3-STEP-WRITING STRATEGY: IMITATING-REWORKING-DEVELOPING TO ATTRACT INTEREST IN IMPROVING STUDENTS’ DESCRIPTIVE WRITING ABILITY

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Abstract
This study aims to find out whether or not 3-step-writing strategy could have a significant impact on students’ descriptive writing. It also tries to find out whether there is an impact of the interaction between 3-step-writing strategy on students' writing interest. The population of this study was 25 students of Law Faculty students in the 2017-2018 academic year. In this study, the sample was taken purposively by choosing two classes as samples and divided them into two groups, namely: Experimental Group and Control Group. The Experimental Group learned to Write Descriptive by using 3-step-writing strategy. Data was collected by conducting tests (pre and post-tests) and questionnaires. The data obtained were analyzed using the T Test and Two-Way Anova Test with the help of the SPSS 22 Program. It showed significant different on students’ English writing achievement from pre-test to post-test and also from experimental and control group. The Students also showed a great interest on English Writing of Descriptive text by applying 3-step-writing strategy. It means that 3-step-writing strategy could improve students’ English writing skill and could also empower students to learn more.

Keywords: 3-Step-Writing Strategy, Descriptive, Writing Interest.

INTRODUCTION
The world today can be said to be increasingly narrow. This is due to the limits in seeing the world internationally are increasingly depleted and humans have increasingly been able to interact with other countries that are different in culture and language through tourism, communication and new technology (Brewster, Ellis & Gillard, 2007). They further explained that globalization of the world could be said to be a modern trend and sometimes quite controversial at this time. When globalization begins, one thing that humans need is a language.
Language is a tool that social communication facilitates humans to interact with other humans. In simple terms, it can be said that communication always occurs in the social sphere. Therefore, effective communication requires understanding and recognition of the relationship between language and the people who use it.

In learning a language, learners are faced with the concept of learning four skills at once, namely: the skill of listening, reading, writing and speaking. These four skills are related to each other. In simple terms, it can be said that these linguistic skills cannot be clearly separated from teaching, it could only be made more priority. Of the four skills, writing and speaking skills are the skills that are preferred today. In this very open era, the ability of individuals to communicate with other individuals is often done through writing and verbally on social media or other media. According to a survey conducted by the National Writing Project (2007), writing skills are needed in the world's advanced technological advances.

In the world of lectures, students certainly cannot escape from Seminars, Task Papers, Reports, Final Projects, Thesis and Dissertation. All of them require the ability of students to write and speak. Unfortunately, the ability of students to write is still low. Even much lower than speaking skills. Kompas Daily (2011) says that Indonesian writing habits are lower than reading habits, especially in young generation. This was also evidenced by the still low number of books produced in Indonesia. According to the International Publisher Association in Canada, Indonesia is only able to publish 5000 titles per year, far smaller than Japan which produces 65,000 titles per year, Germany 80,000 titles per year, and English 100,000 titles per year. The low number of books produced in Indonesia indicates a low ability to write individually. If examined carefully, with the mandatory task of writing, individuals, students or students should have capable writing skills.

Writing is a basic activity that is very important in language learning, especially second language learning. It becomes important when the final application of the second language learning has an end to the learner's ability to speak and write using the second language. As Sausure (1959) argues language and writing as two different sign systems, that present as a symbol of language.

English as a unifying language of nations in the world, clearly requires serious learning abilities. With the increasingly thin state borders in the world of sophisticated technology, individual English language skills are felt to have become a necessity, and not an option. Making
English lessons learned as long as an individual sits on a compulsory school, does not make the individual become an 'expert' in English.

In the initial study it was found that, English Language Education students at a private university in Indonesia, still had difficulty in writing English. The difficulty lies on the low ability of English grammar, a little vocabulary, and the compilation of ideas in a writing. This difficulty is certainly a common difficulty and many occur in other students. Solving this problem can be done with the application of certain methods that can help students write better.

One strategy that can be used is 3-step-writing strategy, *Imitating-Remaking-Developing*. This strategy is a strategy given to students of second language learners to be able to learn the second language well which is pleasant in nature. This method emphasizes student-centered learning and produces writing through exploration of a topic. This method comes from the copy master method which was first introduced by Chusnah (2006). Then, this strategy was updated and known as 3M (*Meniru-Mengolah-Mengembangkan*).

This strategy requires a student to imitate finished writings. Not to be copied raw or plagiarism, but to imitate the style and technique of writing. That is, the student writer is expected to be able to be helped writing activities through existing written works. Marahimin (1999) explains that writing is an active activity that is easy and fun, provided that the prospective writer can imitate existing writings.

A writer is said to be able to write only if the writer is doing the process of writing regularly. By getting used to writing, the writer will be a better writer. This also does not immediately make the writer write well. The first exercise that can be done is by the process of imitating writing from existing results. The results of the writing do not have to come from the writings of famous people. However, it can also come from other writings that are ideal enough to represent the writing that will be made. Erzuhadi (2007) explains that writing can be produced by imitation processes (imitating from the original) and accompanied by changing or making various forms of variation.

This research was applied to students of the Faculty of Law, University of Prof. Drs. Hazairin, SH, Bengkulu, Bengkulu Province. This research is focused on students to improve their English language skills by learning how to make basic English sentences in accordance with their Grammar structure, choosing appropriate vocabulary and composing creative ideas and developing them into one long writing whose ideas do not overlap.
The problems in this study are formulated as follows: (1) Are there any significant changes between students who learn to write using 3-writing-strategy before and after treatment is given? (2) Are there interactions between 3-writing-strategy and the interests of students writing with their writing skills?

METHOD

This study uses a Quasi-experimental method that has two research groups, namely: the control group and the experimental group. Both groups will be given two examinations, the initial test (pre-test) and the final test (post-test). For the experimental group one treatment was given, namely: teaching writing using the 3-step-writing Strategy: Imitating-Reworking-Developing. There are three variables in this study, including: 3-step-writing Strategy as an independent variable, interest in reading as mediator moderator, and student writing ability as a dependent variable.

Treatment (treatment) was only applied to the experimental group, not to the control group. The experimental group received the treatment of 'Descriptive Writing Teaching with 3-step-writing Strategy'. As for the control class, the lecturers who teach the class teach writing without specific strategies. The sample in this study were all students of the Faculty of Law, University of Prof. Drs. Hazairin, S.H. Bengkulu 2017-2018 academic year, a total of 25 people.

The process of data collection in this study was carried out by: examinations, and questionnaires. The researcher gave the initial test (pre-test) and the final test (post-test) to the experimental group and the control group. To test the ability of students to write, researchers provide a test (test) to test the ability of students to produce a writing on the topic they are facing or according to their experience. All students make a writing within one credit or approximately 50 minutes.

To find out the interest of students in writing, this study uses questionnaires for students' interest in writing. This questionnaire is distributed to students both in the experimental group and in the control group. Questionnaires were taken from existing interest writing questionnaires. In this study, researchers used content validity to determine how well a writing value was able to represent the learning objectives. In this study, researchers used the Problem Grid as a reference for learning writing objectives.
FINDINGS AND DISCUSSION

The initial test results in descriptive essay writing activities using 3M strategy showed that the lowest score was 5 and the highest was 7. The sample in this study amounted to 25 students. Meanwhile, the final test results of the experimental group are 15 and the highest is 24. The full results are presented in Table 1.

Table 1. Frequency of pretest and posttest in experimental group

<table>
<thead>
<tr>
<th>Level of Success</th>
<th>Range</th>
<th>Frequency</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score</td>
<td>Pretest</td>
<td>Posttest</td>
</tr>
<tr>
<td>Very good</td>
<td>18.1 – 24</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Good</td>
<td>12.1 – 18</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>average</td>
<td>5 – 12</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

The different means of aspects of writing descriptive texts between the initial test and the final test in the experimental group are shown in Table 2.

Table 2. Different Means of Aspects of Writing Descriptive Texts

<table>
<thead>
<tr>
<th>Variables</th>
<th>Means of Pretest</th>
<th>Means of Posttest</th>
<th>Different Means of Posttest and Pretest</th>
</tr>
</thead>
<tbody>
<tr>
<td>The entire amount Writing</td>
<td>6.00</td>
<td>18.99</td>
<td>12.99</td>
</tr>
<tr>
<td>Aspects of Writing:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Idea</td>
<td>1.29</td>
<td>3.86</td>
<td>2.57</td>
</tr>
<tr>
<td>Organization</td>
<td>1.00</td>
<td>4.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Sentence Structure</td>
<td>1.42</td>
<td>3.71</td>
<td>2.29</td>
</tr>
<tr>
<td>Dictions</td>
<td>1.29</td>
<td>3.71</td>
<td>2.42</td>
</tr>
<tr>
<td>Mechanics</td>
<td>1.00</td>
<td>3.71</td>
<td>2.71</td>
</tr>
</tbody>
</table>

In the experimental group, the average initial test value was 5.417 while in the final test, the average was 19.00. This shows an increase in the value of students between before treatment and after treatment.

Table 3. Descriptive Statistics

<table>
<thead>
<tr>
<th>Class</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Max</td>
<td>Min</td>
</tr>
<tr>
<td>Treatment</td>
<td>7</td>
<td>5</td>
</tr>
</tbody>
</table>

The initial test ability of students in writing descriptive essays (before getting treatment
shows an average of 5.714. Whereas in the final test shows an average value of 19.00. This indicates a significant increase between the initial test and the final test of students before and after getting treatment in writing descriptive activities.

**Results of the Questionnaire of Interest in Writing**

Based on the results of the questionnaire interest in writing descriptive essays, after the treatment was given to students during a number of meetings, it could be said to increase. Before the treatment was given, the average student did not like writing. However, their interest changes after 3M treatment is given.

**Figure 1. Result on Writing Attitude Questionnaire**

**Figure 2. Result on Collecting Idea Questionnaire**

**Note:**

- Yes
- sometimes
- No
The table above shows the results of student writing questionnaires that have been given to the sample after treatment is completed. The first part of the questionnaire is a statement of student attitudes towards writing activities in class. There are three questions in the first part. The first question is whether students like writing or not. In the second part of the questionnaire, namely the Idea Collection section, there are three questions in it. In the third part of the questionnaire, namely the Writing Revision section, there are 5 questions and the results are clearly stated in the table.

The results of learning writing student description before treatment (Teaching writing with 3M strategy, Imitating-Processing-Developing) are given showing the average value of the initial
test is at the number 5,417, and is in the less good category. This is due to educators in this case researchers have not provided treatment to students. In other words, students who become experimental materials have not been taught to make writing using the 3M strategy (Mimic-Process-Develop). Another thing that becomes the basis that their value is still low is because they have never made the results of previous descriptive writings.

Meanwhile, after the treatment was given, the average score for the descriptive writing results achieved by students reached 19.00 and was in the very good category. This is because students are taught to write descriptive essays using the 3M strategy (Imitating-Processing-Developing). Giving this treatment also shows students' interest in writing better in Writing courses. They also find it easy to write, which has examples of descriptive writing. So that students get the convenience of knowing the descriptive writing pattern well. When they find out what will be written and know how to write it, they indirectly process to produce a writing.

Based on the average value before and after it was found that the average value before treatment was given lower than the average value after treatment. In simple terms it can be said that the 3M strategy (Imitating-Developing-Developing) in descriptive essay writing activities has a positive influence on the results of student writing.

The results of the study in the aspect of writing descriptive texts, showed that the aspects of Ideas and Organizations in the final test showed higher results than the other aspects, namely: Choice of Words, Sentence and Mechanical Structures. This is not surprising considering that in writing activities, students are more likely to be directed to write in a number of themes, and the theme varies in each meeting. The theme is also closely related to their daily lives. Students also feel more deeply involved with the themes presented. Meanwhile, in the activity of writing this descriptive paper, students are taught to write in detail and regularly. The storyline taught to students aims to make students accustomed to writing with regular and neat writing patterns. This makes the organization aspect important because it is able to make writing easy to read from the beginning to the end.

Based on the results of the initial survey about students 'interest in writing in descriptive writing learning, it was obtained an illustration that students' interest in writing was still very low. They tend to be less interested if they have to make a writing. In fact, writing is the main final task they will face if they want to get a degree. The low interest of these students can make it difficult for the student to produce a written work. This can be caused by a number of
factors, for example: writing activities that tend to be ordinary or uninteresting. It is also possible, the student does not understand how the first step produces a good writing.

In this case, educators have a special task, which is to guide students to be able to write well. Educators are holders of control of the learning process in the classroom. This makes educators able to provide any learning strategies that are in accordance with the needs of students. Choosing the right strategy and method and in accordance with the needs and times of the student is the foundation of the success of the writing class.

In plain view, interest has a relationship with feelings of pleasure or dislike of an individual. Interest also encourages someone to like or dislike something. If students have a good interest in writing, then the student tends to produce good writing. Interest can be said to be a special driving force to change one's feelings. Feelings that are good, happy or happy can attract someone's attention to be positive and will produce an attitude to realize the desires or goals.

Interest can be said as the main capital for writing. If students have good interests, then the student will produce a good writing. Writing without interest will not produce good writing. A person who has a good interest will usually tend to do something well and positively and play a role in the activities he chooses actively and creatively.

The results of the questionnaire above indicate that before the 3M strategy treatment (Imitating-Developing-Developing) is given, the average student questionnaire results show the answers are in the 'sometimes' category. In the final results of the questionnaire or questionnaire distributed at the end of the final test the average attitude response is in the 'yes' category. Simply stated, students have shown interest in writing when they are given special treatment, namely the strategy of writing with 3M.

Writing is a process activity, which means writing is an activity that contains stages to be carried out to get good writing results. 3M Strategy (Mimicking-Processing-Developing) is a good strategy in helping students produce writing. This strategy aims to produce an article based on the original writing, not to copy the contents thoroughly but rather to make the original writing the main reference material, then copy and process it to make a sentence that resembles the original sentence, then develop it by incorporating a number of considerations, ideas and considerations so that what will be presented in the writing can be well presented.
CONCLUSION

Referring to the results of the study conclusions can be drawn, among others: First, a significant difference between the initial test and the final test shows that the 3-writing-strategy can be used as a strategy in teaching writing to students. Second, among the five aspects of writing, there are two prominent aspects, namely the aspects of Ideas and Organizations. Both of these aspects are prominent aspects in the description writing activity. And, third, the results of the questionnaire indicate that student interest before and after the 3M strategy is given a significant difference. That is, in simple terms, student interest turns to good interest after - Writing strategy is presented to them.

REFERENCES

http://socrates.berkeley.edu/~jsearle/whatislanguage.pdf