

**THE EFFECTIVENESS OF PWIM TO TEACH WRITING VIEWED FROM  
STUDENTS' CREATIVITY**  
(An Experimental Research at the Eighth Grade Students of SMP Negeri 3  
Delanggu in the Academic Year of 2013/2014)

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### Abstract

**Background:** *Students usually get difficulty in how to start writing sentences if the teacher does not give the list of verbs they should use in their sentences. Their sentences do not have correct punctuation: they use commas and full stop without any good reason or there is no punctuation where there should be some. Their writing ideas have not been presented in an order that easily makes sense to the reader. The word selection is not appropriate with the context. The purposes of the study are: (1) to reveal whether PWIM is more effective than Guided Writing in teaching writing for the eighth grade students of SMP Negeri 3 Delanggu; (2) to reveal whether the eighth grade students of SMP Negeri 3 Delanggu who have high creativity have better writing skill than those having low creativity; (3) to reveal whether there is an interaction between teaching methods and students' creativity to teach writing for the eighth grade students of SMP Negeri 3 Delanggu.*

**Subjects and Methods:** *The experimental research was conducted at SMP Negeri 3 Delanggu, from November to December 2013. The sample of the research was two classes; those were V D which was treated as experimental class taught by using PWIM and V B which was treated as control class taught by using Guided Writing. Each of them consisted of 22 students. The data were in the form of quantitative data that were taken from writing test and creativity test. The data of writing test were used to know the students' writing skill. The data of creativity test were used to know the students' level of creativity. The data of writing test were the scores of students' writing test that was administered after having nine times treatments for each class. The researcher analyzed the data using ANOVA and Tukey Test.*

**Result:** *PWIM is an effective method to teach writing for the students at the eighth grade students of SMP Negeri 3 Delanggu.*

**Conclusion:** *The use of PWIM in teaching writing is effective.*

*Keywords: PWIM, Guided Writing, creativity*

### Introduction

Mastering writing skill is very important because writing is the way to express our ideas, feelings, and thoughts. Besides, one of the language skills that should be

mastered by the students at school is writing skill because it is very important in everyone daily life. Moreover, in this social media era, people prefer communicating

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through social media rather than the old communication lifestyle, so the emergence of writing will be seen.

Writing is a deliberate, conscious process, which can and should be planned and organized (Coe and Rycroft, 2005: 1). According to Nunan (2003: 88) writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. Byrne (1997: 1) defines writing as the act of forming letters or combination of letters: making marks on flat surface of some kind. It is more than production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged according to certain conventions to form words, and words are arranged to form sentences. Ghaith (2002: 1) mentions that writing is a complex process that allows the writer to explore thoughts, and ideas, and make them visible and concrete. It means that writing needs some skills as using vocabularies, generating ideas, using tenses or grammar and punctuation. In conclusion, writing is the act of forming letters and more than putting spoken language into written form; it is a complex process and activity to arrange and produce written form in which the writer uses certain convention of linguistic aspects (such as vocabulary, content, grammar, and punctuation) to express the thoughts and ideas.

However mastering writing skill in native language is not an easy task for the students. Moreover, they should master English writing skill, writing using a foreign language. Students' writing in the foreign language has social and cognitive challenges related to foreign language acquisition. Foreign language teachers believe that writing in a foreign language may prove too frustrating and difficult for students. It is stated by Bridwell and Bowles (1996: 4) that many instructors believe that students of a foreign language have such a limited vocabulary in the second language that writing is not only a difficult but also an extremely frustrating experience. Based on the researcher's interview with the English teacher at SMP Negeri 3 Delanggu, the eighth grade students usually get problems in conducting writing activities. They usually get difficulty in how to start writing sentences if the teacher does not give the list of verbs they should use in their sentences. Their sentences do not have correct punctuation: they use commas and full stop without any good reason or there is no punctuation where there should be some. Their writing ideas have not been presented in an order that easily makes sense to the reader. The word selection is not appropriate with the context.

According to Peha (2003: 3), there are some criteria of a good writing. The First is the ideas that are interesting and

important. Ideas are what it's all about. The second is organization that is logical and effective. Organization refers to the order of the ideas and the way the writer moves from one idea to the next. The third is word choice that is specific and memorable. Good writing uses just the right words to say just the right things. The third is sentence fluency that is smooth and expressive. Fluent sentences are easy to understand and fun to read with expression. The fourth is conventions that are correct and communicative. Conventions are the ways to use punctuation, spelling, grammar, and other things that make writing consistent and easy to read.

The classroom activities/practices depend on the method used by the teachers because the teacher is the designer of the instructional program. That is why the teachers are demanded to use the method which is appropriate with the students' need to achieve the good criteria of writing. One method that has good criteria for teaching writing is The Picture Word Inductive Model (PWIM). In this study, the researcher focuses on the two teaching methods, PWIM and Guided Writing.

A student needs a broad vocabulary to communicate in writing what he knows. PWIM builds sight vocabulary as a basis for writing. PWIM fits within the inductive

model which allows for generating, organizing, and communicating what the students have learned. Pictures are used to draw out words from students' current vocabularies and transfer them to their writing. The words can then be used to form sentences and even paragraphs. Calhoun (1999: 21) states that PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions as a concrete referents to lead students into inquiring about words and ideas, learning of phrases and sentences by discovering spelling, grammar, mechanics, and usage of standard English then using their discovery and analysis in their study of writing. Meanwhile, Woetsman (2009: 157) defines PWIM as a literacy program that uses image analysis to engage children in vocabulary acquisition, inductive reasoning activities, and writing. Joyce, et al. (2011: vii) argue that PWIM is inductive teaching using pictures as a base of teaching-learning that enables learner to develop sight vocabularies as a basis for their writing, to inquire the structure of words and sentences, and to write sentences and paragraphs. According to Bowes (2013: 2), PWIM is an instructional strategy to help support students' vocabulary acquisition, word connections and classifications, and then eventually supports students as they

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begin to write sentences and continue on to paragraphs. Rothenberger (2011: 1) adds that PWIM is a multidimensional approach that addresses several aspects of literacy simultaneously. Based on those definitions, it can be concluded that PWIM is an inductive teaching method that uses pictures containing familiar objects and actions as a concrete referents to lead students into inquiring about words and ideas, learning of phrases and sentences by discovering spelling, grammar, mechanics, and usage of standard English then using their discovery and analysis in their study of writing.

Compared with PWIM, Guided Writing is more teacher-centered. Teacher guides the students' brainstorming by reading the text given. Teacher teaches the features of the text, the language features, the purpose, and the organization of the text. Students are passive learners who listen to the teacher's explanation. Teacher provides help in the process of generating the ideas. Teacher maintains his help in group writing and guided writing. According to Simpson (1998: 1), guided writing is a strategy in which the teacher demonstrates the process of writing a sentence or a paragraph using proper English conventions. Students are then given opportunities to show that they can use these strategies and conventions on their own work. Meanwhile, Hyland (2003: 4) defines guided writing as a strategy in

which the learners imitate the model texts given by the teacher. Hill (1999: 45) states that guided writing involves individuals or small groups of students writing a range of text types. The teacher may provide short mini-lessons to demonstrate a particular aspect of text type, grammar, punctuation or spelling. Guided writing is linked to reading and various text types are used as models. According to Broughton (2002: 118), guided composition which the teacher provides helps the class to prepare the written work, either written or oral assistance is a guided composition. Tyner (2004: 8) adds that guided writing is an instructional writing context chiefly teaching the writing process through modeling, support, and practice. Based on those definitions, it can be concluded that guided writing is a strategy in which the teacher demonstrates for the students the process of writing a sentence or a paragraph using proper English conventions such as a particular aspect of text type, grammar, punctuation or spelling, provides the model texts, and helps them to prepare the written work, either through written or oral assistance. Students are then given opportunities to apply the skills through independent writing.

Besides the methods used by the teachers, creativity is another important factor that influences the students' writing skill. Creative students are independent

and unconventional, they can generate a large number of ideas, able to play with ideas, enjoy creating, can solve the problems in writing, eager to take risks, display a good deal of intellectual playfulness (fantasizing, daydreaming or imagining), and have sensitivity to beauty which plays an important role in producing a good writing. Franken (1994: 396) states that creativity is tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and other. Innovative teachers (2001) mention that creativity is the creation of something original and often linked with imagination, playfulness, and originality. Suharman (2011: 7) defines creativity as a thinking process to create a new ideas, approaches, products that are useful for solving problem and environment. Csikszentmihaly (1996: 28) mentions creativity as any act, idea, or product that changes an existing domain or that transforms an existing domain into a new one. Munandar (2004: 46) adds that creativity is ability to create new combinations based on data, information, or elements that exist. Based on the definition above, it can be concluded that creativity is the ability to generate and create new perspectives, ideas, things, or

combinations from something original by using data, information, experiences, playfulness, and imagination which is useful to solve problem or environment, communicate with others, and entertain ourselves and others.

The objective of the study is to find out whether or not (1) PWIM is more effective than Guided Writing to teach writing; (2) students having high creativity have better writing skill than those having low creativity; and (3) there is an interaction between teaching methods and the students' creativity in teaching writing.

### **Research Methodology**

The method used in this study was experimental research. Elliot, et al. (2000: 587) state that experimental research involves the active manipulation of an independent variable to observe changes in the dependent variable. In experimental research, the independent variable is frequently manipulated in a condition called the experimental or treatment condition. Gall, et al. (2003: 366) state that the experiment is the most powerful quantitative research method for establishing cause-and-effect relationships between two or more variables.

This study involves two kinds of variables. The first is independent variable; it is experimental and moderate variable. The experimental variable is the teaching

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methods (X), and the moderate variable is creativity. The second variable is writing skill as dependent variable (Y). The writer supposes that the relationship between X and Y is changed by the level of a third factor Z, or creativity.

The population of this research was the eighth grade students of SMP Negeri 3 Delanggu in the academic year of 2013-2014. There are 4 classes all together. The number of the students is 88 students. The sample of this research was class VB and VD SMP Negeri 3 Delanggu in the 2013/2014 academic year, each of which consists of 22 students. This research needed two classes. One class was used as the experimental group (VD) who were taught using PWIM and the other one (VB) as the control group who were taught using Guided Writing. In this research, the researcher used In this research, the researcher used Cluster Random Sampling to get sample from the population. According to Fraenkel and Wallen (1993: 84), cluster sampling is similar to simple random sampling except that groups rather than individuals are randomly selected. Then, cluster random sampling is selecting sample of clusters randomly. In this case, a classroom is a cluster because it consists of individuals (students). The researcher determined two classes used as experimental and control class by doing lottery.

The technique of collecting data was test technique. The data were in the form of quantitative data. To get the data, the writer used writing test and creativity test. Both tests were in the form of essay test. Before administering both tests to the students, the researcher, firstly, checked the readability of the writing and creativity test. Meanwhile, to analyze the data, Multifactor Analysis of Variance (ANOVA) test of 2x2 and Tukey test were used. Before conducting the ANOVA test, normality and homogeneity were conducted.

#### **The Result of the Study**

After Analysis of Variance is conducted, it can be drawn a result that:

1.  $F_0$  between columns (5.4375) is higher than  $F_t$  at the level of significance  $\alpha=0.05$  (4.08),  $H_0$  is rejected and the difference between columns is significant. Because the mean of  $A_1$  (74.86) is higher than that of  $A_2$  (71.36), it can be concluded that PWIM is more effective than Guided Writing to teach writing.
2.  $F_0$  between rows (57.7780) is higher than  $F_t$  at the level of significance  $\alpha=0.05$  (4.08),  $H_0$  is rejected and the difference between rows is significant. It can be concluded that the writing skill of students who have high and those who have low creativity are significantly different. Then, because the mean between  $B_1$  (78.82) is higher than  $B_2$

(67.41), it can be concluded that the students having high creativity have better writing skill than those having low creativity.

3.  $F_o$  columns by rows (6.318) is higher than  $F_t$  at the level of significance  $\alpha = 0.05$  (4.08),  $H_o$  is rejected and there is an interaction between teaching methods and students' creativity. Thus, it can be concluded that the effectiveness of teaching methods depend on the level of students' creativity.

Based on the result of tukey test, it can be concluded that:

1.  $q_o$  between columns ( $A_1-A_2$ ) (3.30) is higher than  $q_t$  at the level of significance  $\alpha = 0.05$  (2.95), PWIM differs significantly from Guided Writing for teaching writing. Because the mean of  $A_1$  (74.86) is higher than  $A_2$  (71.36), it can be concluded that PWIM is more effective than Guided Writing.
2.  $q_o$  between rows (10.75) is higher than  $q_t$  at the level of significance ( $\alpha$ ) = 0.05 (2.95), the difference between rows is significant. Because the mean of  $B_1$  (78.82) is higher than  $B_2$  (67.41), it can be concluded that the students having high creativity have better writing skill than those having low creativity.
3. Because  $q_o$  between  $A_1B_1$  and  $A_2B_1$  (4.84) is higher than  $q_t$  at the level of significance ( $\alpha$ ) = 0.05 (3.11), using

PWIM differs significantly to teach writing from Guided Writing for students who have high creativity. Because the mean of  $A_1B_1$  (82.45) is higher than  $A_2B_1$  (75.18), it can be concluded that PWIM is more effective than Guided Writing to teach writing for students who have high creativity.

4. Because  $q_o$  between cells  $A_1B_2$  and  $A_2B_2$  (0.18) is lower than  $q_t$  at the level of significance ( $\alpha$ ) = 0.05 (3.11), using PWIM does not differ significantly from Guided Writing for students who have low creativity. It can be concluded that students with low creativity will end up with "almost" the same result when they taught using both methods.

### **The Discussion of the Result of the Study**

The discussions of the finding are as follows:

1. PWIM is more effective than Guided Writing to teach writing.

The Picture Word Inductive Model is a teacher-facilitated process. The teacher facilitates cognitive environment that engage students to be active in the classroom. The students are active in a fun and productive way.

PWIM is effective for teaching writing due to some reasons. First, PWIM is motivating because it uses pictures. Pictures have many effective

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functions in teaching. They are: (1) Pictures play a significant role in children's literacy development because the images and illustrations not only lead children to encounter a different genre of literature but also prepare them for literacy (Whitehead, 2004: 139); (2) Pictures can provide a topic or visual focus to prompt writing. When children are exposed to pictures, they become active readers and interpret the illustrations by using their imaginations. They have to search for clues from the pictures to identify the characters and the themes. Students predict the events implied in the images in order to create a vivid story (Feng, 2011: 43); (3) Pictures are one way to elicit words and help students enlarge their vocabulary. Pictures provide students with concrete referents for learning new words, phrases and sentences (Feng, 2011: 40). Second, PWIM is effective because it activates and promotes students responsibility in learning. PWIM is an inductive teaching strategy (inquiry teaching/discovery teaching) which is based on the claim that knowledge is built primarily from a learners' experiences and interactions with phenomena. It begins with what the learners already know and respects their ability to think. Calhoun (1999: 25) states that PWIM respects

the students' ability to think. PWIM does not want to view the students as empty vessels to pour knowledge into. PWIM wants to give the students the tools to access knowledge and use it in a meaningful way. Feng (2011: 45) states that if students are taught regularly to think inductively, they will be able to use many sources of data and examine the information from all different aspects. Further, Feng (2011: 46) states that training children to think inductively can help them discover the essence of concepts by themselves, thus promoting their intellectual growth. The inductive approach not only fosters children's attention to logical thinking but also raises their awareness of the nature of language and knowledge.

On the other hand, Guided Writing is more teacher-centered. Teacher does not promote the students to be independent learners. Students are not engaged in productive process of learning because many of the steps are teacher's explanation and guidance of the concept. Teacher guides the students' brainstorming by reading the text given. Teacher teaches language features, the purpose, and the organization of the text. Students are passive learners who listen to the teacher's explanation. Teacher provides help in the process of

generating the ideas. Teacher maintains his help in group writing and guided writing. Students are working alone in the step of independent writing only. Ontario (2005: 5.4) says that guided writing makes students less active in doing the writing because they only follow the outline already provided. It emphasizes on modeling so that it inhibits students in exploring ideas and creating meaning and authentic texts on their own. Therefore, PWIM is more effective than Guided Writing to teach writing.

2. The students having high creativity have better writing skill than those having low creativity.

High creative students do their best in writing. They are independent and unconventional. They love what they are doing. They have high motivation to finish their writing until it has been completed. They commit time and energy. They like to take intellectual and emotional risks. Since writing involves some risk-taking, they often take risks by elaborating ideas and concepts. Creative students are able to think beyond what they feel, see, read, and listen and come up with surprising ideas. They can generate a large number of ideas. They overflow

and develop new, original, and fresh ideas in their writing. They have good confidence in their writing. They enjoy creating, able to solve the problems in writing, display a good deal of intellectual playfulness (fantasizing, daydreaming or imagining), and have sensitivity to beauty which play an important role in producing a good writing. As stated by Ruggiero (1984: 92), the characteristics of a creative person are as follows: (1) They are dynamic. Unlike most people, creative people do not allow their minds to become passive, easy to accept ideas; (2) They are daring. They are willing to face unpleasant experience, apply their curiosity and learning, and learn from their experiences. As a result, they are less likely to repeat their failure; (3) They are resourceful. Resourcefulness refers to ability to cut effectively and conceptualize the approach that solves the problem; (4) They are hardworking. They are not afraid of making the failure; and (5) They are independent. They are not afraid to have new ideas different from others. Semiawan (1984: 10) states that creative person has some characteristics. They are: (1) having strong imagination; (2) having high initiative; (3) having large interest; (4)

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having high curiosity in knowing something; (5) being flexible in thinking; (6) being self-confident; (7) being open to new experience; (8) being energetic; (9) being brave in taking risks; and (10) being brave in expressing ideas. In addition, Renzulli and Hartman (in Wilson, 2005: 2) state that highly creative individuals may display a good deal of intellectual playfulness; may frequently be caught fantasizing, daydreaming or imagining. They exhibit heightened emotional sensitivity. They may be very sensitive to beauty and visibly moved by aesthetic experiences.

On the other hand, low creative students are lack of motivation. They have no passion for what they are doing as the consequences they don't enjoy their writing activity. They easily give up in facing the difficulties in writing. They often dismiss their writing before finishing it. They are less independent. They depend much on their teacher's instructions. Their creative mind stays idle as it has nothing to play with. They are unable to come up with new and fresh ideas. They often find difficulty in expressing their thought. They lack of confidence in their writing. They are afraid in taking risks because they are afraid to be wrong. Those will make them easily give up in writing. Chan

and Chan (1999: 185) state that students who have low creativity are usually conventional, timid, lack of confidence, and conforming. According to Munandar (1995: 46) person in a low creativity are those who do not have the ability to create something new and to share new ideas implemented in problem solving. They don't have the ability to solve the difficulties, problems, gaps in information, and missing elements. Munandar (1999: 25) adds that different levels of creativity affect the ways of thinking, behavior, and competences in any aspects. Therefore, the students having high creativity have better writing skill than those having low creativity.

3. There is an interaction between teaching methods and students' intelligence.

PWIM involves the activation of prior knowledge and life experiences to interpret the picture into the form of words. PWIM respects the students' ability to think. Furthermore, PWIM requires higher-order thinking skills, problem-solving, and inductive reasoning abilities which encourage the students to be active in every teaching step given. Calhoun (1999: 21) states that PWIM is designed to capitalize on children's ability to think inductively. The PWIM enables the

students to build generalizations of a concept and it respects their ability to think.

The high creative students of the experimental group to whom the PWIM is applied, are active and enthusiastic in joining the activities. High creative students do their best in writing. They are independent and unconventional. They love what they are doing. They have high motivation to finish their writing until it has been completed. They commit time and energy. They like to take intellectual and emotional risks. Since writing involves some risk-taking, they often take risks by elaborating ideas and concepts. Creative students are able to think beyond what they feel, see, read, and listen and come up with surprising ideas. They can generate a large number of ideas. They overflow and develop new, original, and fresh ideas in their writing. They have good confidence in their writing. They enjoy creating and able to solve the problems in writing. According to Renzulli and Hartman (in Wilson, 2005: 2), a creative thinker is overflowed with ideas, plays with ideas and concepts, enjoys creating, improvises, is an inventor and idea generator, creates and brainstorms

well. Having those characteristics, high creative students enjoy using PWIM. They are able to identify the picture easily and quickly. They can identify objects, actions, and any other stuff/abstract feeling from the picture, they actively interpret what they see in the picture into the form of words/phrases. They can create sentences using the words they gain from the picture and combine their sentences into paragraph. They can make generalization of some concepts of descriptive text. They generalize the sentence pattern and the identification and description of the text. That is why PWIM is more effective to teach writing for the students having high creativity.

On the other hand, low creative students are lack of motivation. They have no passion for what they are doing as the consequences they don't enjoy their writing activity. They easily give up in facing the difficulties in writing. They often dismiss their writing before finishing it. They are less independent. They depend much on their teacher's instructions. Their creative mind stays idle as it has nothing to play with. They are unable to come up with new and fresh ideas. They cannot generate a large number

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of ideas. They often find difficulty in expressing their thought. They lack of confidence in their writing. They are afraid in taking risks because they are afraid to be wrong. And, they don't enjoy creating. Chan and Chan (1999: 185) state that students who have low creativity are usually conventional, timid, lack of confidence, and conforming. Having those characteristics, low creative students are facing difficulties in learning writing and in achieving good result in writing. Their low creative characteristics are barriers to master good writing skill. That is why whatever methods used by the teachers are not effective for them. As stated by Munandar (1999: 25) that different levels of creativity affect the ways of thinking, behavior, and competences in any aspects. Wang (2011) observes that cognitive creativity and academic achievement are positively related to each other. So, it can be concluded that using PWIM and Guided Writing are less effective for the students having low creativity.

### **Conclusion and Suggestion**

Based on the descriptions of the data analysis, the findings are: (1) PWIM is more effective than Guided writing to teach writing for the eighth grade students of SMP Negeri 3 Delanggu in the academic year of 2013/2014; (2) The writing skill of

the eighth grade students of SMP Negeri 3 Delanggu in the academic year of 2013/2014 having high creativity is better than those having low creativity; (3) There is an interaction between teaching methods and students' creativity in teaching writing for the eighth grade students of SMP Negeri 3 Delanggu in the academic year of 2013/2014.

Based on the research findings, it can be concluded that PWIM is an effective method for teaching writing at the eighth grade students of SMP Negeri 3 Delanggu in the academic year of 2013/2014.

Some suggestions can be listed as follows:

1. For teachers
  - a. It is recommended for the teacher to use the PWIM because it is fun and productive;
  - b. Teachers are suggested to use the teaching methods which are appropriate to the students' need.
2. For Students
  - a. The students should be active and involved thoroughly in the teaching and learning process in order to improve their writing skill;
  - b. The students who have low creativity should develop their writing through many exercises.
3. For Other Researchers

The result of this research can be used as a starting point of conducting further researches by extending it to other

levels and subjects. The research can give additional contribution to develop

instructional method and strengthen the similar theory.

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