Improving Writing Proficiency through The 3M (Meniru-Mengolah-Mengembangkan) Writing Strategy for Grade VI SD Negeri 8 Kilensari Panarukan Sub-District of Situbondo District in 2014/2015 Academic Year

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ABSTRACT

Students have a different level of prose writing proficiency. Some students are already able to write a prose pretty well while some others are not. This condition is aggravated by students’ low motivation in writing. Therefore, an effective writing learning strategy is needed. In teaching and learning process, especially in a school environment, teachers play an important role so that a learning strategy serves as a tool to improve learning. The research design used was CAR – collaborating another teacher – that was set to 2 cycles. Based on the research findings of the implementation of 3M prose writing strategy in the first cycle, students who passed were by 50% of 18 students. In the second cycle, on the other hand, students who passed were about 89%. It means that there was 39% improvement from the first cycle. We can see that the implementation of 3M prose writing strategy can improve the sixth-grade students’ prose writing proficiency at SD Negeri 8 Kilensari Panarukan Situbondo Academic Year of 2014/2015.
INTRODUCTION

An excellent and qualified writing is a manifestation and involvement of good thinking or reasoning activities. It’s what means by a writer must be able to develop a rational thinking. Without involving a rational, critical, and creative thinking, it will be difficult to create a qualified writing. Pappas (2001:13) argued that writing is an active, constructive, social, and meaningful thinking activity. In writing, students are required to think to convey their ideas based on their schemata, knowledge, and experience in a written form. That activity requires earnestness to cultivate, organize, consider the ideas that will be delivered in a writing or prose critically. Students’ prose writing proficiency are different. Some students are already able to write a prose pretty well while some others are not. This condition is aggravated by students’ low motivation in writing. Consequently, students need an effective and efficient writing learning strategy. In teaching and learning process, especially in a school environment, teachers play an important role so that a learning strategy serves as a tool to improve learning.

Students’ prose writing proficiency is still low because (1) writing activities rarely done by students, (2) students’ writing quality is poor, (3) students are lack of enthusiasm in learning Indonesian generally, and writing specifically, and (4) students are lack of learning creativity during teaching and learning process, especially for writing activities. From those reasons, it can be concluded that there must be a special handling in teaching writing for primary school students.

One of the ways that can be carried out is to plan an interesting learning strategy. Based on that consideration, the researchers attempted to propose a creative and innovative writing strategy as an alternative by using available facilities. The proposed strategy is based on copy the master strategy. This idea is supported by the notion that the copy of master strategy is a modeling strategy close to a prospective writer. The existence of a model close to a writer means it allows a writer to start writing.

RESEARCH METHODOLOGY

This research used CAR (Classroom Action Research) method. Nowadays, classroom action research is growing rapidly in developed countries such England, America, Australia, and Canada. Educational research experts are very (concerned with/interested in) this type of research. This research is also descriptive qualitative research because it presents how a strategy implemented and the expected result can be achieved.

According to Delphie B (2010: 7), classroom action research is a reflective form of a study carried out by a researcher, which is done to enhance the rational stability of his actions in carrying out his study, deepen the understanding of his actions, and improve conditions in which the learning practices are carried out. Classroom action research can also be used as an implementation of several school programs by reviewing indicators of successful process and learning outcomes that occur to students or the success of the process and implementation results of various school programs. In other words, through CAR, teachers and educators attain their own theories, not those given by others.

Classroom action research has different characteristics with other researches. CAR is a qualitative research although acquired data can be quantitative data. Here are several characteristics of CAR obtained by accessing pakguruonline:

1. CAR is cyclical
2. CAR is longitudinal
3. CAR is particular-specific
4. CAR is participatory
5. CAR is emic (not ethic)
6. CAR is collaborative or cooperative
7. CAR is casuistic
8. CAR uses natural contexts of the class
9. CAR prioritizes the adequacy of data needed to achieve research objectives
10. CAR intends to change reality

Classroom action research refers to continuous learning improvement as stated by Menurut Bahri (2012: 8), classroom action research is an action undertaken to observe events that happen in a classroom to improve practice in learning to be more qualified in the process so that the learning outcomes will get better.

Moreover, classroom action research is a study through a cycle system or cycle of various learning activities. Kemmis and Mc Taggart (1992) claimed that CAR is done with 4 main activities or stages: plan, action, observation, and reflection. Hence, by having a well-planned procedure, it is expected to obtain the expected goal(s).

Additionally, the aim of undertaking CAR is to improve and/or enhance a teaching and learning practice sustainably that is, basically, close to the accomplishment of professional education mission done by teachers. In other words, the goal of carrying out classroom action research is to improve the teaching and learning process and implementation of school programs in general (McNiff, 1992). Since the purpose of CAR is for an improvement and enhancement of teachers’ professional services in handling teaching and learning process, the role of reflection activities to diagnose a situation in a CAR cycle is very crucial. Furthermore, the results of those reflections are tested through several alternative treatment actions systematically in an attempt to solve problems in the classroom and/or implementation of school programs being perceived at the time.

The subjects of this study were the sixth-grade students in SD Negeri Kilensari Panarukan. The samples of this research were all students in the sixth grade containing 18 students which were 9 male students and 9 female students.

The research design used in this study is a spiral scheme model from Hopkins (in the PGSM Project Team, 2006: 7) by using four phases: planning, acting, observing, and reflecting. After doing a planning and action, a structured observation in the form of test will be conducted. The test is used to measure the success rate, to what extent the goal has been achieved.

A data analysis technique is needed to compile and process collected data so that it can draw a conclusion that can be accounted for. Descriptive data analysis used in this research by calculation as follows:

The change of score into percentage value as suggested by Purwanto (1992: 102) using the following formula: \[ NP = \frac{R}{SM} \times 100\% \]

Note:
NP = expected percentage value
R = students’ raw scores
SM = ideal maximal scores of the test
100 = fixed value
RESULTS AND DISCUSSION

In the Cycle 1, the teacher prepares the syllabi and lesson plan using the 3M (meniru, mengolah, mengembangkan) method. After the learning process is complete, the teacher, then, does an evaluation by giving problems.

Looking at the result of the first observation, the sixth-grade students’ writing proficiency level was low. For that reason, we carried out the teaching and learning activity by implementing the 3M (Meniru-Mengolah-Mengembangkan) instructional strategy to improve the students’ narrative essay writing proficiency in the teaching and learning activity conducted in the Cycle 1 in the subject of developing essay narrative. Based on the observations in the Cycle I, the obtained results as in the following table:

Table 1. The Observation of the Students’ Essay Narrative Writing in the Cycle 2

<table>
<thead>
<tr>
<th>Indicators</th>
<th>The number of students who got score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Writing activity frequency</td>
<td>9</td>
</tr>
<tr>
<td>The quality of students’ writing</td>
<td>0</td>
</tr>
<tr>
<td>Writing creativity</td>
<td>0</td>
</tr>
<tr>
<td>Writing skill proficiency</td>
<td>0</td>
</tr>
</tbody>
</table>

The Table 1 above shows the result of implementing the 3M (Meniru-Mengolah-Mengembangkan) instructional strategy on Indonesian course for the low-level sixth-grade students. There are 9 or 50% students out of 18 students were scored 25 on the indicator of writing activity frequency which is equal to the score 20 achieved by 9 students while on scores 10 and 5 do not indicate that students are lazy in writing. On the indicator of the quality of students’ writing shows 2 students to score 20 with the percentage of 11%. There is no student who was scored 25 and 5 wrote a qualified story while there are 16 or 89% students were scored 10. It happened because students still copied their friends’ work so that their writing quality is the same.

On the indicator of writing creativity, students seem to not achieve score 25. On the other hand, there are only 9 students who were scored 20 so that the percentage is 50%. Students were also not scored 10 while there are 9 or 50% students who were scored 5. On the indicator of writing skill proficiency, there is no students scored 25 and 5 who showed a proficiency in writing. However, there are 8 students who were scored 20 and 10 students who were scored 10 were able to write in correspond to phases implemented by the teacher. The results of students’ learning outcome can be seen in the following table:

Tabel 2 Students’ Learning Mastery Cycle 2

<table>
<thead>
<tr>
<th>Students’ learning outcomes condition</th>
<th>Achievement level treatment 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>Students who achieved learning mastery</td>
<td>9 students</td>
</tr>
<tr>
<td>Students who didn’t achieve learning mastery</td>
<td>9 students</td>
</tr>
</tbody>
</table>

Source: the obtained data from the primary data
The observation results in the cycle 1 shows that some indicators of narrative writing proficiency had not reached the standard that have been applied by the researchers that the improvement of students’ narrative writing proficiency become high with the mean value above 64.4. Additionally, there were still students who had low proficiency level on narrative writing so that the students’ learning completeness was 50% which only rose 6% or 1 students in the cycle 1.

The results in the cycle 1 indicate that students’ narrative writing proficiency had increased. It can be seen from the increase of 1 student in each indicator. It can be proven from how the students, without the teacher’s guidance, did the task well. The implementation 3M method, therefore, was successful since the students really understand the content of the writing. Nevertheless, some students were still confused when 3M method was being implemented by the teacher. They were confused because they were still trying to fit in with the method. It occurred because those students still had difficulties in choosing what theme they should write, composing and developing the writing outline. Consequently, there should be another efficient attempt because there were still students less skilled in writing. It can also be proven by the sixth-grade students’ test score in the cycle 1 with the mean value was 64.4 and the students’ learning completion was 50%. This percentage was below the standard (KKM) determined by the school so that another cycle should be undertaken.

The process begins with the emergence of ideas from a writer’s mind, catching and pondering those ideas – which is usually done by making a note, finalize the idea to get it clear and integrated, generating those ideas and arranging them – that is still in the writer’s mind, and then writing down those ideas in the form of literary works. Thus, writing a literature creatively is a process used to express feelings, impressions, imaginations, and the language that a person uses and the thought that a person has in the form of either a poem or prose.

Cycle 2

In the cycle 2, there are some improvements done to maximize the implementation and fit the obtained results to the goal that has been set. The result of observation in cycle 2 has been presented in a table as follows:

| Table 3. The Observation Results of Students’ Writing Proficiency Cycle 2 |
|-----------------------------|----------------------------|----------------|----------------|----------------|----------------|
| Indicators                  | The number of students who got scores | 25 | 20 | 15 | 10 | %  |
| Writing frequency          | activity                   | 18 | 100% | 0% | 0% | 0% |
| The quality of students’ writing |                        | 13 | 72% | 5 | 28% | 0% |
| Writing creativity         | skill                      | 14 | 78% | 2 | 11% | 2 |
| Writing proficiency        |                           | 0 | 0% | 16 | 89% | 2 |

Source: the obtained data from the primary data

The observation results in the cycle 2 shows that the students’ writing proficiency has increased from the number of 2 students to 15, even, it reaches the number of 18 to the score of 25. This is because of the decreasing number of students who achieved very low scores. Moreover, there are two indicators in a skill of writing
which shows that there were no students who got low score, those indicators are writing activity frequency and the quality of students’ writing.

<table>
<thead>
<tr>
<th>Conditions of students’ learning outcomes</th>
<th>Achievement level Treatment 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of students</td>
<td>%</td>
</tr>
<tr>
<td>Students who achieved learning mastery</td>
<td>16 students</td>
<td>89</td>
</tr>
<tr>
<td>Students who didn’t achieve learning mastery</td>
<td>2 students</td>
<td>11</td>
</tr>
</tbody>
</table>

Source: the obtained data from the primary data

The table of the students’ writing proficiency improvement before and after the treatment given will be presented as follows:

<table>
<thead>
<tr>
<th>Indicators</th>
<th>The total scores obtained by the students in cycle 1</th>
<th>The total scores obtained by the students in cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>Writing frequency</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Students’ writing quality</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Writing Creativity</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Writing skill proficiency</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

Source: the processed primary data

Table 5 above indicates that every indicator of students’ writing proficiency increased from before implementing the 3M (Meniru-Mengolah-Mengembangkan) instructional strategy and after implementing the 3M (Meniru-Mengolah-Mengembangkan) instructional strategy in the cycle 1 and 2. The highest increasing average score is shown in the indicator of writing activity frequency that was from 9 before the treatment and becomes 18 in score of 25. Although, in the indicator of students’ writing quality also has 2 students, the increasing number is only 2 to 8 students in each cycle. While the lowest increasing average score shows that in the indicator of writing creativity was only 9 students before the treatment and becomes 14 after the second treatment.

**REFLECTION**

In the cycle 2, the researchers conducted a remedial by giving an exercise based on the students’ interest to write down their experiences without any fear and doubt. The students were getting brave to express some words without hesitation. The result of the cycle 2 is unexpected. The mean of the sixth-grade students’ exam result became 87.2 in which every student got the score above 65. The lowest score of the sixth-grade in the cycle 2 is 87.2 and the highest score is 100.

The observation was not only done by having the learning activity but also the researcher conducted an interview with the students who got low and high score. The interview was not only done for the students, the researcher also interviewed the teachers to see the teachers’ responds related to the method used for the students.
The implementation of the 3M (Meniru-Mengolah-Mengembangkan) instructional strategy made the students practice more in understanding knowledge related to the knowledge they have got from the class and the experience in their life. Besides, the 3M (Meniru-Mengolah-Mengembangkan) instructional strategy also made the students practice writing, where the problem can be from their environment. Students are not afraid to ask the teachers especially their friends in a group. The situations created by the teachers in implementing the 3M instructional strategy are open and fun, as they can develop it. We can see from the students’ learning creativity when they are following a lesson, their score did not improve and it is still in the lowest criteria with the score of only 15. It is because of the students’ low autonomy in reading and also the lack of facilities like books, newspapers, and magazines either in school or in their house. Based on the interview in some aspects of students’ learning creativity when they are following a lesson, most of them declared that they always help their groups to answer some questions from their friends of other groups. However, it is not because of their diligence in learning or reading a book in their house which made them able to arrange and develop a writing well and correctly.

Based on the interview, there were some students who were afraid or shy to write down some characters of a problem in their daily life. Half of the students still copy and paste their friends’ work because of their incomprehension dealing with the task or problem given by the teacher, as a result, there was a tendency of the students to copy their friends’ work.

Based on the explanation above, we can see that the implementation of the 3M (Meniru-Mengolah-Mengembangkan) instructional strategy can be used as a lesson which requires students’ reasoning and understanding, including in Indonesian course. Additionally, learning with the 3M instructional strategy can help the students to practice in understanding a language by relating the knowledge they got from the class and their own experience in life. It also can help students to practice in figuring out a problem by having a teamwork with their groups, where the problem is related to the students’ environment. Students can have a discussion, figure out a problem together, and do something for a certain goal so their writing proficiency can be enhanced. We can see that the students’ enthusiasm when they follow a lesson in every indicator in both cycle 1 and cycle 2 that increased after implement the 3M instructional strategy. Besides, there are some students who still got a low writing proficiency and they need more attention, especially from the teachers while the students’ learning outcome indicates that there is an improvement. The improvement in cycle 1 was from 9 students who got the score of 65 while in cycle 2 it increased to 17 students who passed while 2 other students still got a score below 65 and still have not passed.

CONCLUSION AND SUGGESTION

Based on the results of the research and the discussion, we can conclude that the implementation of writing a prose with the 3M (Meniru-Mengolah-Mengembangkan) can improve the skill of writing a prose and it increased from 50% in cycle 1 to 89% in cycle 2 for the issues in the grade VI SD Negeri 8 Kilensari Panarukan Situbondo in the 2014/2015 academic year.

From the results of the research obtained from the explanation above, then, we suggest some matters as follow:
1. For teachers teaching grade VI SD Negeri 8 Kilensari Panarukan Situbondo, we suggest them to implement more variative method/ instructional strategy in
terms of increasing the students’ writing proficiency in writing a story by not giving them a lecturing method and asking-answering questions like the teaching and learning process that has been applied so far. In this case, the teachers should apply the 3M (Meniru-Mengolah-Mengembangkan) instructional strategy which is actually based on curriculum 2006, namely Kurikulum Tingkat Satuan Pendidikan (KTSP). The 3M (Meniru-Mengolah-Mengembangkan) instructional strategy is not merely a theory that SD Negeri 8 Kilensari Panarukan Situbondo has applied, however, it should be in the practice of teaching and learning process by using the seven main components of the 3M (Meniru-Mengolah-Mengembangkan) instructional strategy.

2. For the schools, especially SD Negeri 8 Kilensari Panarukan Situbondo should make an expansion of the professionality skill to do a classroom action research with the collaboration system.

REFERENCES