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THE EFFECT OF 3M (MENIRU, MENGOLAH, MENGEMBANGKAN) IN TEACHING WRITING TO THE TENTH GRADE STUDENTS OF SMK PGRI 2 KEDIRI IN ACADEMIC YEAR 2019/2020 AFIF HIDAYATAMA NPM 16.1.01.08.0010 ABSTRACT AFIF HIDAYATAMA: THE EFFECT OF 3M (MENIRU, MENGOLAH, MENGEMBANGKAN) IN TEACHING WRITING TO THE TENTH GRADE STUDENTS OF SMK PGRI 2 KEDIRI IN ACADEMIC YEAR 2019/2020 Writing is one of the keys in language learning. This skill facilitates students to help them in get English language.

Therefore, writing becomes something that must be learned by students. However, many students still have difficulty writing. In addition, teachers also need new techniques to teach writing. To help students and teachers in the writing process, to overcome these problems, using 3M as one of the teaching techniques can be an appropriate way of teaching writing.

The purpose of this study was 1) To find out the students writing skill before and after being taught using 3M technique (Meniru, Mengolah, Mengembangkan) to tenth grade students of SMK PGRI 2 Kediri. 2) To find out the effective students' writing ability in narrative text after being taught using 3M technique (Meniru, Mengolah, Mengembangkan) to tenth grade students of SMK PGRI 2 Kediri. The design of this study was a pre-experimental design and using a quantitative approach.

The research sample was class tenth-grade students majoring in multimedia consisting of 36 students. This research was conducted in three meetings involving pre-test, treatment, and post-test. To analyze the data, the researcher applies the writing rubric scoring and used t-test to find out the results of the study.

The results of this study indicate that teaching and learning using 3M technique has significant increase 17,49% on students' writing abilities. The results of the pre-test data are 69.22, post-test 81.33 and for the t-test that the t-score (16,796) > t-table as a significant level of 5% (2,030). It can be concluded that there is significant effect.

In other words, 3M technique is effective for teaching writing to tenth grade school students, especially in finding idea, developing idea. Keyword: Writing, Teaching Writing, 3M Technique

CHAPTER 1 INTRODUCTION Background of the Research Writing is one of the keys in language learning. This skill facilitates and stimulates students' thinking to help them in get and develop English language.

Nunan (2003: 88) states: "Writing is both a process and product. The writer can imagine, organizes, drafts, edits, read, rereads and produce a product". This mean that in language learning, writing has important role and writing also as a tool for students' research with sentences to communicate their ideas that have been arranged and make explanation for readers to strengthen the grammar, vocabulary they learn.

In line with the idea above, Writing is a process of expressing ideas in written text to communication with others. This is the process of transforming ideas in harmony and continuity into a written text with the aims to produce good writing and meaningful writing. Nunan (2003: 88) explains that writing is the mental work of finding ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to reader. To support that statement, Brown (2001: 336) states: "Writing is a thingking process".

In other words, writing is complex activity in the process of finding ideas expressing ideas, then putting them into good sentences to make readers easily to understand what the writer wants to convey through the sentences made. Because of the reason above, writing becomes one of the skills that must be learned. In learning writing, students are expected to be able to write a text such as greeting cards, short story, descriptive text, recount, report text and narrative text.

It is written clearly in content standard (Permendikbud No.21 Tahun 2006) "Siswa mampu menyusun teks lisan dan tulis, agak panjang dengan menggunakan struktur teks dan unsur kebahasaan secara akurat dan berterima". This statement clarifies that students must have creativity in writing and students should explore their mind to find an idea that make students write a text using good structure and linguistic elements like structure of text, language feature, grammatical, mechanics and many others.

Nevertheless, writing is not easy and hardly to be mastered. Based on the researcher's experience when did observation in the senior high school, the researcher often see where there are still many students who still have difficulties in writing because students have several problems including internal and external factors.

In internal factors, many of students difficulty in finding ideas, difficulty in developing ideas, lacked vocabularies and also got difficulties in applying English grammar. As Nugroho (2015) says that students gets difficulties to develop the topic and often get

stuct in the middle of their writing. According to Devigantari (2015), students did not have any ideas to write.

In writing learning, there are various difficulties, one of them is internal factors that are influenced by insufficient writing skills and the dominant is psychological factors, among them many students feel unable to write and couse lazy to write. Writing activities are often considered boring and difficult because of the lack of ideas and vocabulary.

External **factors that can affect** students are the teaching processes used by the teacher. The teacher needs new methods to make students more interested in writing. Puspitasari (2014) states: "The teacher used communicative teaching but he could not engage their students' interest in learning". "It is means that learning to write in school uses more conventional methods for example dictation, drill, teacher led discussion.

The role of teachers is very dominant in the learning process. Students are less active and this method causes students to become bored in learning to write. To solve the problems mentioned above such as students having difficulty in finding ideas, lack of vocabulary, students having difficulty in using grammar, and less interesting learning. The teacher needs new techniques and they must choose the suitable techniques in teaching to make students more creative in writing.

Actually, **there are a lot of** techniques and strategy that can motivate and actively involve students in teaching learning process. One of the technique in learning writing is 3M technique. 3M is resulting from development of Copy the Master. According to Nugroho (2008), copy the master come from English, which means the model to be copy and the model to be emulated **is not only limited to** lateral imitation, but there is a stage of improvement. In short, 3M has several stages. It is written clearly in Rahmawati (2012), the first is Copying (Meniru).

At this stage students are given a text as a model, then students read the text and identify. The second stage is processing (Mengolah), at this stage students process the results of adaptation, but only a few elements from the text. Then the last step is the developing (Mengembangkan) where the students will develop new themes, new characters and develop new events.

in simple word, the steps of 3M technique are Copying- Processing- Developing. By using this technique, students can learn and write good paragraphs or text in interesting ways. This is also can increase students' motivation and **active role in the learning** process, because the steps are very easy to do by students.

Simanjuntak (2018) states : "3M technique can encourage students to always be active in the learning process". Therefore, **students will be more** interested in learning and practicing writing. The advantages of this strategy in overcoming the difficulties of writing in students has also been proven in previous studies such as research conducted by Santoso (2018), showing an increase in writing activities by students.

In addition, research conducted by Sari (2016), shows the results of the whole it is clear that the 3M learning techniques have a significant influence on the ability to write texts. Considering the explanation above, the researcher is interested in conducting experimental research entitled "The Effect of **3M (Meniru, Mengolah, Mengembangkan)** in Teaching Writing to **the Tenth Grade Students of SMK PGRI 2 Kediri in Academic Year 2019/2020**" Identification of the Problem Based on the background of the study, researcher can identify many problems that arise in writing activities. Problems that arise not only from students, but also from teachers.

Simply stated, these problems can be identified as follows. The first problems are from students. Students have difficulty finding ideas and developing ideas. They have no idea to make text, so they are still confused about what to write. That can make students always lazy and difficult to write. This makes it difficult because it is not able to pour thoughts, imagination **in the form of** narrative text.

Some students find it difficult to develop ideas **in the form of** narrative texts so that they become less happy and daydream waiting a long time to write a few lines of words. And the last problem is from the teacher. Teachers need new techniques. In addition, the use of learning techniques used by teachers is still not appropriate because it is still general in nature, namely lecture or drill and students only listen. This technique is less supportive for developing potentials that exists in students.

The learning of narrative writing tends to be informative theoretically not productive appreciation. This **means that the teacher** puts more emphasis on the information about the text so that the ability to make a product is less attention. Therefore, in learning to write narrative texts, teachers are expected to be truly creative and can motivate students **to be able to** think actively, creatively, and productively. Limitation of the Problem Based on the identification of the problem above, the problem that arises is very complex, so it needs to be limited.

The problem focused on the effect of 3M technique **at SMK PGRI 2 Kediri** to teach writing. **In this research, the researcher used** narrative text as the media in teaching writing. After applying this strategy **students are expected to be able to** create a text.

Formulation of the problem The problem there are going to be studied through as follow: How is the students' writing ability in narrative text before and after being taught using 3M technique (Meniru, Mengolah, Mengembangkan) to tenth grade students of SMK PGRI 2 Kediri? How effective the students' writing ability in narrative text after being taught using 3M technique (Meniru, Mengolah, Mengembangkan) to tenth grade students of SMK PGRI 2 Kediri? Purpose of the Research Based on the background and the formulation the problem the purpose of the reseach are: To find out the students writing skill before and after being taught using 3M technique (Meniru, Mengolah, Mengembangkan) to tenth grade students of SMK PGRI 2 Kediri? To find out the effective students' writing ability in narrative text after being taught using 3M technique (Meniru, Mengolah, Mengembangkan) to tenth grade students of SMK PGRI 2 Kediri? Significance of the Research The reseacher hope the result of the study will give benefits in several ways. Theoretically The researcher hopes that 3M technique can improve the students writing ability.

Practically To students research can be one useful way for students to improve their ability to learn English specially to improve writing skills. To teacher The result of the research is expected it can help the teacher in teaching writing and to find the most suitable technique to improve students' ability to write narrative text. The other reseacher The result of this reseach is to give a general about the impact of using 3M techniques to the students writing skill.

Definition of Key Terms Writing Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to reader (Nunan, 2003: 88). Teaching writing Teaching writing is complex process in providing knowledge about how to make good writing to students. 3M technique 3M technique (Meniru, Mengolah, Mengembangkan) is the technique where the students work to create a reconstructed version of a text read to them by their teacher. CHAPTER II REVIEW OF RELATED LITERATURE The Nature of Writing Definiton Writing is action to express ideas in structured written form.

The process involves thinking activities where writers must change their ideas in written. Nunan (2003: 88) states: "Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to the reader". It is the tool that the writer uses to share the ideas to communicate with another person.

so that readers can read the writer's ideas, easier to understand and don't need very long time to find out about the writer's idea. Furthermore, Brown (2001: 335) states: "Writing is representation of spoken language". In other words, writing is product of

painting from spoken language that has a function as a communication tool.

This statement strengthened the idea before which said that writing is a tool that makes it easy to express ideas, share ideas and communicate with others. Writing is one of productive skills in English language that student must learn and master, because it is an activity for share information, messages, ideas and express emotions in a written form.

According to Elbow (in Brown 2001: 337), writing is a transaction in words where you free yourself from what you think, feel, and feel right now. Brown (2001: 335) States: "Writing is a thinking process". In other words, writing is the process of issuing ideas, thinking written on a piece of paper and in the process of writing, students must have enough ideas to produce a written text.

From some of the explanation above, it can be concluded that writing is important skill and this is a person's activity in expressing ideas and concepts through writing. The idea can be in the forms of opinions, knowledge, experiences, desires, or even one feelings. Writing does not only express ideas through written language and written media, but also processing the writing into good result and can be understood by the reader.

The Purpose of Writing The purpose of writing is to learn, to conveying, to inform, to convince, to maintain friendly contact, to store information, to help remember information Nation (2009: 115). It means the purpose of writing is to make reader know about the truth that never they know before. Bailey (2011: 3) says that the purpose of academic writing is to make writer clear why they write. Rehbein (2015) explains that there are some purposes of writing.

They are: To Inform The author's goal that they often do is to inform all ideas in the brain until the information that the writer encounters in the form of facts, data or events including the opinions of others, so the readers gain new understanding and broad knowledge about various things in advance this earth. To persuade The reader can make a choice by agreeing or supporting the writings put forward by the writer it is a hope and purpose for the writer.

The writer must be able to convince or persuade the reader to use the author's style and give some convincing reasons. To Reveal Almost all writing products include the self-expression of an author. Writing also gives them the opportunity to show their ideas, hearts, and personality. To entertain In addition to entertaining others, writing can also entertain yourself. By making funny writing like anecdotes.

the writer will also feel the humor of the story he made. In addition, readers also laugh

and it can entertain them in addition to the mass media such as TV and radio. Based on Permendikbud no 22 the students have the aim in learning writing.

for the aim : To develop the competence of communicating in oral and written form to achieve the level of functional literacy. Have an awareness of the nature and importance of English to improve the nation's competitiveness in global society. Developing learner's understanding of the interrelationship between language and culture.

From explanation above, we can conclude that the purpose of writing is to share ideas, give new information, give a truth, to express an idea, to communicate to other people, etc. Micro and Macro Skill of Writing Writing skill is an ability to make a good writing with a component and process of writing. Brown (2001: 343) mentions the micro and macro skill. Micro skills : Produce graphemes and orthographic patterns of English.

Produce writing at an efficient rate of speed to suit the purpose. Produce an acceptable core of words and use appropriate words order, patterns. Use acceptable grammatical system (e.g., tense, agreement, to pluralization), patterns, and rules. Express a particular meaning in different grammatical forms. Use cohesive devices in written discourse. Macro skills : Use the rhetorical forms and conventions of written discourse.

Appropriately accomplish the communicative functions of writing texts to form and purpose. Convey links and connections between events, and communicate such as relation as main idea, supporting idea, new information, given information, generalization, and exemplification. Distinguish between literal and implied meanings of writing. Correctly convey culturally specific references in the context of written text.

Develop and use a battery of writing strategies, such as accurately assessing audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing. From the explanation, it can be concluded that writing skill is an ability to overcome micro and macro skill and it makes connection between component and process of writing.

Process of Writing Harmer (2004: 4), suggests the process of writing is divided into four elements. They are planning, drafting, editing (reflecting and revising), and final version. Planning Before starting to write or type, they try and decide what they are going to say. When planning, the writers have to think about three main issues.

The first place is they have to consider the purpose of writing, the writer can not only decide on the use of the right language style, but the writer can also provide

information **in accordance with the** writer's goals. Therefore, the results will be very effective in achieving the goals in writing. Second is the audiences they are writing for. The audiences here is a reader.

A writer will think of the audience they wrote, because the audience will influence the style of language, form of writing, structure of paragraphs. And the last is the content structure of the writing, good writers must consider the structure of writing. the best way to sort facts, ideas, or arguments they have decided to include. Drafting Drafting means getting ideas that have been chosen into a paper.

In the process, drafting is needed to help the writer ideas and decide what must take precedence. Editing (reflecting and refining) In this process, the writer reads what they have written to see sentences or styles of language that are not appropriate. Reflections and revisions are often supported by other readers to the paper will help the writer to make the appropriate revisions.

Final versions **The last step in** writing is the final version. Final version is to make changes needed by the reader and the writer will produce the latest writing or final version. The final version may look very different from the first concept, because many things have changed in the editing process, but the results of the writing are ready to be shown to the intended audience. From explanation **above, it can be concluded** there are four steps in writing.

They are: planning, drafting, editing, and final version. **The Component of Writing** To make a good writing it requires knowledge of some components of writing. adapted from Nurgiantoro (2001: 306), there are some components of writing : Content Content is the subject of a topic that refers to some supporting information. In creating content the writer needs **the ability to think** creatively, so he can develop detailed ideas to describe the main topics that have been prepared.

In the content, the writer must make a connection with the topic in order to make a good writing. Organization Organization refers to how the students organize ideas that will be written. This is a process of gathering facts and ideas. Then the facts and ideas is processed with good organization and order.

Vocabulary The accuracy in choosing words that match the content and using vocabulary in each sentence is very important in writing. Grammar Grammar is rule in language to combine the words into good sentences. The use of grammar must be applied in all types of sentences structures. With the use of grammar, the writer can make writing that has communicative language to the reader or audience. Mechanic

Mechanics is how the students write correctly.

Paragraphs are combination of several sentences that require spelling, punctuation, uppercase letters, vocabulary, and good sentence structure. If mechanical usage is not noticed, then the contents in the writing will not be conveyed correctly. There are several components that must be considered, among others are content, organization, vocabulary, grammar, mechanic.

Teaching Writing Definition According to Brown (2007: 8), teaching can be defined as **showing or helping someone to learn how to do something, giving** someone instructions, guiding someone in study or something, providing someone with knowledge, and causing someone **to know or understand**. In other words, **teaching is guiding and facilitating learning, enabling the learner to learn, and setting** conditions for learning.

From the statement, the writer concludes that teaching is real process of **interaction between the teacher** in teaching – learning process. Teaching writing is process in guiding and providing knowledge about how to make students can produce a good writing. **The process of teaching** writing, the teacher is an instructor and obliged to help students who have difficulty in the writing process.

In teaching writing, the teacher's role as a facilitator cannot be separated from process of guiding students. In relation to teacher's roles in the process of writing, Brown (2001: 341) explains that as a facilitator the teacher offers guide in helping students to engage in the thinking process of composing, give a spirit and respect with student opinion but not impose the students on writing.

according to that statement, the teacher is also a facilitator and it is very necessary to make someone understand what they do not know. **Seow (2002: 319) gives some pointers for teachers in implementing teaching writing, those are: Teacher modelling means that the teacher should model the writing process at every stage and teach specific writing to students. Relating process to product means that the teacher guides students in achieving specific writing goals.**

Working within institutional constrains **means that teaching the process skill can be done through stages such as planning, drafting, responding, revising or editing within a regular two- period composition lesson. Catering to diverse students needs means that the teacher should implement a flexible programme to cater to different student needs.**

Exploiting **the use of computers in process writing** that means teaching writing in

responding or editing stage, the teacher can use computer and OHP, by using computer, students will easily delete the wrong words and replace them without writing other words in text anymore. From all the explanations, we can conclude that teaching writing is a complex teaching process from several parts in writing to the writing process.

In teaching writing, the teacher is the facilitator and instructor. Teachers **must be able to** make students write their ideas well and **must be able to** make students master in writing skills. Principles of Teaching Writing In teaching there are several principles that each teacher must be consider when planning a lesson or writing learning.

These principles can be adapted for **a variety of different** learning situations. Nunan (2003: 92) mentions some principles of teaching writing, they are: Understand the student's reasons for writing. Before starting learning process, it is very necessary to understand and match student goals and school goals. Here aims to avoid dissatisfaction in writing instructions.

The teacher must convey the goals to students in a way that makes sense to them. Provide many opportunities for students to write. Students will be able to master writing skill with lost of training. Writing is a part of physical activity and this requires a lot of practice. The teacher must familiarize students with writing because **it is highly recommended** to build students' abilities.

The teacher must evaluate the lesson plan so that students have time to write. When writing exercises are integrated regulary into the learnint plan, students will become more comfortable with the act of writing. Make feedback helpful and meaningful. Students really want feedback or comment from the teacher on their writing.

But that does not always have the desire effect, so the teacher when gives feedback to students. **Make sure the student** is embarrassed by the symbol or vocabulary the teacher intends. Clarify for teacher, and for students, how student writing will be evaluated. Students often feel that the teacher's evaluation of their writing is entirely subjective.

One way against those feeling is to have such measurements for what the writing produced by students. it might be **creativity, or originality of** ideas, particular written format, grammatical accuracy, spelling and puctuatuion. Types of Text According to Jeffrey (2015) types of writing divided four main type.

Here are the categories and their definitions: Exposition Text Exposition is one form of

writing commonly done by the author. This text describes and explains a fact that is found or a concept. Expository writing style is usually very informative for others. the style of language used is very objective or not emotional. Examples of expository writing are news, scientific books, and food recipes.

Narrative Text Narrative writing in general is a text that has a series of stories from time to time that is elaborated in stages. Legends, fairy tales, real stories and fabrications are some of these types of texts. When writers write in a narrative style, they not only share information but they also aim to build and communicate a story, complete with characters, conflicts and solutions. **Descriptive Text** Descriptive text is a type of text that aims to describe a place, object, or person in detail.

The author can use their five senses such as hearing, sight, smell, touch, or taste to describe what the author sees and feels. the reader can immediately find out the intended image in the text by just reading. Descriptive writing is often found in both nonfiction and fiction. **Persuasive Text** This text's contents are to influence others to have opinions or behavior that the writer wants.

When a writer makes text in this style, they try to convince the reader with the sentence he made. This paper can be in the form of an essay that contains the opinions and ideas of the author, as well as the reasons given by the authors as proof of the truth of the writing they make. **Narrative text Definition** Narrative text is a type of written text that tells a story that has a series of events.

According to Rebecca (2003), narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factor. Furthermore, Oshima and Hoque (2007: 24) says that narration is story writing and tells about events in order that they happen and use time order to organize sentence. It means that narrative text is a story. Stories written to tell an event or chronology that aims to entertain audience.

Furthermore, according to Jordan (2003: 27), narrative is a text which tells a description story of events in the past which entails following time sequence. That argument same with Oshima and Hoque (2007: 24) says that the writer used time order to tell what happened first, what happened next, what happened after and so on. So narrative text is a continuous and related the story that use time signals.

From the various statements that appear above, it can be conclude that narrative text is a text that has content in the story and it is arranged chronologically using a time order. Narrative text is made very interesting so that the text be enjoyed by readers and

listeners. Generic Structure of Narrative Text Narrative text has several generic structure. According to Anderson (2002, p.8) there are parts of generic structure in narrative text.

they are Orientation it means the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.

Complication This one is the second part. in this part writer tell about something **begin with the characters**, like a problem in story to arise and in this part the characters must find the solution of the problem. Resolution In this part, **a resolution of the complication is brought about. The complication may be resolved for better or for worse.**

In this part usually have a moral message to the reader, but not all story have a message. From statement **above, it can be conclude** that the generic structure **of narrative text are** divided into three parts. First is orientation in which the characters are introduced.

second is complication is the stage **where there is a** conflict, and the last is resolution which is the peak of the conflict resolved. Language Features Language features **of narrative text is** grammatical structure of the sentence. It is important to use, because language features affect on clarity of story. There are many components of language features in narrative text.

They are : Adjectives to describe nouns this is used to describe a noun. Adverbs to describe verbs example smartly, helpfully, beautifully. Similes, it means to compare on thing with another example is using like or as... as. Time signal to make chronologically of story. For example a long time ago, then etc. Grammatical structure that often arise in making the narrative text are: using past tense, simple tense, past perfect, etc.

3M Technique Definition 3M is technique resulting from development of Copy the Master. It is technique to imitate an example or model to produce different product and new product. According to Rahmawati (2012), 3M adalah **strategi hasil pengembangan dari strategi copy the master**. Yang secara harfiah copy the master **adalah model untuk ditiru.**

It **means there is a** text model to use as an example. Meanwhile, Mashura (2016) states: "The model that will be replicated **is not only limited to** imitation, but there are several stages for improvement". The means of copying is not to imitating exact the model used as an example, but copied only the technique and method used in writing a text.

3M's technique in writing requires students to always do exercises according to the

model and in imitating a text which as a model, students are required to improve the writing and produce new writing. With this technique, students will be facilitated in writing and various texts can be use as a model for learning writing. This technique promotes processes that are appropriate to students' abilities because the learning process is very easy to do and this technique focuses on the active role and creativity of students.

According to Simanjuntak dkk (2018: 50), 3M technique is not exactly tracing the short story, but the development of stories that fit environment around the students". Meanwhile, Hamila dkk (2018) states: "3M merupakan teknik yang dapat membantu siswa lebih bersemangat dan aktif dalam pembelajaran". It means this technique can help and improve students's ability to write because there are many exercises to be able to analuze how the shape, content, and text structure of the model. From the explanation above, 3M is technique to imitate some elements of writing techniques and writing methods.

This technique is a development from copy the master which means there is an wxample or model to emulate. 3M technique is easy to do and can facilitate students in learning writing. in the process of imitating not only imitating the literary, but there is an update of the text model into a new and more beautiful story.

Steps of 3M Technique There are several steps in 3M technique. Marahimin ismail Aminatun (2014: 30) mentions several steps in learning process namely, 1) copying, 2) processing, 3) developing. In addition Rahmawati (2012: 27-28) also revealed a several steps. They are : Copying The imitation stage or the pre-writing stage.

At this stage, it begins with observing an example a sample text that is used as model given by the teacher. Then students identify and analyze text examples such as the content of the story using 5W 1H (what, why, who, when, where, how), the generic structure, the elements contained in the text, etc. Processing Stage At the processing stage, students process the results of text analysis.

At this stage, students process the results of the analysis by changing all the results of the analysis according to student creativity except for the generic structure in the model text because this is a feature or formula of a text. After students change, they rearrange a new story outline according to the results of processing. Developing Stage At this stage, students begin to write a story by developing a story from a new outline that they have previously compiled.

when writing, students can add and give a distinctive color to their writing. So, they

produce writing that is different from the text model. Implementation of Teaching Writing Using 3M Technique The implementation of 3M technique in teaching writing especially narrative text is conducted on the implementation steps on 3M technique. Here are the steps in **teaching writing narrative text using** 3M technique.

Students begin the imitation stage with pre-writing activities, namely by observing and analyzing the narrative text which is used as a model. At this stage students will be given a story. Students identify the story content, the elements in it, generic structure of narrative text, etc. Students adapt the text model by changing all the contents of the story, characters, places, etc. according to student creativity except the generic structure.

Students process the adaptation results by making a new story outline. Students start writing by developing and adding new story content, developing new settings, developing new events, etc. Previous Study The researcher has found three relevant studies which related to this research.

The first study was taken from Sukasih (2018) with the research title "Improving Writing Proficiency through the 3M (Meniru-Mengolah-Mengembangkan) Writing strategy for grade VI SD Negeri 8 Kalensari Situbondo". The result of the research shows that 3M can improve the skill of writing a prose and it increased from 50% in cycle 1 to 89% in cycle 2.

The second study was taken from Simanjuntak (2018) "Development of Teaching Material of Short Story Text Writing Based on 3M Technique (Copying- Processing- Developing) on Students Class XI SMA Negeri 3 Medan". The result of the study shows that learning process using 3M is an effective technique in learning writing. This effectiveness can be seen from student learning outcomes after this technique use. Students learning outcomes after using 3M increased by 9.89, with the average pretest learning outcomes or before using the technique was 74.65 while posttest learning outcomes after using 3M amounted 84.54.

The last study was taken from Santoso (2018), "Penerapan Strategi 3M (Meniru-Mengolah-Mengembangkan) untuk meningkatkan Kemampuan Siswa dalam Menulis Poster". The result of the study shows that learning writing using 3M technique can improve learning achievement. Those previous studies above used as references for the researcher in conducting this research and also the comparison between those relevant study with the study conducted by researcher this time. In this research The effect of 3M (Copying, Processing, Developing) on Writing Narrative text.

The difference between the previous research that the writer will do lies in the object of this research. The similarities are the same using 3M techniques. Hypothesis Hypothesis

for the formulation of the problem. The null hypothesis (Ho): There is no effect using 3M Technique on students writing narrative text ability at SMK PGRI 2 Kediri in academic year 2019/2020.

The alternative hypothesis (Ha): There is an effect using 3M Technique on students writing narrative text ability at SMK PGRI 2 Kediri in academic year 2019/2020. CHAPTER III RESEARCH METHOD The Research Variables Every conducting research, knowing the variables to be observed is something that must be done by researchers. Variables are things that are determined by researcher to find information and to get relevant data.

Creswell (2012: 112) states: "A variable is a characteristic of attribute of an individual or an organization that (a) researcher can measure or observe and (b) varies among individual or organization studied. They are key ideas that researcher seek to collect information on to address the purpose of their studies". In other words, variable is an attribute that can be in the form of characteristics, values, groups that are the object of research observations as an important key in a study that functions to measure and collect information contained in the object or individual being studied.

In this research, there are two kinds of variables, namely independent and dependent variable. These are the following explanation: Independent Variable Ideally, independent variable influences another variable. It can be said that it is a treatment or manipulated variable. In this part, the independent variable is 3M technique in teaching writing.

3M technique is independent variable because it affected the teaching writing process. Dependent Variable Whereas, dependent variable is influenced by independent variable. It can be called as the result from the impact of independent variable. The dependent variable of this research is teaching writing. It because teaching writing was influenced by 3M technique as an independent variable.

Research Approach and Design In this research, the researcher used quantitative research. Quantitative research is the process of explaining an event through numerical data. According to Muijis (2004: 2), quantitative research is basically about collecting numerical data to explain a certain phenomenon.

Another definition according to Aliga and Gunderson (2002), quantitative research is explaining phenomena by collect numerical data that is analyzed using mathematical-based methods. In connection with quantitative research, the design used in this research is experimental design. Ary et al (2010: 26) state that experimental research means the influence of one independent variable that is controlled to another dependent variable, such as the effect of different teaching techniques on students'

English skills.

From these explanations, experimental research is research that is used to determine the effect or find out the effects of research conducted by researchers on an object. Ary et al. (2010: 302) explains that there are classifications of experimental designs from how well they provide three controls to internal validity: pre-experimental, true experimental, and quasi-experimental designs. Pre-experimental and quasi-experimental is the simplest form of research design.

Sugiyono (2014: 109) says that Pre-experimental is design that includes one group given pre and post- test. The point is in the pre- experimental research there is one group pretest and posttest and this is do on one group without a comparison group. From this explanation, the researcher used a pre-experimental design, because the researcher wanted to know the effect of the 3M technique on students' writing abilities.

Place and Time of The Research Place of the Reseach To get real and valid research data, it is very necessary to decide where the research will be held. In this research, the researcher chose SMK PGRI 2 Kediri as the research location. It is located on Jl. KH. Abd Karim No.5, Bandar Lor, Kec. Mojoroto, Kediri, East Java 64117.

The researcher chose this school because when researcher conducted internship, researcher found several problems experienced by students in their writing skills Time of the Research This reseach began in May 2019. Those activities are: Table 3.1 Time of Research No. _Activities _Month/ year ___May – July/ 2019 _September/ 2019 _Oktober/ 2019 _March/ 2020 _1_Preparation _____Submission of title ______Designing proposal ______Proposal exam ______Arranging research instrument ______2_Implementation 1 ______Preparation ______Giving pre- test ______Reflection ______3_Implementation 2 ______Preparation ______Giving treatments to students ______Reflection ______4_Implementation 3 ______Preparation ______Giving post- test ______Reflection ______5_Collecting and Analyzing data ______6_Writing final report and revising ______Population and Sample Population Population is a member or group of people, objects, etc. taken to be used as research data.

Ary et al (2010: 148) says that population is defined as all members of each class of people, events, or objects that are well defined. This means that everything in that place whether human or something that has quality can become a population. The population in this study were tenth grade students at SMK PGRI 2 Kediri in the academic year 2019/2020.

Sample is representative of the population chosen as the object of research. According to Ary et al (2010: 148), sample is part of a population. This means the sample is a smaller portion of the population selected. The selection of the 36 tenth-grade students majoring in multimedia at SMK PGRI 2 Kediri is based on the condition of students who are still difficulties in writing properly. Instrument of The Reseach and Technique of Collecting Data Reseach Instrument Instrument is tool to measure the value of the variable under study.

Brown (2003: 3) states: "Test is a method of meansuring a persons' ability". It means that the test is question or exercise, other tools to measure the knowledge, ability, understanding of person or groups about material that have been learned. The instrument used in this study was intended for find out how much effect there is from the application of 3M techniques and also produce accurate data using pre- test and post-test.

The purpose of pre- test is to know the students writing ability before getting the treatment and purpose of post- test is to know the students' writing ability after being threatment. In this reseach, the test is the form of written test about narrative text. Technique of Collecting the Data To find the effect of using 3M in improving students' writing skills, researcher used tests to students, so that the collected data could be analyzed quickly. Data produces text in the type of narrative text writing.

Researcher perform several steps in data collection including pre-test, treatment and the finally is post-test. Pre-test will be given before treatment using 3M technique and posttest will be given after treatment using 3M technique: Pre- test Pretest is the first step in this research that aims to obtain student data before being treated using the 3M technique.

Researcher prepare the first tests where students are told to write narrative text. After that, students carry out their assignments with their own insights without using 3M techniques. Then the researcher evaluated the score based on the writing scoring rubric after they finished doing the pre-test.

Treatment After giving pre-test, the next meeting researcher gave treatment to students. Treatment is activity of giving away or technique to students. This treatment aims to make students able to make narrative texts properly and correctly. The researcher gave treatment for students by using 3M technique by explaining the definition of 3M and the steps students must do to write.

Post- test Post test was conducted to determine the ability of students after they were

given treatment. by doing a post test, the success or failure of the treatment given to students can be seen. Researcher collected data by giving written tests to students to write narrative texts using the 3M technique.

Technique of Analyzing Data To make it easier for researchers to provide score from student work, the researcher uses the instrument to calculate grades using the assessment rubric. Arifin (2012: 236), categorize the scoring rubrics: Table 3.2 Scoring of Writing No _Aspect _Criteria _Score _1. _Content _Appropriate main idea and relevant supporting ideas. _5 _ _ _ _Main idea and supporting idea are relevant.

_4 _ _ _ _Main idea and supporting idea are enough. _3 _ _ _ _Main idea and supporting idea are not relevant. _2 _ _ _ _Inappropriate main idea and supporting ideas. _1 _ _2. _Structure _The text is complete and well organized. _5 _ _ _ _The text is complete and well organized enough. _4 _ _ _ _The text is complete and but less organized. _3 _ _ _ _The text is complete and unorganized. _2 _ _ _ _The text is incomplete organization and unorganized.

_1 _ _3. _Grammar _Use appropriate and correct grammar. _5 _ _ _ _Use appropriate grammar and minor mistake. _4 _ _ _ _Use appropriate grammar and major mistake. _3 _ _ _ _Use inappropriate grammar and major mistake. _2 _ _ _ _Use inappropriate grammar and all mistake. _1 _ _4. _Vocabulary _Using appropriate vocabulary. _5 _ _ _ _Using appropriate vocabulary and minor mistake. _4 _ _ _ _Using appropriate vocabulary and major mistake.

_3 _ _ _ _Using inappropriate vocabulary and major mistake. _2 _ _ _ _Using inappropriate vocabulary and all mistake. _1 _ _5. _Mechanics _Using appropriate mechanics. _5 _ _ _ _Using appropriate mechanics and minor mistake. _4 _ _ _ _Using appropriate mechanics and major mistake. _3 _ _ _ _Using inappropriate mechanics and major mistake. _2 _ _ _ _Using inappropriate mechanics and all mistake.

_1 _ _ After the researcher get data from pre- test n post- test, after that the data collected has been analyzed using t-test. Ghozali (2012: 98) explains that t-test is used to test how much influence is caused by the independent variables used in individual research in explaining the dependent variable partially. This is to know the effect of the teaching writing narrative text using 3M technique. According to Ary et al.

(2010: 177) formulation is: $D = \frac{\text{Mean from the difference between pre-test and post-test}}{d}$ d = The average of the total of mean which is divided by the total of sample. N = Total of sample. Hypothesis If the T – score > t-table of significant 1%, so it is very significant Ho is rejected and Ha is accepted If the T – score > t-table of significant 5%,

so it is significant H_0 is rejected and H_a accepted. If the T – score $<$ t -table of significant 5%, so it is not significant H_0 is accepted and H_a is rejected.

CHAPTER IV RESEARCH FINDING AND DISCUSSION In this chapter the researcher discussed about research result and discussion. The researcher would like to describe the result of the effect of using 3M technique for writing ability at tenth grade in SMK PGRI 2 Kediri. There are four main sub-chapters such as: A). Research finding, B). Data analysis C). Discussion.

Research Finding In this session, the researcher showed the data result that is taken from the students's writing ability of using 3M technique at tenth grade in SMK PGRI 2 Kediri which to be measured by T-test formula. The Description of Student's Writing Before Being Taught Using 3M Technique (Pre – test) Before the treatment is carried out, it is necessary to understand and prepare the conditions of the English teaching and learning process.

It aims to find out how students' writing skills were before using 3M and to find out how big the problems were found. The problem faced by students is how students look for ideas, develop and express their ideas into text, and how to write. So, that is why students have difficulty in writing. In the first test, the students tried to write a narrative text about fable. The total pre-test score was 2492.

Treatment Researcher provide treatment to students at the next meeting after the pre test is carried out. In this treatment, the researcher provided an explanation using the 3M technique for writing skills. Here are the treatment steps: Pre – teaching In this section, researcher introduce themselves to students, attend students and ask students to pray first before starting lessons. Then, the researcher conveyed the objectives of learning to write using the 3M technique.

After that, the researcher reminded them of the previous narrative text lessons during the pre test. While teaching The researcher began the teaching and learning process of writing narrative text using the 3M technique. He presents or showed several examples of narrative text. Then, researcher asks students to observe the text model together.

Next, students analyzed the text model starting from analyzing the generic structure, and the contents of the story using 5W 1H. After that, the researcher asked students to write down the results of the analysis in their book. Then, students are asked to process the results of the analysis by changing all the results of the analysis according to the students' ideas except for the generic structure according to the students' ideas.

After the results of the analysis have been changed or processed, the researcher asks students to make a new outline by rearranging the results of the analysis that the students have made. Then, students are asked to create new narrative stories by developing the outlines they have created and adding stories to produce new and good stories according to students' ideas and creatives.

Post teaching In this session, researcher asked students to remind again what topic that they learned and also, they left after practice writing using 3M technique. The Description of Student's Writing Ability **After Being Taught Using** 3M Technique (Post – test). **To know the effect of using** 3M technique to the students's writing ability, the researcher gave post-test to the students.

The test in this session certainly was not too different with the pretest. In this posttest the students wrote the narrative text about legend. Post-test was conducted to measure how far the students's writing influenced by using 3M technique. The total score which be turned out by 36 students is 2928. B. Data analysis In this session, the researcher showed the data result that is taken from the students' writing ability of using 3M **technique at tenth grade in SMK PGRI 2 Kediri. The** data obtained in this study were test data scores of students writing narrative text before using the 3M technique and after using the 3M technique.

Furthermore, researcher process the data **in accordance with the** steps that have been determined in Chapter III. 1. Data Analysis of Student's Writing Ability Before Being Taught Using 3M Technique (Pre – test). In the pre-test, researcher asked students to write narrative texts about fable.

Here, the **data obtained from the** pre-test score shows that the total pre-test score obtained by students is 2492. There are 31 students who score less than 77. There are 5 students who score more than 77. In table 4.1, it shows the grouping of scores (class limit/ class boundaries) **and the number of students who** get a score (frequency).

In grouping scores between 55 and 60, there are 7 students who get it. Details about the frequency distribution of pretest score are in the table below: Table 4.1 Frequency Distribution of Pre – test

No	Class Limit	Frequency	Percentage
1	55 – 60	7	19%
2	61 – 66	7	19%
3	67 – 72	12	34%
4	73 – 78	5	14%
5	79 – 84	3	8%
6	85 – 90	2	6%
	Total	36	100%

From the table **above, it can be** formed into diagram 4.1 below: Diagram 4.1

Diagram Frequency Distribution of Pre – test / From the diagram frequency of pre – test **above, it can be seen that** score from pre – test students get 55 – 60 score is 7

students. Student that get 61 – 66 is 7 students. The high frequency in the 67 – 73 score in here total students is 12. Next is score 80 – 85 in here total students get the score is 3. The last is high score in pre – test, total students get score 86 – 95 is only 2 students.

From the score of pre-test, researcher calculate the mean of pre-test. Below is the calculation of pre-test score: $\text{Mean} = \frac{2492}{36} = 69.22$
 So, total score of pretest is 2492 and the total sample is 36. The mean of pretest can be counted from the total score of pretest divided by the number of sample. So, the mean of pre-test was found 69,22.

Data Analysis of Students' Writing Ability After Being Taught Using 3M technique (Post – test) After the students were given treatment using the 3M technique, the next day the researcher gave a post-test by asking students to make a narrative text about the legend using the 3M technique. The total score produced by 36 students was 2928. Post-test scores indicate that there are 12 students who score less than 77.

There are 24 students who score more than 77. Table 4.2 shows the frequency of post-test scores below:

Class Limit	Frequency	Percentage
63 – 67	3	8%
68 – 72	3	8%
73 – 77	6	17%
78 – 82	7	19%
83 – 87	12	34%
88 – 92	5	14%
Total	36	100%

From the table above, it can be formed into diagram 4.2 below: Diagram 4.2

Diagram Frequency Distribution of Post – test / From the diagram frequency of post – test above, it can be seen students get 63 – 67 score is 3 students. Student that get 68 – 72 is 3 students. Next is score 73 – 77 here the total students get the score is 6. Student that get 78 – 82 is 7 students. The high frequency in the 83 – 87 score total students is 12. The last is high score in post – test, total students get score 88 – 92 is 5 students.

From the score of post-test, it can be seen that mean score of post-test is: $\text{Mean Post-test} = \frac{2928}{36} = 81.33$ Researcher found the mean of posttest is 81,33 and the total score of posttest is 2400. The sample is 36. The mean of posttest can be counted from the total score of posttest divided by the total of sample.

The Different Scores of Pre – test and Post – test The researcher shows the difference in scores between posttest and pretest in tabular form. This can help readers and researcher to find out whether there are significant effects of 3M or not. In addition, the researcher also showed the calculation of the average difference between the pretest and posttest in the tenth grade, total score between Pre – test and Post – test and the

calculation of the deviation score and the calculation of the degree of freedom (df). In table 4.3, male student with absent number 1 got post – score is 72 score and pre – score is 56.

Then to look for the difference score (D) the researcher decreases the post – score with the score pre – test. From the results of the reduction showed a difference in score of 16. Details about the Different Scores between Pre – test and Post – test is in the table below: Table 4.3

Different Scores between Pre – test and Post – test

No	L/P	Post – test	Pre – test	D
1	L	72	56	16
2	L	80	60	20
3	P	88	76	12
4	P	92	80	12
5	P	88	72	16
6	L	68	56	12
7	P	88	80	8
8	P	92	84	8
9	P	80	76	4
10	P	80	68	12
11	L	68	56	12
12	P	80	76	4
13	L	72	64	8
14	P	80	68	12
15	L	72	64	8
16	L	76	64	12
17	L	76	64	12
18	P	80	60	20
19	L	76	64	12
20	P	84	68	16
21	P	84	72	12
22	L	76	64	12
23	P	88	76	12
24	L	76	64	12
25	P	92	72	20
26	P	84	72	12
27	P	92	88	4
28	P	92	88	4
29	L	76	60	16
30	P	88	72	16
31	P	84	68	16
32	P	84	68	16
33	P	88	76	12
34	L	64	56	8
35	P	88	72	16
36	P	80	68	12
Total		436	5936	

Table 4.4

Comparison total score between Pre – test and Post – test 36 students

Pre – test	Post – test	Total score	Mean
2492	2928	5420	150.56

Calculation of percentage increase score
 Percentage (%) = $\frac{2928 - 2492}{2492} \times 100\% = 17,49\%$
 It can be seen that the increase to 17,49%.

Pretest obtained in 2492 and the score increased at the posttest, which is 2928. Automatically, the average pretest and posttest are also different. Mean, 69.22 obtained from the pretest and an average of 81.33 obtained from the posttest. After that the researcher was found that the result of the mean difference of pre – test and post – test scores are: Calculation the mean difference of pre – test and post – test: $D = \frac{436}{36} = 12,11$ Calculation the number of standard deviation This is used to calculate the deviation of each subject (D) and then subtract the result of pre – test and post – test is different (D2). $\sum D^2 = 5936 - \frac{436^2}{36} = 5936 - 5280,44 = 655,56$

Interpretation of the Result of T – test Analysis The values of T – test is used to know T – table whether the result is significant or not. Then the degree of freedom is used to know the level of T – table. $f = 36 - 1 = 35$

$36 - 1 = 35$ $Df = n - 1$ $Df = 36 - 1 = 35$ $T - \text{table } 1\% = 2,723$ $5\% (0,025) = 2,030$ In testing of the hypothesis, the computation of t – score (t – result) was compared to t-table.

If t – score was higher than t – table, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. From calculation above, it was known that the result of t – test is 16,796 and the degree of freedom is 35. With $Df = 35$, the score of t-table with the degree of significance $1\% = 2,723$ and the score of t – table with degree of significance $5\% = 2,030$.

So, t – score (t – result) was very significant. The null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that 3M technique gave very significant effect to the students' writing text ability. It can be seen from the table 4.5 below. Table 4.5 The statistical copulation of using T – test.

Df $T - \text{score}$ $(T - \text{result})$ $T - \text{table } 1\%$ $T - \text{table } 5\%$ $\text{Alternative hypothesis } (H_a)$
 H_0 35 $16,796$ $2,723$ $2,030$ Accepted Rejected 5 . Hypothesis Testing In this research, the researcher applied two types of hypothesis The null hypothesis (H_0): There is no effect using 3M Technique on students writing narrative text ability at SMK PGRI 2 Kediri in academic year 2019/2020.

The alternative hypothesis (H_a): There is an effect using 3M Technique on students writing narrative text ability at SMK PGRI 2 Kediri in academic year 2019/2020. The score for t – table 1% of 35 degree of freedom is $2,723$ and t – table 5% is $2,030$. Next, the researcher compares t – score (t – observed) and t – table. It is known the result is higher than t – table: $2,723 < 16,796 > 2,030$. Since t – table is lower than t – score (t – result).

It means (H_0) is rejected and (H_a) is accepted. As the result, it can be concluded that There is an effect using 3M Technique on students writing narrative text ability at SMK PGRI 2 Kediri in academic year 2019/2020. C. Discussion First, the result according to research question.

It was about the students' writing ability in narrative text before and after being taught using 3M technique to tenth grade students of SMK PGRI 2 Kediri. It can be seen that the students' writing ability before being taught using the 3M technique shows that students have difficulty in writing narrative texts. This can be seen from the acquisition of the average score students who get score of 69.22. This is also supported by the detail score of students.

Students who get 55 – 60 score is 7 students. Student that get 61 – 66 is 7 students. The

high frequency in the 67 – 73 score in here total students is 12. Next is score 80 – 85, here total students get the score is 3. The last is high score in pre – test, total students get score 86 – 95 is only 2 students. The data result after using the 3M technique shows the average score of students' ability to write narrative texts is 82,22.

This is also supported by the score of students who get 63 – 67 is 3 students. Student that get 68 – 72 is 3 students. Next is score 73 – 77 here the total students get the score is 6. Student that get 78 – 82 is 7 students. The high frequency in the 83 – 87 score total students is 12. The last is high score in post – test, total students get score 88 – 92 is 5 students.

Based on the observations, there is increase in student scores in **writing narrative texts using** 3M technique. This is evident from the comparison of data before and after applying the 3M technique. Then, the result **according to the T** – test and hypothesis, 3M technique has significant effect in students' writing abilities.

This is evidence by the results of t-score (16,796) higher than t-table **at the level of** significance 5% (2,030). So, **Ho is rejected and Ha** is accepted. Moreover, 3M is very helpful for students in improving their writing skills, especially in stimulating students in finding ideas, developing ideas and helping to stimulate students' imagination in expressing themselves.

This is can be seen from the results of using 3M technique that have a significant effect of up to 17,49% on the writing ability of tenth grade students. Before students were taught using the 3M technique, the total score was 2012 and the average of the pre-test was 69.37, after they were taught with the 3M technique the total score was 2400 and the average post-test was 82.75.

The results of this study were also supported by theorist that 3M Technique provided essential influence and give significant effect in teaching writing. First theory is form Rahmawati (2014) with the reseach title “Upaya **Meningkatkan Keterampilan Menulis Cerpen dengan Strategi 3M (Meniru- Mengolah- Mengembangkan)** di kelas X SMAN 1 Depok”. **The result of the** reseach show that the average result of writing short stories of students has increased up to 16.14%.

The second study was taken from Simanjuntak (2018) “Development **of Teaching Material of Short Story Text Writing Based on 3M Technique (Copying- Processing- Developing)** on Students Class XI SMA Negeri 3 Medan”. **The result of the study was** show that learning process using 3M is efective technique in learning writing. this effectiveness can be seen from student learning outcomes after this technique use.

Students learning outcomes after using 3M increased by 9.89, with the average pretest learning outcomes or before using the technique was 74,65 while posttest learning outcomes after using 3M amounted 84.54.

From several previous researcher mentioned above, it can be conclude that 3M technique is an suitable strategy to teach writing which has significant influence in each learning. Moreover, this technique can be a reference for the teachers when they teach in the class. CHAPTER V CONCLUSION AND SUGGESTION Conclusion Based on the previous chapters, the researcher has explained about problem dealing with students' writing skill especially in finding ideas, develop and express their ideas into text, and how to write.

In relation to the teaching writing learning process, it is found that the teachers needs new technique to teach writing. By knowing this phenomenon, the best way to solve that problems is using 3M technique. 3M technique includes some steps that can be applied to variety of curriculum materials and be applied to almost all sunject areas, to every grade level, and to any place in lesson. Thus, they can make good writing. 3M technique makes students better in writing.

This technique should be used by the teacher in teaching writing, because 3M technique can help them to solve their difficulties in writing. It is verified from the students' score which has increased by 17,49%. Finally, the researcher conclude that the use of 3M technique is very helpful in teaching writing and also efficient.

It is evidenced by the total score and the average score between pre-test and post-test which has increased. The total score increased from 2492 to 2928 and the average score from 69,22 to 81,33. The results of the t-score were 16,796 at 36 degrees of freedom and t-table 2,02809. T – score is higher than t – table ($16,796 > 2,030$).

This means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The level of students' writing ability also changes. At the pre-test there were 31 students get score less than 77 and 5 students get score more than 77. But, in the post-test there were 12 students get score less than 77 and 24 students get more than 77.

Suggestion Based on the conclusions above, the suggestions are: 1. for students The students should pay attention and actively prticipate in learning because this strategy provides student centered learning. It is expected to be more active in practicing writing both at school and outside of school, so that writing skills are even better. 2.

For teachers The teacher should understand well about this technique, start from the concept , how to apply, **as well as the** strengths and weaknesses of the technique. So the teacher can make an interesting learning atmosphere and students can follow the learning process according to the instructions. 3. For Other Researchers To other researchers.

The need for further research and hope that other researchers can develop this research with other designs or they can conduct writing teaching experiments using 3M technique using different materials or object because this technique still needs to be examined more deeply in language learning. BIBLIOGRAPHY Anderson, K., and Anderson, M. 2003. Text Types in English 2. Malaysia; The modern art Production. Arifin, Zainal. (2012). Penelitian Pendidikan Metode dan Paradigma baru.

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