

POINT, ILLUSTRATION, EXPLANATION (PIE) STRATEGY ON STUDENTS' CREATIVITY IN WRITING

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Abstract: This current research aims at finding out the effectiveness of Point, Illustration, Explanation (PIE) Strategy on students' creativity in writing. The design of the research was quasi-experimental with control group pre-test-post-test design. The population was the second grade students of SMAN 1 Praya Timur consisting 87 students spread into 3 classes. A cluster random sampling technique was applied and the result was MIA 1 (29 students) that became the experimental group while MIA 2 (29 students) became the control one. A creativity writing test was distributed to obtain the research data. The result of data analysis showed that the mean score of experimental group in pre test was 8,84 and post test was 11,22 and the mean score of control group in pre test was 8,46 and post test was 9,98. Then, the value of t-test (4,06) and the t-table (1,671) at the confidence level of 0,05 (95%) inferred that the Alternative Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) was rejected. In conclusion, the Point, Illustration, Explanation (PIE) Strategy is effective on the students' creativity in writing at SMAN 1 Praya Timur.

Key Words: *Point, Illustration, Explanation (PIE) Strategy, Creativity in writing.*

INTRODUCTION

Writing skill is very important for language learners as it tools to recognise the structure in sentence or paragraph. Writing is a complex process that involves generating and developing ideas, analyzing meaning and making any decisions about contents, forms, organizations and styles. In other words, writing is an open process of discovery. Writing skill is the capability in using language to communicate in written form. By writing, someone is able to elaborate his/her idea and mind to get their purposes. In the same line Heaton in Hendrawati (1989:6) said that "writing skill is complicated and sometime difficult to teach, requiring mastery not only of grammatical and rhetorical devise but also conceptual and judgment element". In writing skill, some difficulties often found specifically in constructing paragraph, a simple sentence or even to construct a paragraph or a composition. It is just because they tend to find out what to do first or what kinds of grammar should be used and also in writing activity, a student should be able to utilize grammatical structure, and vocabulary.

The importance of writing can be seen in people daily activities when they need to write personal letters, invitation letters, articles, books and the other product of writing activities. In many others thing writing is very needed, like if someone will enroll the scholarships to another country he/she should

follow writing test first, and also if you wanted to graduated from institution or university you should write scientific research as a requirement to graduated from university itself.

Meanwhile, there are many problems that are faced by EFL (English Foreign Language) learners like they are lack in vocabulary, mechanic, and grammar. For example the students can write sentence in English but the vocabulary that they use are very monotonous meaning that the readers will hard to understand the meaning of the written text. They can write sentence but they did not use good grammar or they wrote unstructured sentence. They also lack in vocabulary and mechanic, they used just one word to explain the another meaning of word, they did not care about spelling and punctuation.

Ideally students should be able to master the indicators of writing like mechanic, grammar, vocabulary, style, and form. In the same line, Hughes (2003: 100) says there are five indicators for writing skill like mechanics, vocabulary, grammar, style and ease of communication, and form (organization). Students can say able in writing if they can mastered five indicators itself. By this strategy the researcher believes that the difficulties that are faced by Indonesian learners will be reduce because if the students understand totally about the way of using the strategy students will easy to write, so writing will not be a boring activity.

As it known, in Indonesia research about creativity is very less because not lots of researcher interested in investigate creativity. In daily activity creativity is very needed whether in writing or speaking form because through creativity people can create something new, for instance if creative people want to write novel she/he should has creativity in the way she/he creates the ideas because creative person can create usual something will be unusual thing. Eventhough every people have different creativity and also need different approach. People who have high creativity will be treated by different approach so do people with low creativity. So creativity is very influential through people live. Because of lots of similarity between the strategy and creativity that is way the researcher interested in investigate it.

There are lots of methods, that had been used by the another practitioners on students' writing skill like cubing strategy, plan sheet think strategy, and many more. Because of many methods, had been used to improve students' writing skill, the researcher proposes Point, Illustration, Explanation (PIE) strategy to enhance students' creativi in writing. PIE Strategy tends to keep the ideas of a writer that want to describe as her or his intention. The same strategy also have been used by other researcher like Asmaul Husna (2012) and Lili Hendrawati (2010).

This strategy will be success when students can write sentence in English, write paragraph in good structure means the paragraph relate each other between the point and the proof. This strategy is also expected to be appropriate and will give good contribution in exploring students writng skill. As Croos in Husna (2006: 4) states Point, Illustration, Explanation (PIE) strategy can be a good strategy helps the students to run their writing in good process of instruction given. By using this strategy the researcher wanted to find out whether the use of Point, Illustration, Explanation (PIE) strategy is effective for teaching creativity in writing.

For the reason above, the researcher is interested in analyzing the use of Point, Illustration, Explanation (PIE) strategy on students' creativity in writing at second grade students of SMAN 1 Praya Timur in the academic year 2014/2015?

Point, Illustration, Explanation (PIE) Strategy

Disabil in Husna (2006: 3) states that the PIE strategy is strategy to ensure the body paragraph focused clearly, developed convincingly, and connects back to thesis. This strategy is so helpful to remind the writer to write clear aim and ideas in the writing text. This strategy make the points in the writing can be achieved and the writer is able to elaborate the ideas to wrie by pay attention to the points, illustration, and explanation. The procedures to use Point, Illustration, Explanation (Pie) Strategy are making the points, illustrating the points and explaining the points.

Creativity

There are lots of definition about creativity it is depend on someone perception. There are two definition about creativity which is popular, first definition consensual means definition derived from consideration of expert and definition conseptual means definition based on consideration of criterion.

Rhodes (in Antonio et al, 2013: 252) defines creativity in a personal term, process and product. Creativity can be seen as a personal or individual and the surrounding that drives (or presses) the individu toward a creative behaviour. The four aspects of creativity is known as the four P's of creativity, person, process, press and products. This statement also supported by Zimmerer & Scarborough in Antonio et al (2013: 252) said that reativity is defined as the ability to develop new ideas and to find new ways in opportunity creation means the ability in term of the way to express the idea and create something unusual.

RESEARCH METHOD

This research used experimental design, Nunan in Imran (2014: 1) says the aim of experimental method is to look for the power relationship between variables. In this study there were two kinds of variables, independen variable and depended variable. Independen variable was PIE Strategy, meanwhile dependen variable was students' creativity in writing. So experimental method was to know the relationship between PIE Strategy on students creativity in writing. In this study the researcher use quasi experiment because there was treatment was given to one group (Imran 2014: 5). The design of this research is as follow:

Table 1. Control Group Pre Test Post Test Design

Experimental Group (R)	O1	X (PIE)	O2
Control Group (R)	O3	X (Silent way)	O4

Where:

- O₁ : Pre-test for Experimental Group
- O₂ : Post-test for Experimental Group
- O₃ : Pre-test for Control Group
- O₄ : Post-test for Control Group

Furthermore, the population of this research was second grade students' of SMAN 1 Praya Timur in the Academic Year 2014/2015. It spread into three classes and each class consists of 29 students so the total students was 87. In this study the researcher used cluster random sampling technique, the researcher took two classes as the sample, they were XI MIA 1 as experimental group and XI MIA 2 became control group, experimental group treated by Point, Illustration, Explanation (PIE) strategy while control group treated by silent way.

In this study the researcher used instrument in the form of objective, that is Creativity Writing Test (Evaluation of Children Writing) from Munandar (1999: 267-268), in this case the researcher asked the students' to write their past experience in term of recount text. There were four major aspects that were measured in this test, they were fluency, flexibility, originality and elaboration, and each of aspect scores from 1-5 and the maximum score in this test was 20. Later techniques of data collection used is pre-test and post-test. At the first meeting the researcher asked the students to write their past experience to know the basic knowledge of the students' about their creativity in writing. For the second and third meeting the researcher explained about recount text, how to write recount text, and the generic structure of recount text. This was the end of collecting data, the researcher asked the students' to write their past experience in

recount text but used different title with pre-test. This test was used to find out the research result after treating them with different treatment.

Afterward, in analyzing the data, the researcher used descriptive and inferential statistics. Descriptive statistic is statistic that used to analyze data by using description of data that has collected without make conclusion generally (Sugiyono, 2013: 147). In other words, descriptive analysis was used to find out the central tendency, they are mean, median, mode, and standar deviation. Meanwhile, inferential statistic is statistic used to analyze sample of the data and the result can be used for population (Sugiyono, 2013: 148). Analyzing the data by using descriptive and inferential statistic, firstly the researcher calculated the mean, median, mode, and standar deviation score of the data. And the last step to collecting the data was t-test, but before appied t-test the researcher calculated the normality and the homogeneity of the data. To find out the value of t-test the researcher use the formula below:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

- Mx= the mean of deviation of experimental group
- My= the mean of deviation of control group
- Nx= the number of sample of experimental group
- Ny = the number of sample of control group
- ΣX² = the sum of square deviation of experimental group
- ΣY² = the sum of square deviation of control group

RESEARCH RESULTS AND DISCUSSION

Result Results

1. Data Description of Experimental Group

- a. Students' score of experimental group

Table 5. Score of Experimental Group

No	Nama	Pre test (X1)	Post test (X2)	Deviation (D= X2- X1)	Deviation square (D= X2- X1) ²
1	CF	8	11	3	9
2	ES	9	10	1	1
3	EA	11	12	1	1
4	E	8	11	3	9
5	IT	9	11	2	4

6	K	7	9	2	4
7	LAHI	11	17	6	36
8	LHSP	8	10	2	4
9	LMS	7	11	4	16
10	L	11	16	5	25
11	LS	9	12	3	9
12	MWW	7	9	2	4
13	MYA	7	9	2	4
14	MSR	8	13	5	25
15	M	7	11	4	16
16	N	13	16	3	9
17	NS	11	12	1	1
18	NA	7	9	2	4
19	NU	9	11	2	4
20	RJ	11	13	2	4
21	RJS	11	11	-	-
22	RA	8	10	2	4
23	SD	10	11	1	1
24	SA	11	13	2	4
25	S	8	11	3	9
26	TO	10	11	1	1
27	TSP	7	10	3	9
28	UER	11	13	2	4
29	ZHI	9	11	2	4
Score				71	225
\bar{x}				2,44	
N				29	

- b. The data description of experimental group shows that the highest score is 17 and lowest score is 9 range between highest and lowest score is 8 the number of class was used 3, class interval 3 was used. The mean is 11,29, the mode 9,94, the median is 10,62, and the standard deviation is 2,59. Then, the frequency distribution of the data are shown in the bellow table.
- c. Tabel frequency distribution of experimental group.

Frequency Distribution of Experimental Group

Interval	Fi	Xi	Fi.xi	$xi - \bar{x}$	$(xi - \bar{x})^2$	$Fi(xi - \bar{x})^2$	Percentage
8-11	19	9,5	180,5	-1,79	3,20	60,8	65,52
12-15	7	13,5	94,5	2,21	4,88	34,16	24,13
16-19	3	17,5	52,5	5,6	31,36	94,08	10,34
Total			327,5			189,04	100

2. Data Description of Control Group

- a. Students' score of control group

Table 6. Score of Control Group

No	Nama	Pre test (Y1)	Post test (Y1)	Deviation (D= Y2- Y1)	Deviation square (D= Y2- Y1) ²
1	AK	7	7	-	-
2	BLA	8	8	-	-
3	BSK	7	8	1	1
4	BSN	6	8	2	4
5	DI	8	8	-	-
6	DK	7	8	1	1

7	DS	7	9	2	4
8	IA	7	11	4	16
9	I	12	14	2	4
10	JW	10	10	-	-
11	RTA	8	10	2	4
12	LS	8	10	2	4
13	MM	14	17	3	9
14	MN	8	9	1	1
15	M	7	10	3	9
16	NF	8	8	-	-
17	N	7	7	-	-
18	NS	10	11	1	1
19	NH	7	11	4	16
20	RD	10	11	1	1
21	RP	11	14	3	9
22	RS	8	14	6	36
23	SH	7	9	2	4
24	SS	7	8	1	1
25	AAD	7	8	1	1
26	SU	8	8	-	-
27	S	9	11	2	4
28	TH	6	14	8	64
29	YAS	8	8	-	-
Total score				52	194
\bar{x}				1,79	
N				29	

- b. The data description of control group shows that the highest score is 17 and lowest score is 9 range between highest and lowest score is 8 the number of class was used 3, class interval 3 was used. The mean is 9,98, the mode 8,62, the median is 9,34, and the standard deviation is 2,9. Then, the frequency distribution of the data are shown in the bellow table.
- c. Tabel frequency distribution of experimental group.

Frequency Distribution of Experimental Group

Interval	Fi	Xi	Fi.xi	$xi - \bar{x}$	$(xi - \bar{x})^2$	$Fi(xi - \bar{x})^2$	Percentage
6-9	15	7,5	112,5	-2,48	6,15	92,25	51,72
10-13	10	11,5	115	1,52	2,31	23,1	34,48
14-17	4	15,5	62	5,52	30,47	121,88	13,79
Total			289,5			237,23	100

Discussion

In this part, the researcher concluded the result of the study that is the effectiveness of Point, Illustration, Explanation (PIE) strategy on students creativity in writing. After computed the data of this study, the researcher found out the significant different between students mean score in pre test was (8,84) and post test was (11,22). The researcher thought that Point, Illustration, Explanation (PIE) strategy is suitable for teaching writing creativity because there are several point that the researcher got within the use of the strategy itself. First, Point, Illustration, Explanation (PIE) strategy

helped the students' in improve their creativity especially in writing. Second, Point, Illustration, Explanation (PIE) strategy taught students' to write in good way and good structures. The last, it provided the students' to create their own experience extensively. In addition, it was found that the value of t-test was (4,06) and the value of t-table was (1,671). It was clear that t-test was higher than t-table indicates that the degree of different of the mean score was significance in confidence level 0.05 %. Therefore it is concluded that Ha (PIE strategy effective on students' creativity in writing) is accepted. While, the null

hypothesis (PIE strategy is not effective on students' creativity in writing) is rejected.

CONCLUSION AND SUGGESTION

Conclusion

The conclusion of this study is based on the results of the data analysis as the answer of the research question. First, based on the the application of t-test formula, it was found out that the t-test was 4,06 with t-table was 1,671 it was shown that t-test was higher than t-table. Second, teaching English at SMAN 1 Praya Timur using Point, Illustration, Explanation (PIE) strategy produced much greater change in the students' writing creativity. On the other words, Point, Illustration, Explanation (PIE) strategy had significant effectiveness toward students' writing creativity.

Suggestion

1. For English teacher
English teacher should apply Point, Illustration, Explanation (PIE) strategy in teaching creativity in writing, because it can help students to improve their creativity in writing with caution.
2. For the students
 - a. The students' should improve their creativity in writing by using Point, Illustration, Explanation (PIE) strategy.
 - b. To get good mastery in creativity in writing students should apply Point, Illustration, Explanation (PIE) strategy.
3. For future researchers
The researcher hopes that the result of the study is useful for those who are interested in English and for those who wants to conduct further researcher about creativity in others text types like narrative text and report text and in others skills such as reading, speaking, and listening.

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