocated are principle of harmony among others as Thai citizens and global citizens.

Observance of the principles of development of the brain and multiple intelligences is required to achieve learners' balanced development; it has therefore prescribed the following eight learning areas of Thai Language, Mathematics, Science, Social Studies, Religion and Culture, Health and Physical Education, Arts, Occupations and Technology, and Foreign Languages (Ministry of Education, 2011). In terms of *Learning Area of Thai Language*, why it is necessary to learn Thai language? Because Thai language provides a tool for seeking knowledge and experiences from various sources of data and information in order to acquire knowledge and engage in processes of analytical, critical and creative thinking, so as to be attuned to social change and scientific and technological progress, it is the medium of expression of our ancestors' wisdom regarding culture, tradition and aesthetics, representing a treasure of the highest value, worthy of learning, conserving and transmitting to succeeding generations as a permanent feature of the Thai nation.

What is learned in Thai language? Thai language skill requires training in language use for purposes of communication, effective learning and application in daily life, namely; **Reading:** pronouncing words; reading aloud words, sentences, literature and different kinds of compositions; reading to oneself for comprehension and for acquiring thinking skills in analysing and synthesising knowledge; **Writing:** writing words in accord with rules of Thai orthography; writing various kinds of communications, compositions, synopses and reports based on study and research; and imaginative, analytical and critical, and creative writing; **Listening, Viewing and Speaking:** critical listening and viewing; speaking to express opinions, feelings, speaking on various matters in logical sequence; speaking on various occasions, both formal and informal; and persuasive speaking; **Principles of Usage of Thai Language:** studying nature and rules of Thai language; accurate linguistic usage appropriate to different occasions and persons; writing various kinds of works; and influence of foreign languages on Thai language; and **Literature and Literary Works:** analyse literature and literary works for studying data, concepts and values of literary writings as well as for pleasure; learning and comprehension of chants, students' rhymes and folk songs representing valuable Thai wisdom. The Thai educational curriculum teaches in five main areas, all students must be learnt Thai language and mathematics.

This study is focused on investigate and develop for learners' quality who sat on the ninth grade level of their writing communications in simple and clear handwriting; accurately write texts by using words appropriate to language levels; write slogans, dictums, congratulatory messages on various occasions, advertisements, mottoes, speeches, biographies, autobiographies and experiential accounts, synopses, business letters, employment application forms; write to logically analyse, criticise and express feelings or disagreements; write reports on study and research; write projects; to understand and use royal words, Pali and Sanskrit words, words from dialects, foreign words, transliterations and terms coined in Thai language; analyse differences between spoken and written language; understand structures of compound and complex sentences and characteristics of formal, semi-formal and informal language; compose various types of Thai verses, summarise substance of the literature and literary works read; analyse main characters, Thai way of life and values obtained from literature, literary works and recitations, as well as summarise knowledge and insights for application in real life with the creative writing instructional model that it was built up of the researcher group.

Creative writing has become an integral part of daily life. The major goal of the writers is to communicate their ideas with the readers. To achieve their goal, they are required to be skillful writers in that they need to use their unique imagination and innovative ideas in writing

(Surasith, 1998). Creative writing is to help learners to better present or convey their imaginative writing ability compared to other kinds of writings (Cheewaphan, 1990). The purpose of creative writing is to both entertain and share human experience, like love or loss. Writers attempt to get at a truth about humanity through poetics and storytelling. If someone would like to try their hand at creative writing, just keep in mind that whether who are trying to express a feeling or a thought, the first step is to use their imagination. Teachers are able to build up the creative writing of their students in their classrooms; *the rules of writing, characterization, video clips, narrative distance, story prompts*, teacher gets students to choose one at random, and as they write. It's important to set attainable goals for this agree that by the end of five minutes everyone will have written 50 words, say, including the teacher (Gillespie, 2013).

In terms of this research methodology was managed of the types of creative writing include: poetry, plays, movie and television scripts, fiction (novels, novellas, and short stories), songs, speeches, memoirs, and personal essays. This Standardization is to effective application of writing process for writing communications, compositions, synopses, stories in various forms, data, information reports, study reports and research reports; and students' indicators are able to write in regular script by using half space between the lines, accurately write texts by using words appropriate to language levels, writing biographies or autobiographies, describing events, opinions and views on various matters, writing synopses, writing business letters, and writing to logically explain, clarify, express opinions and disagreements. Using lesson plans, assessing students' and teachers' perceptions with questionnaire, testing documents, and practicing and training in creative writing include: character development, plot development, vivid setting, underlying theme, point of view, dialogue, anecdotes, metaphors and similes, figures of speech, imaginative language, emotional appeal, heavy description were arranged and administered.

Research Aims

To investigate of students' and teachers' problems and needs for developing the creative writing instructional model (CWIM) for enhancing students' writing skills, and to assess students' and teachers' perceptions of their satisfaction of using this model on Thai language core group.

METHODS AND MATERIALS

This research methodology on development of creative writing instructional model is research and development technique with the third research phases that detailed as following:

The First Phase: to investigate of students' needs on development of creative writing instructional model for students at the ninth-grade level, such as; to study and emphasis the creative writing instructional on constructivism theory, Piaget intelligence development theory, Scaffolding enhancement strategy theory, creative thinking theory, transfer learning thinking, and cooperative learning thinking. To synthesis for designing the creative writing instructional model with the framework of Joyce and Weil that it composed with 6 factors, namely, foundational model thinking theory, instructional purposes, instructional syntax, responsibility principle, and supporting instructional system. In terms of the instructional syntax which it contained with of 5 phases, such as; planning, perception, performing, processing, and production phases was managed.

The Second Phase: to develop instruction for students at the ninth-grade level with the creative writing instructional model was built. Using this instructional model to try out with the representation of similar sample group of 32 students with the One Group Pre-test and Post-test design was administered, and efficiencies of this model was assessed. After that using the creative writing instructional model with the sample size for designing research procedure was managed.

The Third Phase: To involve and engage of the affecting the creative writing instructional model was used on each step for developing this model, to assess the efficiency of the creative writing instructional model, to compare students' learning achievements with the pre and post tests, to assess students' satisfaction of their instructional model with the sample size was used.

Research Procedures

Using quantitative research and evaluation in Thai educational language have relied heavily on the assessment of academic achievement of students' writing skills and other valued creative writing instructional outcomes, these measures cannot give a complete picture of the educational process. Because students have a large stake in what happens to them at their classrooms and their reactions to perceptions of their training and practicing toward their experiences are significant, to assess and investigate the determinants and effects of students' outcomes were to procedure of this research study as:

To Emphasis of the Principal of Educator Thinking

This study was followed as educators' theory thinking to emphasis of the principal creative thinking to development of the CWIM (Klausimier, 1985), such as; the Self-Constructivism Theory Thinking, the Piaget's Cognitive Development Theory, Guilford's Structure of Intellect (SI) Theory, the Instructional Scaffolding the Transfer of Learning Theory, and the Cooperative Learning Thinking.

To Assess the Suitability of the Creative Writing Instructional Model

To assess students' and teachers' suitability of the 10-item suitable creative writing instructional model that it's composed as: the principal of instructional foundational model, Instructional purpose, Instructional syntax, Instructional social system, Instructional responding principal, and Instructional supporting system.

Instructional Steps

The roles, activity practicing, self-presenting, self-writing, self-improving, self-problem of students were built of their creative writing to their experience and imagine by teaching and learning plans that it's followed as: Instructional Plans, Instructional Perceptions, Instructional Performing, Instructional Procession, and Instructional Production.

Sample Sizes

To administer with the sample sizes of three phases:

The First Phase: using the Cluster Random Sampling technique with 42 Thai teachers and 339 students, 8 classes in 8 Opportunity Extensional Schools in the Office of Nakhonratchasima Educational Service Area 5, Thailand.

The Second Phase: to develop instruction of 32 students for trying out at the ninth-grade level with the creative writing instructional model in a school that this sampling tests was the other group, similarly.

The Third Phase: To involve and engage of the affecting the creative writing instructional model was used on each step for developing this model with a sample of 339 students at 8 Opportunity Extensional Schools in 2 Districts, the Office of Nakhonratchasima Educational Service Area 5 in Thailand.

Research Instruments

The Questionnaire on Instructional Problems and Needs of Developing Thai Language

The initial development and validation of a preliminary version of this instrument has developed by researchers' group, the final published version contains six scales with 36 items, namely; *the Principal of instructional foundational model, Purpose, Syntax, Social system, Responding principal, and Supporting system* scales, Each item is responded to on a five-point scale with the alternatives of Almost Never, Seldom, Sometimes, Often and Very Often. the scales' internal consistency reliability as 0.96 and content validity (IOC) of 4.94.

The Lesson Instructional Plans

To create the 10-Lesson Instructional Plans were to administer, train, and practice for teaching and learning, each plan composed with the ten topics writing opinions, such as; flood writing situation in Thailand, accident situation, trade mark advertizing, poem writing from pictures, literature writing from pictures, ethics folk play, and imaging writing by 20 hours on 10 weeks.

The Creative Writing Ability Test

Developing the Creative Writing Test to assess students' active learning activities and self-learning to enhance their intelligences, experiences, transferring knowledge to self-social, and equilibrium developing processes with the pre and post test designs. This instrument contains with 36 items of 6 scales, namely; *Constructivism Theory, Developing Intelligence theory, Creative thinking, Enhancing Learning Strategy, Learning transformation thinking, and Cooperative learning thinking.*

The Satisfaction Questionnaire

Using students' perceptions to use the creative writing instructional model was assessed of their satisfactions with the Satisfaction Questionnaire that it contains with 10 items. Each item is responded to on a five-point scale with the alternatives of Strongly agree, Agree, Not sure, Disagree, and Strongly disagree (five point response formats).

RESULTS

This research study was the Research and Development Technique (R&D Research), designed, checked, synthesized, and developed in data analysis with this researchers' groups from the educators, evaluators, and professional senior educator and teachers focuses on the nature and quality of supporting relationships between Thai language teachers and opportunity extension students at the ninth-grade level in the Basic Education Commission of Thailand. Using the

quantitative data method was analyzed that it composed with the two questionnaires, the lesson instructional plans, the creative writing instructional model, and the learning achievement with the pre and post test designs were administered. This section reports statistically significant validation data for selected the CWIM scales. Table 1-4 provide a summary of a limited amount of statistical information for the research instruments considered previously.

The First Phase: To investigate of students' and teachers' needs on development of creative writing instructional model, such as; to study and emphasis the creative writing instructional on constructivism theory, Piaget intelligence development theory, Scaffolding enhancement strategy theory, creative thinking theory, transfer learning thinking, and cooperative learning thinking. Table 1 shows the result analysis of students' and teachers' perceptions of their problems and needs to develop creative writing instructional model, currently on language learning core group (see in Table 1).

This result in Table 1 is indicated that the creative writing instructional needs which students' and teachers' responses of their active activities and well done on their understanding for enhancing their intelligence of writing skills toward their training intelligence processes, instructional system with guidance by their teachers, students are able to transfer the modern technique to apply their knowledge on each idea was built on new contexts, the small groups were divided to students' interpersonal behaviour that it has enhanced of their writing skills and self-responsibility with their memberships.

The Secondary Phase: Using this instructional model to try out with the representation of similar sample group of 32 students with the One Group Pre-test and Post-test Design was administered, and efficiencies of this model was assessed. Table 2 shows the efficiency quality of students' responses of their training and practicing to their writing with the processes of the creative writing instructional model (see in Table 1).

The creative writing instructional model was trained and practiced students' writing of 5 topics, namely; flood writing situation in Thailand, accident situation, trade mark advertizing, poem writing from pictures, literature writing from pictures, ethics folk play, and imaging writing. Students responded of their desirable qualifications to the quality of creative writing qualities and skills to be enhanced students' writing desirable qualifications of the ninth-grade as 81.73/80.58 as 81.07/80.87, significantly.

When comparing students' responses between students' writing skills of their learning achievements and their training and practicing learning activities with the creative writing instructional model were assessed with the Pre-test and Post-test. Statistically significant was differentiated of the pre and post tests of 339 students. The average means scores of the pre and post test with the standard deviations for statistical significance are shown in Table 3.

The results given in Table 3 shows that on average item means assessments of students' responses to their pre and post creative writing skills that they contain 50 total scores, so that the minimum and maximum score possible on each of these testing is 0 and 50, respectively. Because of this difference in the number of testing documents in the five items, the average means was calculated so that there is a fair basis for comparison between different assessments.

The Third Phase: To involve and engage of the affecting the creative writing instructional model was used on each step for developing this model with a sample of 339 students who were responded of their satisfaction with the 10-Items of the Satisfaction Questionnaire. The average means scores for each item with the students' number opinion and percentage for statistical

significance are shown in Table 4.

The results given in Table 4 show on students' perceptions of their satisfaction on the creative writing instructional model were assessed with the *Satisfaction Questionnaire* that it contains with 10 items. Each item is responded to on a five-point scale with the alternatives of Strongly agree, Agree, Not sure, Disagree, and Strongly disagree. These average means scores were used as a basis for constructing the simplified quality of significant evidence as of 4.89, it means as highest evidence level.

Conclusions

This research study was designed as the Basic Education Core Curriculum focuses on learners' development for attainment of the following desirable characteristics, enabling learners to enjoy a life of harmony among others as Thai citizens on Thai language learning area with the standards serve as the goals to be achieved in developing learners' quality to indicate moral and ethical values as well as desirable characteristics upon completing education at basic level of their learning standards serve as essential mechanisms in advancing the whole education system, grade level indicators specify the goals to be achieved in developing learners for the ninth-grade level of compulsory education with their developing creative writing instructional model was administered and assessed with the sample sizes of 339 lower secondary students and 42 Thai language teaches in 8 Opportunity Extension Schools in the Office of Nakhon Ratchasima Primary Educational Service Area 5 in Thailand.

To develop the creative writing instructional model for enhancing students' writing quality and achievement skills was the main purposed. These research administrations were designed in three research phases, such as; to investigate of students' needs on development of creative writing instructional model for emphasizing the creative writing instructional on constructivism theory, Piaget intelligence development theory, Scaffolding enhancement strategy theory, creative thinking theory, transfer learning thinking, and cooperative learning thinking; to use the creative writing instructional model with the sample size for designing research procedure was managed with the research instruments on quantitative methods as questionnaires, pre and post test design, the lesson instructional plans, and the satisfaction questionnaire to assess students' and teachers' perceptions and opinions of their responses were research methods and materials.

Students' responses of their assessments have been found that students' and teachers' problems and needs for improving the creative writing modern that it composed with their creative writing on trade mark advertisement, situational opinion, ethics story play, creative imagine, and poem writing from describing pictures were as the higher evidence level. In terms of the foundational data was synthesized with the self-constructivism theory thinking, developing intelligence theory of Piaget, creative thinking theory of Guilford, enhancement of learning strategy theory of Scaffolding, learning transfer thinking of Klausimier, and cooperative learning thinking of Johnson and Johnson were applied for development of this creative writing instructional model that it contained of 6 factors, namely; the principal of instructional foundational model, instructional purpose, instructional syntax, instructional social system, instructional responding principal, and instructional supporting system.

Focusing on the instructional syntax, it has been important factor of this research study that it contained with the five phases, namely; *planning phase* was prepared students' activities

whereas stimulating, compiling, and arranging learning's thinking with data and detail on students' writing by teachers; *perception phase* was created experience for transferring and sequent of learners' thinking; *performing phase* was trained and practiced on each learner of their group to compile creative writing, harmoniously; *processing phases* was created writing processes with learners' outcomes, class memberships and teachers will comment and advise of the owner writing report; and producing phase was established writing modern with self-imagine, concluding, assessing, and evaluating writing production with themselves.

The development of the creative writing instructional model to enhance desirable students' writing quality and achievement skills was differentiated statistically between pre and post assessing tests at 0.05 evidence levels, significantly. Students responded of their creative writing skills to the quality and achievement of the creative writing instructional model that it has indicated value as criterion level of 81.17/80.26, efficiently. Students' responses of their satisfaction to their writing skills with the 10 items of the Satisfaction Questionnaire, each item exhibited satisfactory internal consistency reliability, and differentiated between the perceptions of students in different schooling classes. A variety of applications with the new instrument furnished evidence about its usefulness and revealed that Thai language learning area classes are dominated by trained and practiced writing activities' skills; mean scores were as the highest evidence level, significantly.

DISCUSSIONS

The development of creative writing instructional model was built and developed with the suitable factoring frameworks that revealed on relationships and enhancement by the five professional educators. This model used to try out validated in conjunction with a conventional class for involving a student's perceptions of the class as a whole of high evidence quality of research instruments. Researchers were designed the educators' theory thinking, such as; the Self-Constructivism Theory Thinking (Khaemane, 2014: 58) that it emphasizes on student' active and self-knowledge, Piaget's Cognitive Development Theory (Website, 2015) is a comprehensive theory about the nature and development of human intelligence, this theory believed that one's student plays a vital and active role in a person's development; According to Guilford's Structure of Intellect (SI) theory (1988), an individual's performance on intelligence tests can be traced back to the underlying mental abilities or factors of intelligence. SI theory comprises up to 150 different intellectual abilities organized along three dimensions as Operations, Content, and Products. This research illustrates that Instructional Scaffolding is a learning process designed to promote a deeper level of learning. Scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals (Sawyer, 2006); Transfer of Learning Theory (Klausmeier, 1985) is the dependency of human conduct, learning, or performance on prior experience; and the Cooperative Learning Thinking (Johnson and Johnson, 2008) is an educational approach which aims to organize classroom activities into academic and social learning experiences, there is much more to Cooperative Learning than merely arranging students into groups, and it has been described as "structuring positive interdependence". Students' writing goals may be structured to promote cooperative, competitive, or individualistic efforts. In every classroom, instructional activities are aimed at accomplishing goals and are conducted under a goal structure. The principal research administration is a desired future state of demonstrating competence or mastery in the Thai language learning area being writing instructional skills for their studied.

The results of research study was separated to manage of small membership groups, student' interpersonal behaviour was self-enhancement with his/her helpfulness and efficiency that it has confirmed with study by Daniels (2012: 311) who reported on students' constructivism of their successfulness to their creative learning on computer constructivist instructional method. The efficiency index value has been indicated that students' criterion evidence level as 81.17/80.26 meanwhile students' writing skills are improved and developed of their imaginably ideas to their suitability and high quality of instructional model by teachers' administrations, responsibly. Students' achievements on writing skills are high quality with the conceptual outcomes that it followed as Read (2010: 47) who used to report of his study on enhancing strategy of instructional management for their active learning outcomes. In terms of development of creative writing instructional model, using this model with cooperative learning and transfer of learning for small group students were achieved of their writing skills that result followed as Glazer (2009: 30-31) who reported to compare between students' learning with two groups, a cooperative writing with memberships and group dynamic activities and controlling groups, it was found that the writing quality shown that these two groups as evidence higher than the controlling group.

Focused on the Instructional Scaffolding, teachers should be helped, supported, and advised to enhance students' outcomes of their creative writing quality skills, successfully. Students' responses on satisfy, enjoy writing, stimulating needs for learning, student is able to have any questions with their brain storm of group dynamics. This result is confirmed with the study of Girardi (2014: 140) who reported his research with student center learning technique on creative writing subject, it was found that the suitable instructional technique was revealed to stimulate and get main topic of writing and reading together for supporting students' creative writing. Finally, students' opinions of their development of their creative writing quality outcomes of their satisfactions, this result shown that the students' satisfactions were indicated evidence of highest level, which it's confirmed of Galligan's study (2011: 120) who used to study with the Guilford's Structure of Intellect (SI) theory to investigate at Lake Shore Elementary School, it was found that the efficiency of teachers should be enhanced students' writing achievements and supported that Lanza (2009: 167) who studied in developing instructional with the Instructional Scaffolding theory to assess students' interpersonal behaviour and stimulate for changing ideas between group dynamics. However, this study is confirmed of Wattanakul' study (2010: 83) who reported on instructional Thai language for communicating creative thinking enhancement with a sample size of the bachelor degree in a university, it was found that the experimental student group has been satisfaction on creative writing instructional at high evidence level.

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