

# **POW+C-SPACE (PICK IDEA, ORGANIZE, AND WRITE+ CHARACTERS, SETTING, PURPOSE, ACTION, CONCLUSION, EMOTIONS): A STRATEGY TO TEACH WRITING VIEWED FROM STUDENTS' CREATIVITY.**

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## **Abstract**

POW+C-SPACE Strategy is a mnemonic that provides learners with a graphic organizer for writing a text. It is a strategy when a teacher teaches the students an acronym to remember each step in writing. POW+C-SPACE strategy will help students to write, to start general planning, and to organize their notes in their writing. This article refers to an experimental study on the effectiveness of POW+C-SPACE Strategy to teach writing at the eighth grade of SMP Negeri 5 Surakarta. The samples were two classes namely experimental class which was taught using POW+C-SPACE Strategy and control class which was taught using Guided Writing Strategy. Each class was divided into two groups in which each consists of students having high creativity and those having low creativity. In order to gain the data, two instruments were used namely writing test and creativity test. Then, the data were analyzed by using Multifactor Analysis of Variance ANOVA 2x2 and Tukey test. Before conducting the ANOVA test, pre-requisite test namely normality and homogeneity test were conducted. The findings of this research are: (1) POW+C-SPACE strategy is more effective than Guided Writing Strategy to teach writing; (2) The students having high creativity have better writing skill than those having low creativity; and (3) There is an interaction between teaching strategies and students' creativity in teaching writing. Therefore, it is recommended for English teachers to implement POW+C-SPACE Strategy in teaching writing because this strategy gives positive contribution in improving students' writing skill and facilitating them to produce a good text.

**Keywords:** *POW+C-SPACE Strategy, Guided Writing Strategy, writing skill, creativity, experimental study*

## **INTRODUCTION**

Developing communicative competence in oral and written form is the main objective of teaching English as a foreign language in Indonesia. In order to achieve the objective, teaching English is directed to develop students' competence in four language skills. Those skills are not easy to be mastered because there are many aspect that must be learnet. One of the important and difficult skills is writing. Writing is a key of communication skill which allows students to demonstrate their learning understanding, to create their ideas, and to share their thoughts or information to others in written form.

Writing is important skill because it has a significant big role in communication. By writing, people or students can express their thoughts, ideas, and information. It is lined with Dorobat (2007:122) who states that writing is an important skill for learner in

supporting other learning experience. It is strengthened by Blanchard and Root (2004: 3) who say writing as a means of communication where written form is used to express the writers' purposes based on their experiences.

However, teaching writing to the students is not an easy thing. There are a lot of aspects that must be mastered and processes during the writing process. Writing has a complex process that is needed to be mastered by the students at Junior High School. As stated by Dorobat (2007: 121), writing appears to be the most complex, the most variable, and perhaps the least urgent of the four main language skills. He adds that writing is about recording, assimilating, and reformulating knowledge, and of developing and working through his/ her own ideas. It is also a means of creativity and of self-expression. Writing is complex process because there are some aspects such as content, grammar, organization of paragraphs, and vocabulary which should be considered in producing a good written language.

However, students often make mistakes in composing their idea in a form of paragraph or text. Thus, they have some problems in delivering ideas or information in written form to the readers. There are some problems that students have in writing process. First, they always do not know what should do first in writing. second, they cannot express their ideas related to the topic and change them into complete sentence or text. Next, most of them lack vocabularies and also get difficulties in applying English grammar. Then, they think that writing is boring activities. They are not interested with writing activities in the classroom. The last, they do not have enough practice in writing. Therefore, as facilitator, teacher have to take responsibility to find the way out in order to improve students' writing skill and make English writing more fun in the classroom.

In solving the problems, the teacher also should use an appropriate strategy in teaching writing because it does not only help the students to write the text, but also organize their ideas. It is important for the teacher to use an effective strategy in teaching writing especially for Junior High School students to make them more interested to write and to express their ideas, opinions, and feelings in written form. As stated by Beckman (2006: 26), students can become better learners if the teacher is able to find out what strategies are currently used on the lesson. In the other words, the teacher should be able to use the appropriate strategy in teaching writing that can improve students' writing skill.

Applying a strategy which enables the students to start their writing and generate their idea will be the best way to teach writing. One of the strategies which can be used by the teacher in teaching writing is POW+C-SPACE strategy. POW+C-SPACE is one of powerful writing strategies which provides specific lessons and explanations. POW+C-

SPACE strategy is effective way for improving the students' ability in writing narrative text. According to MacArthur, Schwartz, and Graham as cited in Little (2011:1), POW+C-SPACE is an effective and evidence-based narrative writing strategy that can be used for fiction or non fiction. This strategy contains specific instruction for students to plan before writing, make notes, use graphic organizer during composing draft, and write it into a good text.

POW+C-SPACE is an acronym of some stages in this strategy, those are: P for Pick idea; O for Organize, list and organize the notes about C-SPACE; C for Characters, S for setting, P for Purpose of the main characters, A for action to achieve the goal/purpose, C for conclusion, and E for Emotions of the main characters; then W for write more to complete the story. This strategy provides specific steps in develop a writing plan and think about the details that should be included in a story.

On the contrary, many teachers still use conventional strategy such as Guided Writing Strategy. This is an instructional based strategy which mainly teaches the writing process through modeling, supporting, and practicing. Specific steps in this strategy are Planning, packaging, Popping, Polishing, and Publishing. In Guided Writing, the students are learning with the guidance from the teacher and in controlled direction. It is in line with Hyland (2003: 4) who states that Guided Writing is a strategy in which the learners imitate the model given by teacher. Because this strategy is teacher-centred, students are really dependent to the teacher. Thus, it takes a long time to make them produce a text by themselves without any help or guidance from the teacher.

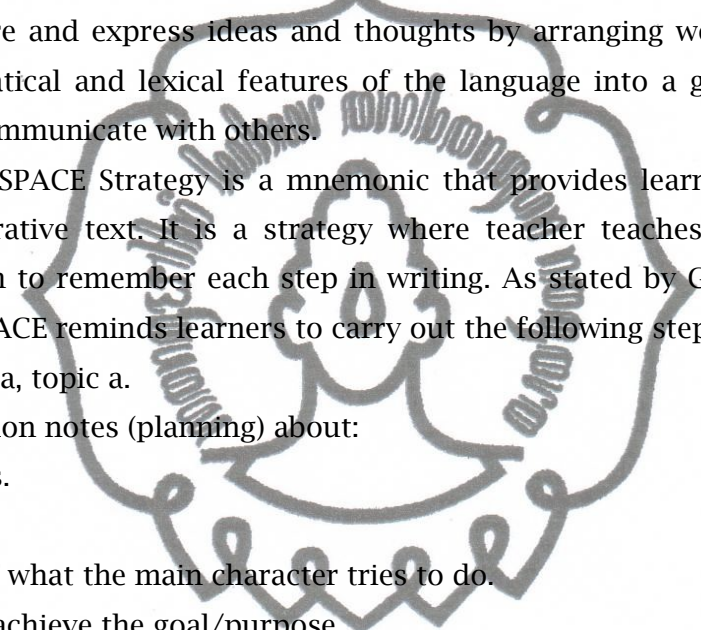
Besides strategies, the students' writing skill is also influenced by creativity. Creativity is beneficial for students since by having creativity students will be more motivated, curious, positive thinking, and committed to tasks. They are also able to deliver their imagination and create story ideas. In writing, students' creativity appears in their ability to produce written products through the writing process. It also allows them to generate new innovative and original ideas in producing good text. As stated by Naiman (2010: 1), creativity is the act of turning new and imaginative ideas into reality. A creative student will think and act unexpected ideas better than a student who has a low creativity level. Consequently, creativity in writing plays an important role not only to produce an understandable writing, but also to create an imaginative and original literary composition.

As mentioned earlier, writing is not an easy skill to be taught because there is a complex process involved in it. It requires the mastery not only of grammatical and writing components but also conceptual elements. This thing is in line with some definitions of writing uttered by some experts. It is supported by Richard and Renandya

(2002: 15) who state that writing is a complex, recursive, and creative process that is very similar in its general outlines for first and second language writers: learning to write requires the development of an efficient and effective composing process, writing is seen as involving a complex web or relation between writer, reader, and text. In addition, Ghaith (2002:1) explains that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Then, Patel and Jain ( 2008: 125) add that writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern.

According to several definitions about writing above, it can be concluded that writing is a productive skill which involves a recursive, complex, and creative process of thinking to explore and express ideas and thoughts by arranging words using a good means of grammatical and lexical features of the language into a good paragraph or text in order to communicate with others.

The POW+C-SPACE Strategy is a mnemonic that provides learners specific steps for writing a narrative text. It is a strategy where teacher teaches the students the following acronym to remember each step in writing. As stated by Graham and Harris (2001), POW+C-SPACE reminds learners to carry out the following steps while writing.

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- a. P - Pick an idea, topic a.
  - b. O - Organization notes (planning) about:
  - c. C - Characters.
  - d. S - Setting.
  - e. P - Purpose of what the main character tries to do.
  - f. A - Action to achieve the goal/purpose.
  - g. C - Conclusion of action.
  - h. E - Emotion of main characters.
  - i. W - Write and say more to complete and revise the story.

According to the steps above, it can be seen that POW+C-SPACE strategy will help students to write, to take an idea or topic, to plan the details what should be included in the story, and to write or say more in order to complete and revise the text . The strategy provides a structure to help students generate and organize ideas and to write narrative text. The POW+C-SPACE strategy is useful because it provides cues to help students remember and apply activities involved in the process of planning and writing.

The implementation of POW+C-SPACE strategy is done in group. The procedures of teaching writing by using POW+C-SPACE strategy are: (1) Teacher and students pick the topic to be written, (2) teacher shows students techniques to make notes according to the mnemonic C-SPACE related to the topic, (3) teacher lets students memorize the mnemonic of C-SPACE and what they stand for, (4) teacher asks students to start their

writing notes by following steps of C-SPACE, (5) teacher instructs students to write story based on notes (draft) of generated detail ideas to supply supporting sentences, (6) teacher reminds students to organize, revise and end the text.

Another strategy used by teacher to teach writing is Guided Writing. Tyner (2004: 8) states that guided writing is an instructional writing context chiefly teaching the writing process through modeling, support, and practice. Simpson (1998: 1) points out that guided writing as activity in which the teacher demonstrates for students the process of writing a sentence or paragraph using proper English conventions. Choudhury (1998: 109-110) adds that in guided writing, teacher guides every sentence to be written. The teacher leads the students in their efforts. In the process of writing, the teacher should always provide additional guidance to the students.

In conclusion, guided writing is a strategy of teaching writing in which teacher guides or helps students through stages of writing by modeling, providing the media, and preparing or supply the written materials which can be used to guide the students into independent writing.

The procedures of teaching writing using Guided Writing are: (1) The teacher models a think-aloud activity in which the teacher models the recognition of language cues and the application of writing strategies, (2) the teacher guides the students in a write-along as they follow the plan to write their first draft, (3) the teacher and individual students have a conference on paragraphs, (4) With the teacher's assistance, students polish their writing project to compose a final draft, (5) The students share their completed work by publishing it to the class.

Good writing contains and indicates someone's creativity. Creativity can be in various parts of writing. According to Newell and Shaw as cited in Sefertzi (2000: 2), creativity is the generation of imaginative new ideas, involving a radical newness, innovation, or solution to a problem, and a radical reformulation of problems. Carter (2007: 152) states that creativity refers to mental processes that lead to solutions, ideas, concepts, artistic expression, theories or products that are unique and novel. Runco (2004: 658) defines creativity as the development of original ideas that are useful or influential. In this perspective, creativity is not only a reaction to but also a contribution to change and evolution. Munandar (2012: 42) also states that creativity is a process that manifests itself in fluency, in flexibility, in elaboration as well as in originality of thinking. From those explanation, it can be summarized that creativity is a complex mental process and an ability to create new ideas, innovation or solution involving previous experience that manifests the fluency, flexibility, elaboration, and originality of thinking to gain ideas for solving problems.

From the previous research dealing with POW+C-SPACE Strategy, the researcher sees that some studies do not investigate the influence of POW+C-SPACE Strategy on students' writing skill influenced by their creativity. Thus, the researcher makes further investigation about the effectiveness of POW+C-SPACE Strategy to teach writing skill viewed from students' creativity.

In order to infer the explanation of previously discussed, the researcher formulates the hypotheses as follows: (1) POW+C-SPACE Strategy is more effective than Guided Writing Strategy in teaching writing to the eighth grade students of SMP Negeri 5 Surakarta in the academic year of 2015/2016; (2) Student who having high creativity have better writing skills than those who having low creativity; and (3) There is an interaction between teaching strategies and students' creativity in teaching writing to the eighth grade students of SMP Negeri 5 Surakarta in the academic year of 2015/2016.

## RESEARCH METHOD

This research was conducted at the eighth grade of SMP Negeri 5 Surakarta, Central Java. This research was conducted from October 2015 until Juni 2016. The research method used in this research is experimental research. The researcher used quasi-experimental design because the sample was taken from two classes that already exist at that school. The design of this research was a simple factorial design 2x2 with Post-Test Only Design. In the Post-Test Only Design, the subject of the research was chosen to determine the experimental group and control group. The experimental group was taught by using POW+C-SPACE strategy, while the control group was taught by using Guided Writing Strategy. At the end of treatment, the experimental group and control group were given a post test in the form of writing test. The result was analyzed by comparing the post-test scores of both groups by using ANOVA or F-test and then by using Tukey test.

The population of this research was all the eighth grade students of SMP Negeri 5 Surakarta in the academic year of 2015/2016. The researcher used cluster-random sampling to and took two classes from eighth classes to be the sample of this research. Each class consists of 28 students. The first class was experimental class and taught by using POW+C-SPACE Strategy, and another was control class taught by using Guided Writing Strategy.

The researcher used two instruments of collecting data in this research. There were writing test to know students' writing skill and creativity test to know the level of student' creativity. These two tests was assessed by using readability of the test instruction which informs whether the test instructions are appropriately readable for

students and whether the instruction of writing and creativity test can be understood by the students. The result of the questionnaire showed that 100% of students answered “Yes” for each item in the instruction. It can be concluded that writing and creativity test in this research is readable since all students could understand the instruction of the test.

The techniques used in analyzing the data were descriptive analysis and inferential analysis. Descriptive analysis was used to know the mean, median, mode and standard deviation of the scores of the writing test. To know the normality and the homogeneity of the data, the researcher used normality and homogeneity test. The normality and homogeneity tests were done before testing the hypothesis. Inferential analysis used was multifactor analysis of variance 2x2. It was used to test the hypotheses.  $H_0$  is rejected if  $F_0$  is higher than  $F_t$ . If  $H_0$  is rejected, the analysis was continued to know which group is better by using Tukey test.

### RESEARCH FINDINGS AND DISCUSSION

To test the hypothesis of this research, the researcher was using Multifactor Analysis of Variance (ANOVA) 2x2. Before ANOVA and Tukey test were two kinds of test. Those are normality test and homogeneity test. The result of the tests was used as the requirement before ANOVA test and Tukey test.

There are eight groups: (1) The data of the writing test of the students who are taught by using POW+C-SPACE Strategy ( $A_1$ ); (2) The data of the writing test of the students who are taught by using Guided Writing Strategy ( $A_2$ ); (3) The data of the writing test of the students having high creativity ( $B_1$ ); (4) The data of the writing test of the students having low creativity ( $B_2$ ); (5) The data of the writing test of the students having high creativity who are taught by using POW+C-SPACE Strategy ( $A_1B_1$ ); (6) The data of the writing test of the students having low creativity who are taught by using POW+C-SPACE Strategy ( $A_1B_2$ ); (7) The data of the writing test of the students having high creativity who are taught by using Guided Writing Strategy ( $A_2B_1$ ); and (8) The data of the writing test of the students having low creativity who are taught by using Guided Writing Strategy ( $A_2B_2$ ).

The result of normality test for the eight groups are: (1) The writing scores computation result of the students taught using POW+C-SPACE Strategy ( $A_1$ ) shows that the highest value of  $L_0$  is 0.0778 with  $L_t$  is 0.161; (2) The writing scores computation result of the students taught using Guided Writing Strategy ( $A_2$ ) shows that the highest value of  $L_0$  is 0.0384 with  $L_t$  is 0.161; (3) The writing scores computation result of the students having high creativity ( $B_1$ ) shows that the highest value of  $L_0$  is 0.0594 with  $L_t$  is 0.161; (4) The writing scores computation result of the students having low creativity ( $B_2$ ) shows that the highest value of  $L_0$  is 0.0735 with  $L_t$  is 0.161; (5) The writing scores

computation result of the students having high creativity taught using POW+C-SPACE Strategy ( $A_1B_1$ ) shows that the highest value of  $L_o$  is 0.1611 with  $L_t$  is 0.227; (6) The writing scores computation result of the students having low creativity taught using POW+C-SPACE Strategy ( $A_1B_2$ ) shows that the highest value of  $L_o$  is 0.1131 with  $L_t$  is 0.227; (7) The writing scores computation result of the students having high creativity taught using Guided Writing Strategy ( $A_2B_1$ ) shows that the highest value of  $L_o$  is 0.0548 with  $L_t$  is 0.227; and (8) The writing scores computation result of the students having low creativity taught using Guided Writing Strategy ( $A_2B_2$ ) shows that the highest value of  $L_o$  is 0.0401 with  $L_t$  is 0.227. The data can be said as normal data if  $L_o$  ( $L_{obtained}$ ) is lower than  $L_t$  ( $L_{table}$ ) at the level of significance  $\alpha = 0.05$ . From the result, it can be concluded that all the data of writing scores for the eight groups are in normal distribution because  $L_o$  of the entire data are lower than  $L_t$  ( $L_o < L_t$ ) at the level of significance  $\alpha = 0.05$ .

The result of homogeneity test is 1.27. The data are homogeneous if  $\chi_o^2$  ( $\chi_{obtained}$ ) is lower than  $\chi_t^2$  ( $\chi_{table}$ ) at the level of significance  $\alpha = 0.05$ . Because  $\chi_o^2$  (6.06) is lower than  $\chi_t^2$  (7.81), it can be said that the data are homogeneous. It means that the data of this research are obtained from homogeneous sample.

After the data are normal and homogeneous, then the data are analyzed by using Multifactor Analysis of Variance (ANOVA) 2x2. This test is used to know the effects of the independent variables and attributive variable toward the dependent variable. In addition, it functions to check if there is an interaction among those variables. The hypothesis is rejected if  $F_o$  is higher than  $F_t$  ( $F_o > F_t$ ). The mean scores and summary of the data is presented in table 1 and 2.

Table 1. The mean scores

Creativity (B)	Teaching Strategies		Total
	POW+C-SPACE Strategy ( $A_1$ )	Guided Writing Strategy ( $A_2$ )	
High Creativity ( $B_1$ )	81.35	70.50	75.93
Low Creativity ( $B_2$ )	70.21	71.85	71.03
Total	75.78	71.17	73.48

Table 2. The summary of ANOVA 2x2

Source of Variance	SS	df	MS	$F_o$	$F_{t(0.05)}$
Between columns (Teaching Strategies)	297.16	1	297.16	<b>4.39</b>	4.02
Between rows (Creativity)	335.16	1	335.16	<b>4.96</b>	
Columns by rows (interaction)	546.87	1	546.875	<b>8.09</b>	
Between groups	1179.19	3	393.06		
Within group	3514.78	52	<b>67.59</b>		
Total	5873.17	55			

- a. Because  $F_o$  between columns (4.39) is higher than  $F_t$  at the level of significance  $\alpha = 0.05$  (4.02),  $H_o$  is rejected and there is significant difference between POW+C-SPACE Strategy and Guided Writing Strategy to teach writing. Because the mean score of  $A_1$  (75.78) is higher than that of  $A_2$  (71.17), it can be concluded that POW+C-SPACE Strategy is more effective than Guided Writing Strategy to teach writing.
- b. Because  $F_o$  between rows (4.95) is higher than  $F_t$  at the level of significance  $\alpha = 0.05$  (4.02),  $H_o$  is rejected and there is significant difference in writing skill between the students who have high and low creativity. Because the mean scores of  $B_1$  (75.92) is higher than the mean scores of  $B_2$  (71.03), it can be concluded that the students who have high creativity have better writing skill than those having low creativity.
- c. Because  $F_o$  columns by rows (8.09) is higher than  $F_t$  at the level of significance  $\alpha = 0.05$  (4.02),  $H_o$  is rejected and there is an interaction between teaching strategies and students' creativity to teach writing. Thus, it can be concluded that the effectiveness of teaching strategies is influenced by the level of students' creativity.

After knowing the effects and the interaction of independent variables toward the dependent variable, it is also necessary to compare the mean of every treatment with the other means using Tukey test. This test is used to identify which means are significantly different from the other. The summary of the data is presented in table 3.

Table 3. The summary of Tukey test

No	Data	Sample	$q_o$	$q_t$	$\alpha$	Meaning	Status
1	$A_1$ and $A_2$	28	2.96	2.89	0.05	$q_o > q_t$	Significant
2	$B_1$ and $B_2$	28	3.14	2.89	0.05	$q_o > q_t$	Significant
3	$A_1B_1$ and $A_2B_1$	14	4.94	3.03	0.05	$q_o > q_t$	Significant
4	$A_1B_2$ and $A_2B_2$	14	0.74	3.03	0.05	$q_o < q_t$	Not Significant

- a. Because  $q_o$  between columns  $A_1$  and  $A_2$  (2.96) is higher than  $q_t$  (2.89) at the level of significance  $\alpha = 0.05$ , the difference of the means between columns is significant. It means that the effect of teaching writing using POW+C-SPACE Strategy differs significantly from that of teaching writing by using Guided Writing Strategy. Because the mean of  $A_1$  (75.78) is higher than that of  $A_2$  (71.17), it can be concluded that POW+C-SPACE Strategy is more effective than Guided Writing Strategy to teach writing.
- b. Because  $q_o$  between rows  $B_1$  and  $B_2$  (3.14) is higher than  $q_t$  (2.89) at the level of significance  $\alpha = 0.05$ , the difference of the means between rows is significant. It means that there is a significant difference between students' high and low creativity level towards students' writing skill. Because the mean scores of  $B_1$  (75.92) is higher than the mean scores of  $B_2$  (71.03), it can be concluded that the

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

- c. Because  $q_0$  between cells  $A_1B_1$  and  $A_2B_1$  (4.94) is higher than  $q_t$  (3.03) at the level of significance  $\alpha = 0.05$ , the difference between the students having high creativity taught by using POW+C-SPACE Strategy and the students having high creativity taught by using Guided Writing Strategy is significant. Because the mean of  $A_1B_1$  (81.35) is higher than that of  $A_2B_1$  (70.50), it can be concluded that POW+C-SPACE Strategy is more effective than Guided Writing Strategy to teach writing for students having high creativity.
- d. Because  $q_0$  between cells  $A_1B_2$  and  $A_2B_2$  (0.74) is lower than  $q_t$  (3.03) at the level of significance  $\alpha = 0.05$ , the difference between the students having low creativity taught by using POW+C-SPACE Strategy and the students having low creativity taught by using Guided Writing Strategy is not significant. It means that POW+C-SPACE Strategy is as effective as Guided Writing Strategy to teach writing for students having low creativity.

The following section discusses findings of this research by considering the result of data analysis above:

- a. The Difference between POW+C-SPACE Strategy and Guided Writing Strategy

The findings of this research reveal that there is a significant difference between teaching writing by using POW+C-SPACE Strategy and teaching writing by using Guided Writing. The mean score of the students who are taught by using POW+C-SPACE Strategy is higher than students who are taught by using Guided Writing Strategy. It shows that POW+C-SPACE Strategy is more effective than Guided Writing Strategy to teach writing.

POW+C-SPACE is a strategy which can help students learn writing well. This strategy contains specific instructions to develop a writing plan, think about the details that should be included in stories, and write their story. This strategy can provide students a greater opportunity to organize their ideas well. This strategy is in a form of mnemonic that provides learners with a road map for writing a text. It is a strategy in which teacher teaches the students an acronym to remember each step in writing. POW+C-SPACE strategy is useful because it provides cues to help students remember and apply activities involved in the process of planning and writing. It is supported by Reid and Lienemann (2009) who states that POW + C-SPACE strategy is designed to help students develop a writing plan and think about the details that should be included in stories. Because POW+C-SPACE is in a form of mnemonic device, it will make the students easier to remember the steps of writing and arrange their idea systematically. As stated by Harris, Graham, & Mason (2008), POW+ C-SPACE is the acronym of (pick of

idea organize my note, write and say more). Then, C-SPACE stands for (characters, setting, purpose, action, conclusion, emotions). POW+C-SPACE reminds learners to carry out the following steps while writing. Those are P for Pick, pick an idea and a topic; O for Organize, Organize the ideas and make a notes about the C-SPACE; C for Characters, select a main character, provide a name, decide what type of personality this character will have, think about supporting characters ; S for Setting, think and write when and where the stories happened; P for Purpose, write what the main character tries to do or the main characters' goal; A for Action, write what the characters do to achieve the goal, central plot, and events; C for Conclusion, write the conclusion of the stories (ending of stories or what happened with the characters); E for emotion of the characters, write and imagine how does the characters feel; and the last is W for write more, writing by concluding and evaluating the stories.

The steps of POW+C-SPACE Strategy as stated above shows that this strategy helps the students to write, to organize ideas in their writing, and to end writing. Moreover, MacArthur, Schwartz, and Graham as cited in Little (2011: 1) also stated that POW+C-SPACE is an effective, evidence-based narrative strategy that can be used for fiction or nonfiction. They also add that it is applicable to a variety of age and ability levels. This strategy contains instruction for students to plan before writing. This strategy is effective since it provides a structure to help students generate and organize ideas and to write sentences and paragraphs.

Besides, it can be said that POW+C-SPACE is a student-centered because the students are free and independent in developing the ideas through steps of POW+C-SPACE which have been memorized by them. Moreover, POW+C-SPACE also gives a chance to the students to do peer correction, so students will be able to do reflection to the work which they have already made.

On the other hand, Guided Writing is a process of writing in which the teacher guides and helps the students. During the writing process, teacher has a big role to provide students with the guidance and instructions. The teacher models a text and students imitate the way their teacher writes. When they write their own writing, they tend to copy what is on the modeling stage. They merely copy the way teacher writes without finding its necessary to explore writing style of their own.

Besides that, Guided Writing Strategy is teacher-centered since the role of the teacher during teaching and learning process is really dominant than students. It is highly teacher-directed. It is a strategy in which the teacher demonstrates, instructs, provides, and models of the process writing. It may enhance students' grammatical awareness and sentences structure knowledge of a foreign language, particularly at lower levels of language proficiency. This strategy helps them to achieve goals that they

cannot reach alone. In this strategy, the students tend to imitate the models given by the teacher. Therefore, the students are under the teacher's control.

In Guided Writing strategy, students' works are tightly controlled and they are often only given reinforcement to their learning without any challenge to explore their own ideas. The model text given by teacher might be too limited, especially if the object of writing has quite different features. This may lead students either to follow the text too closely.

The students have less opportunity to expose and explore their own ideas. Therefore, the students are really dependent to the teacher. It is supported by Chondhury (1998: 109-110) who states that in guided writing, teacher guides every sentence to be written. Teacher leads the students in their efforts. In the process of writing, the teacher should always provide additional guidance to the students. Consequently, the students' creativity in developing their ideas is less emphasized during the process of writing. It will make the students more dependent to the teacher and tend to be passive learners. Finally, they fail to develop their own writing style and gain writing skill improvement.

The explanation above implies that POW+C-SPACE Strategy allows students to freely explore their imagination by choosing characters, setting, purpose, action, and emotion in their writing. The strategy is student-centered learning where activities focus on how student develop and expand their own writing skill. As a result, students learn more and understand more. Meanwhile, Guided Writing Strategy is teacher-centered learning where teacher plays huge portion in learning process to help students start writing, arrange the draft, and revise it. Students imitates the way teacher writes. Consequently, students have little chance to develop their own style and exploration in writing. Seeing the comparison of both strategies, it can be concluded that POW+C-SPACE strategy is more effective rather than Guided Writing Strategy to teach writing.

#### b. The Difference between High and Low-Creativity Students in their Writing Skill

The findings of this research reveal that students having high creativity have better writing skill than those having low creativity. The writing mean score of students having high creativity is higher than those having low creativity.

The students having high creativity are expected to be more successful. Based on their characteristics, the students who have high creativity are be easier to generate new ideas and solve existing problems than those who have low creativity. They are also able to come up with unexpected ideas. In writing, the creative students are having new, original and fresh ideas. They tend to explore and create something new easily. It is lined with Baron in Sternberg (2010: 400), creative students have the ability to produce

work that is both original and appropriate or useful. Csikszentmihalyi (1996: 58-73) also states that the students having high creativity will be passionate and the big challenge is the way to strengthen their ability. They are independent in doing something, the little instruction of the teacher will be then further expanded, so they can do beyond the instruction of the teacher. Lau (2011:215) adds that creative people are often diligent, diciplined, and highly focused. Thus, they like to explore their ideas, and imagination, and to think freely with their new ideas. In composing writing, students who have creativity explore complex sentence structures instead of using plain ones. They are confident to present unfamiliar vocabulary to convey their ideas.

Another reason to answer why students who have high creativity have better skill is because they have willingness to take risk in exploring their ideas into good writing. They will think better and out of the box ways of doing something. They will explore their potential ideas to make new, expressive, and significant contribution in their writing. It is in line with Meador (1997: 94) that creative students often take risks when they voice original ideas, produce an assignment in a novel format, or suggest unique solutions.

On the other hand, the students who have low level of creativity are not able to produce many ideas, to produce points of view in solving problems, and to produce unusual responses. They will get difficulties in thinking a new sight and fresh ideas. They also tend to imitate others' works. They tend to present ordinary or common ideas. It is supported by Stenberg (2006: 88) states that low creativity persons have a poorer idea, has a difficulty when they solve a problem, and tend to spend relatively more time in planning. In addition, students with low creativity do not take part in any activities enthusiastically. According to Csikszentmihalyi (1996:58), students with low creativity tend to be passive. They do any kinds of tasks only based on the instruction given and do not really like if they are asked to think beyond what is given. It means that the students who have low creativity will get difficulties in generating ideas and expressing it into written form. In writing context, most of them have limited vocabulary and simple sentence structures. If they have to choose whether to write using their own style or to imitate the available model, they tend to choose the second. They simply want to stay in a 'safe' zone since try something new may end up with failure. Furthermore, the teacher should treat and control them intensively to enhance their creativity in learning writing. It is supported by Chan and Chan (1999: 185) who state that students who have low creativity are usually conventional, timid, lack of confidence, and conforming. They often do not study seriously. Thus, in the process of writing, students as such need more help and guidance compared to those having high

creativity. For these reasons, it can be concluded that students having high creativity have better writing skill than those having low creativity.

### c. The Interaction between Teaching Strategies and Writing

The findings of the research reveal that there is an interaction effect between teaching strategies and students' creativity on students' writing skill. The data show that POW+C-SPACE Strategy is significantly different from Guided Writing to teach writing for the student who have high creativity, but the difference happens insignificantly to those who have low creativity.

POW+C-SPACE Strategy is an effective strategy to teach writing for the students having high creativity because this strategy includes mnemonic strategy which is really suitable with the characteristic of high creativity students in learning. Students having high creativity will be faster to memorize steps and learn new materials given by the teacher by using such a mnemonic device. In this case, POW+C-SPACE Strategy is an understandable and practicable strategy which will help students to easily understand the materials of writing. POW+C-SPACE Strategy supports the use of mnemonic device which will help students remember a new thing, in this case is the step of writing. According to Saddler et al as cited in O'Mealia (2011: 16), by using strategies with mnemonic device, students will be more engaged with their writing and find it more enjoyable. Therefore, the implementation of POW+C-SPACE Strategy in teaching writing is appropriate for students who have high creativity.

In addition, POW+C-SPACE strategy is an evidence-based narrative writing strategy which contains specific instruction to create a more effective experience and allow students to explore their own ideas through general planning and organizing steps. This strategy gives a chance for students to choose what they want to write freely and let them to explore their imagination and ideas. It is in line with Atwel as cited in O'Mealia ( 2011 : 7) who suggests that students, not the teacher, should decide what they write about. When the students can choose what topic they want to write about, they will be more engaged with the writing activity because it is something they are interested in. This strategy will help the students in writing process. It can stimulate the students for developing idea creatively and planning well in producing good writing. For students who have high creativity, using POW+C-SPACE strategy is easy in writing because the students who have high creativity will not have difficulties at all to come up their new, fresh, and original ideas when they produce their writing. They also will elaborate and develop the C-SPACE elements easily in writing process. It is supported by Gomez (2007: 33) who says that students having high creativity have a high convergent and divergent thinking influencing the result of the writing content become

well-organized, well-elaborated, and evidential reasoning. Moreover, the students who have high creativity also like challenges to try new strategy in writing. They enjoy the activities step by step in exploring ideas through mnemonic device in POW+C-SPACE Strategy. They work hard to achieve the product of their writing. Therefore, POW+C-SPACE strategy is really useful for the students having high creativity because it allows students to explore their ideas through specific instructions in planning and organizing steps. They will be more creative and develop their writing skill.

On the other hand, students having low creativity have different characteristics with creative students. they are characterized by passiveness, no initiation, following other ideas, and becoming recipients who absorb the teacher's information. They do tasks based on what is instructed and think usual with expected ideas. In other words, the students having low creativity just tend to accept what their teacher say and give. They always do tasks based on what is instructed and do not really want to think beyond it. They will be reluctant to do activities requiring them to think creatively. It is in line with Kotelnikov (2012: 10) who gives some characteristics of uncreative personality, they are such as lack of inspiring vision, lack of passion, lack of achievement drive, lack of challenge, lack of fun, lack of rebelling, lack of self-confidence, lack of curiosity, lack of knowledge diversity, and lack of creative thinking skills.

In applying POW+C-SPACE Strategy and Guided Writing Strategy, although the teacher gives them to think about a topic, then they will discuss it, they still cannot develop their idea. The thing that they can do is only following and imitating the usual idea. They do not have a willingness to explore new ideas and organize their notes well. It is supported by Pope (2005: 15) who states that uncreative persons speak or write about they are not thinking, do not think about rules, problems, and how things and language work, are given tasks for which there is only one possible answer, and receive what is told. Because of their characteristics for students who have low creativity, POW+C-SPACE Strategy and Guided Writing Strategy can be used to teach writing because of some characteristics of students having low creativity which prevent them to reveal their ability to produce a good writing. Fasco (2001: 3) says that a learning strategy is not succesfully applied when it is used to teach the low creativity students. Hence, the students having low creativity will act the same whether they are taught by using POW+C-SPACE and Guided Writing. Thus, it can be concluded that POW+C-SPACE Strategy and Guided Writing are similar to teach writing for the student having low creativity.

## CONCLUSION AND SUGGESTIONS

There are some research findings that can be taken: (1) POW+C-SPACE Strategy is more effective than Guided Writing Strategy to teach writing; (2) The students having high creativity have better writing skill than those having low creativity; and (3) There is an interaction between teaching strategies and students' creativity in teaching writing. In this case, students having high creativity have better writing skill than those having low creativity when they are taught using POW+C-SPACE Strategy. POW+C-SPACE Strategy is as effective as Guided Writing Strategy to teach writing for students having low creativity.

From the research findings, it can be suggested that: (1) It is better to adopt or apply POW+C-SPACE in teaching writing; (2) Students may improve their writing skill through POW+C-SPACE Strategy with or without the existence of the teacher. This will lead students to become autonomous learners; and (3) it is better to use the findings of this research as a literature reference for other researcher with different variables or different population characteristics.

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