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

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Presented as a Partial Fulfillment of the Requrements to Obtain
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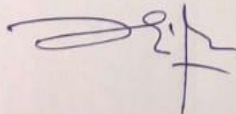
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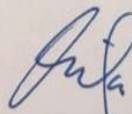University of Nusantara PGRI Kediri

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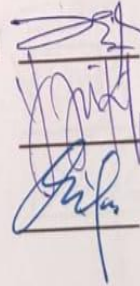
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State that, this skripsi was never collected to any institute of higher education for academic degree, and this skripsi is totally independent of my work which it never wrote by other people, except deliberate and reference written in this skripsi and mention in bibliography. If someday it is proved that this skripsi as a result of plagiarism, I would be willing to bear all the legal consequances occur.

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MOTTO

"MY MOTHER IS MY EVERYTHING"

" NEVER GIVE UP BECAUSE YOU ARE THE WINNER"

DEDICATION

I dedicated this skripsi for:

- ✓ My parents Eko Widodo and Wiji Lestari who always support me in all situation and always help me when I am hopeless. Thank you so much for everthings.

- ✓ My beloved lecture of English Department, thanks for the knowledge, especially Hj. Rika Riwayatiningsih, M.Pd as my first advisor and Dr. Dewi Kencanawati, M.Pd as my second advisor, thank you for helping me to finish this skripsi.

- ✓ To all my beloved friends, thank you for your friendship, and support.

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In the name of Allah, the most graciouse and merciful. All the praise to Allah, the lord of the universe has been giving and blessing to researcher until can finished this skripsi with the tittle "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".

This skripsi is presented to English Department of Teacher Training Faculty of University of Nusantara PGRI Kediri, as partial fulfilment of the requirment for the degree of S. Pd.

This skripsi is so far being perfect. So, the researcher expects some comments to make it better, this skripsi will never be finished without others people. Therefore, the researcher would like to express the gratitude and appreciation to:

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9. My parents and my brothers that always help me.

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Kediri, 11 July 2020
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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

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CHAPTER 1

INTRODUCTION

A.   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, thingking about how to expresss 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"

B.   **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.

C. 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.

D. Formulation of the problem

The problem there are going to be studied throught as follow:

1. 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?

2. 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?

E. Purpose of the Research

Based on the background and the formulation the problem the purpose of the reseach are:

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?

F.   Significance of the Research

The reseacher hope the result of the study will give benefits in several ways.

1. Theoretically

   a. The researcher hopes that 3M technique can improve the students writing ability.

2. Practically

   a. To students

      research can be one useful way for students to improve their ability to learn English specially to improve writing skills.

   b. To teacher

      The result of the research is espected it can help the teacher in teaching writing and to find the most suitable technique to improve students' ability to write narrative text.

   c. 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.

G. Definition of Key Terms

1. Writing

   Writing is the mental work of inventing ideas, thingking about how to expresss them, and organizing them into statements and paragraph that will be clear to reader (Nunan, 2003: 88).

2. Teaching writing

   Teaching writing is complex process in providing knowledge about how to make good writing to students.

3. 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.

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