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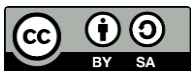

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Improving Article Writing Skills through the Implementation of the 3M Method for 12th Grade Students of Senior High School

Aulia Lailatus Siva[1], Nazurty[2], Sophia Rahmawati[3]

[1,2,3]Master of Education in Indonesian language and literature, Jambi University

Corresponding E-mail: Dedekaulia526@gmail.com_

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Abstract

This research is motivated by the low learning activity observed in the teaching of Indonesian language, particularly article writing, in the first semester of Class XII Science 1 at SMA Negeri 1 Merangin during the 2023/2024 academic year. Out of 31 students, only a few showed good learning outcomes and actively answered the teacher's questions, while others remained passive, hesitant to ask questions, or were distracted during lessons. The aim of this classroom action research (CAR) is to describe the improvement in students' article writing skills through the application of the 3M method (Meniru–Imitating, Mengolah–Processing, and Mengembangkan–Developing). The study was conducted over two cycles during the semester. The results showed that the 3M method effectively improved students' article writing skills. From Cycle I to Cycle II, there was a 12.09% improvement. Overall, from the pre-cycle to Cycle II, the percentage of students achieving scores above the Minimum Competency Criteria (KKM) of 75 increased by 39%. Specifically, there was a 25.81% improvement from the pretest to Cycle I, and a further 12.09% increase from Cycle I to Cycle II. Based on these findings, it is recommended that the 3M method be applied to enhance article writing skills among Class XII students at SMA Negeri 1 Merangin.

Keywords: *Writing Skills, Article, 3M Method*

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Introduction

Language skills are fundamental means of communication that must be mastered by every individual. These skills include four interconnected aspects: listening, speaking, reading, and writing. When one person is listening, another must be speaking; likewise, reading involves interpreting someone else's written work. Each of these skills is deeply tied to the cognitive processes that underlie language use, reflecting how a person thinks and processes information.

Among the four language skills, writing occupies a unique position as an expressive and productive form of communication. Although indirect, writing plays a crucial role in recording ideas, convincing others, informing, and influencing readers. Writing is not only essential for academic success but also contributes to an individual's personal growth. It requires the ability to organize thoughts and express them clearly and coherently. For twelfth-grade students, the ability to write scientific articles is especially important, as it helps prepare them for higher education and professional environments. Therefore, language teachers must apply appropriate and varied teaching strategies to enhance students' writing competencies.

Recent studies in writing pedagogy (e.g., Hyland, 2019; Graham S Perin, 2020) emphasize the importance of student-centered approaches and the use of scaffolded methods that encourage active participation and idea development. In line with these findings, this study applies the 3M method—Meniru (imitate), Mengolah (process), and Mengembangkan (develop)—a structured approach that guides students from modeling existing texts, through refining ideas, to producing their own original works. This method has shown promise in similar contexts for building confidence and autonomy in writing (Sulastri S Handayani, 2021).

Based on preliminary observations and interviews conducted at SMA Negeri 1 Merangin with the Indonesian language teacher, it was found that students encountered significant challenges in writing scientific articles. Specifically, approximately 65% of students appeared disengaged during writing activities. Many struggled to generate ideas and showed low motivation to write. Participation in class was minimal—students were often passive, hesitant, shy, or fearful of making mistakes. This situation hindered the flow of learning and led to one-way communication, reducing the overall effectiveness of the teaching process.

The persistent low engagement in writing highlights the need for a teaching model that actively involves students and builds their confidence. The 3M method was chosen because it offers a systematic yet flexible structure that encourages students to learn by example, process information meaningfully, and then express their thoughts creatively. Unlike traditional lecture-based or product-oriented approaches, the 3M method fosters interaction, exploration, and gradual mastery of writing skills.

Research Question and Objectives

This study addresses the following research question: How does the implementation of the 3M method improve the article writing skills of twelfth-grade students at SMA Negeri 1 Merangin in Indonesian language learning?
The objective of this research is to describe the process and outcomes of applying the 3M method in improving the article writing skills of twelfth-grade students at SMA Negeri 1 Merangin

Expected Outcomes

It is expected that the implementation of the 3M method will result in increased student engagement, improved writing structure and coherence, and a higher percentage of students achieving scores above the Minimum Competency Criteria (KKM). The study also aims to demonstrate that a reflective, process-based instructional model can be an effective strategy for addressing writing difficulties in senior high school students.
Method

This research was conducted using a Classroom Action Research (CAR) design, carried out in two cycles during the first semester of the 2023/2024 academic year. The study involved 31 students from Class XII Science 1 at SMA Negeri 1 Merangin. Data were collected using multiple techniques: observations to monitor classroom interactions and student engagement, tests to measure writing improvement across cycles, student work samples to assess writing quality, and interviews with students and the teacher to gather qualitative insights. Instruments included observation sheets, scoring rubrics for writing, interview guides, and field notes.

The data analysis involved both qualitative and quantitative methods. Quantitative data from tests were analyzed by calculating the percentage of students who met or exceeded the KKM (75), comparing results across pre-cycle, Cycle I, and Cycle II. Qualitative data from observations and interviews were analyzed thematically to understand the impact of the 3M method on student behavior, engagement, and learning processes.

Method

This study adopts the Classroom Action Research (CAR) model. According to Kemmis (as cited in Wiriatmadja, 2005:12), CAR is "a form of reflective inquiry carried out in partnership regarding classroom situations to improve the quality of learning." Similarly, Arikunto (2012:3) defines CAR as "an observation of learning activities in the form of an action, intentionally applied and occurring collectively in a classroom setting." CAR emphasizes a cyclical process of planning, action, observation, and reflection, which is continuously repeated to improve educational practices.

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In this study, the CAR was conducted in two cycles during the first semester of the 2023/2024 academic year at SMA Negeri 1 Merangin, specifically in Class XII IPA 1. Each cycle consisted of four main stages: (1) planning, (2) action, (3) observation, and (4) reflection. The research was carried out collaboratively between the researcher and the Indonesian language teacher to ensure active participation, transparency, and alignment with classroom learning goals.

Participants and Ethical Considerations

The subjects of this study were 31 students of Class XII IPA 1. The class was selected based on purposive sampling in consultation with the school administration and language teacher, considering that the class had previously demonstrated low engagement and performance in article writing tasks.

This research received approval from the school principal and Indonesian language teacher. Informed consent was obtained from the teacher and students were informed that their participation and performance data would be used anonymously for academic purposes. No physical or psychological risks were posed by the research, and students' regular learning routines were not disrupted. Instruments and Data Collection Techniques.

To ensure data reliability and comprehensiveness, the study employed the following instruments:

1. **Observation Sheets**: Used to record student participation, engagement, and responsiveness during each stage of learning.
2. **Scoring Rubrics**: Designed to assess students' writing based on content, organization, grammar, vocabulary, and mechanics. The rubric followed a five-point scale aligned with the national writing assessment standards.
3. **Student Work Samples**: Collected after each cycle for content analysis.
4. **Interview Guides**: Semi-structured interviews were conducted with the teacher and a selection of students after each cycle to gather qualitative feedback.

To ensure objectivity, inter-rater reliability was applied in assessing the writing scores. Two independent raters—one being the researcher and the other an experienced language teacher—scored a sample of student writings. Inter-rater agreement was calculated using Cohen's Kappa coefficient, which resulted in a coefficient of 0.82, indicating high reliability.

Implementation of the 3M Method

The 3M method consists of three core stages:

1. **Meniru (Imitate)**: Students were given model texts of well-written scientific articles. They analyzed the structure, language features, and topic development through guided reading and teacher explanation.
2. **Mengolah (Process)**: Students worked in groups to process information by outlining article ideas, drafting paragraphs, and integrating supporting data. Teachers facilitated discussions and provided scaffolding during this phase.
3. **Mengembangkan (Develop)**: Students independently developed their own scientific articles based on the processed content. They revised their drafts based on peer and teacher feedback, focusing on improving clarity, coherence, and accuracy.

Each cycle of implementation was followed by reflection sessions to evaluate the effectiveness of each stage and plan improvements for the subsequent cycle.

Validity and Trustworthiness

Instrument validity was ensured through expert review. The observation sheets and writing rubrics were validated by two language education lecturers. Construct validity was addressed by aligning tasks and assessments with learning objectives and curriculum standards.

Triangulation of data was conducted through the use of multiple data sources— quantitative scores, observational data, and interview responses—to strengthen the credibility of findings. Member checking was also performed by sharing results with the teacher to ensure alignment with classroom realities.

Results

Based on the research conducted from March 1, 2023, to April 1, 2023, at SMA Negeri 1 Merangin, the results of the study include pre-test results, initial reflection, initial observation, results from Cycle I and Cycle II, and reflections at the end of each cycle activity.

1. *Pre-Test Results*
   Based on the analysis obtained from the pre-test data, as shown in the frequency table of pre-test results for writing article texts below:

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Table 1: Pre-Test Analysis Results of Grade XII Students at SMA Negeri 1 Merangin

Score Range	**Number of Students**	
	Completed	**Not Completed**
85-100	0	0
75-84	15	16
65-74	13	18
55-64	3	28
< 54	0	0
Total	15	16
Completion Percentage	48.38%	51.61%
Class Average	$\sum \frac{FX}{N} = 71.45$	

The pre-test results indicate that the students' performance was not optimal. Six students were not paying attention from the beginning as they arrived late due to practice for a provincial-level competition. Ten students did not pay sufficient attention to the teacher's explanations. Additionally, the teaching strategy used failed to capture the students' attention. Sixteen students did not pay attention well.

Following the initial observation, a reflection was carried out regarding the activities observed during the pre-action stage. Based on the reflection, it was decided to retain positive aspects that could support the learning process and revise negative aspects that hindered the learning process. The issues observed by the researcher include:

1. Lack of student activity in learning, with students being passive listeners.
2. Students were only instructed to take notes while the teacher was busy explaining in front of the class.
3. The classroom atmosphere was not conducive.

Given these weaknesses observed, reflection was necessary to serve as a basis for taking action in Cycle I. Based on these findings, the researcher needed to find ways to address the existing problems. The action deemed effective in solving the issues was changing the teaching method. The method that was believed to solve these issues was the application of the 3M teaching method. Theoretically, applying the 3M method would make learning more productive and meaningful, as the learning process becomes natural, and the student activities involve working and experiencing rather than just a transfer of knowledge from the teacher to the students.

Cycle I Results:

This research process was conducted in two cycles, each consisting of four stages: (1) planning, (2) implementation of actions, (3) observation, and (4) analysis and reflection.

2.1 Planning

Cycle I learning consists of two meetings. The activities carried out during the planning stage of the first meeting include the teacher preparing the lesson plan (RPP), field notes, and pre-test worksheets. The material taught in this first meeting was about examples of articles. In this first meeting, after the teacher gave the pre-test questions, learning was conducted using the 3M learning method with the hope that students would enjoy the learning process, thereby improving their skills in writing explanatory texts.

In the learning process using the 3M method, the teacher conveyed the techniques or steps of this method so that students could answer the given questions. After delivering the material, students worked on the practice questions provided. Questions that were not understood by students had to be clarified with the teacher before proceeding to the next learning activity. In the initial observation, findings were discovered that could hinder the improvement of learning quality, so the researcher planned to overcome these deficiencies or weaknesses experienced by the students in the implementation of Cycle I.

2.2 Implementation of the Action

The implementation stage is where the teacher realizes the plan that was previously made. The learning activities were carried out in two meetings, with the first meeting held on Saturday, April 2, 2022. The implementation of Cycle I was designed using the 3M learning model.

The steps taken by the teacher to address deficiencies or weaknesses in the initial implementation are as follows:

1. The teacher provided an introduction, stated the objectives and benefits of the lesson, and reminded students about previous learning activities.
2. The teacher gave a brief lesson to remind students of the importance of using correct sentences in language to enhance communication skills.
3. The teacher divided the students into 5 groups, each consisting of 5 students.
4. During this time, the teacher continuously provided guidance to students both in classical and individual

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formats to direct their learning.

5. The teacher gave students the opportunity to ask questions about anything they did not understand.

In the learning process using the 3M method, the teacher delivered the techniques or steps of the method so that students could answer the given questions. After delivering the material, students worked on the practice questions provided. Questions that were not understood had to be clarified with the teacher before moving on to the next learning activity.

2.3 Observation Results

The aspects targeted for observation to collect data in this research were as follows:

1. Enthusiasm (students' eagerness to understand the lesson material),
2. Activeness (students' responses to the short story material),
3. Cooperation in groups,
4. Seriousness in completing tasks, and
5. Classroom atmosphere.

The observation results seen in Cycle I can be summarized in the following table:

Table 2 Cycle I Observation Results

Aspect	Number of Students	Percentage
1	26	83.87%
2	22	70.96%
3	25	80.64%
4	19	61.29
5	25	80.64%
Total		377,4
Learning Activity Percentage: $\sum \frac{377.4}{5} = 75.48$		

When looking at the observation table above, it shows that the enthusiasm of twelfth-grade students toward the 3M method was very high, as evidenced by the percentage of enthusiasm observed. Out of 31 students, 26 showed enthusiasm for the learning process (83.87%). Student activeness was still lacking, as many students did not ask or answer questions during the learning process—only 22 students (70.96%) were considered active. The obstacle affecting student activeness was mainly due to a lack of confidence in expressing their opinions.

The aspect of cooperation appeared to be good, with 25 students (80.64%) collaborating during group activities. Student engagement was particularly evident in their enthusiastic and joyful group chants. Moreover, effective cooperation was also demonstrated through the equitable distribution of tasks among students in analyzing the elements of explanatory text writing.

The next aspect, seriousness in completing tasks, did not yet reach the expected percentage in the research. Only 19 students (61.29%) submitted their assignments quickly and received good scores. Several challenges were found, such as students who still struggled with writing, pretended to understand, chatted with their seatmates, or engaged in off-task activities. As a result, some students submitted their assignments late or gave incorrect answers.

Meanwhile, the classroom atmosphere was very conducive, with 25 students (80.64%) maintaining appropriate behavior during the learning process. Therefore, the average percentage of observation results across each aspect was 75.48%.

In observations conducted on the teacher, there were two aspects noted: checking student readiness through attendance and required tools, and the fact that the teacher had not yet provided guidance to students in offering suggestions for improvement. This was due to time constraints in the research, leading the researcher to strictly adhere to the scheduled time outlined in the lesson plan (RPP).

2.4 Reflection on Cycle I

The writing results in Cycle I showed that the implementation of the 3M method successfully improved the writing outcomes of students in class XII IPS 2 at SMA Negeri 1 Merangin. This can be seen from a comparison of student scores. In the pre-cycle stage, the average score was 71.45, with 15 students (48.38%) reaching the minimum competency criteria (KKM), while 16 students (51.61%) still scored below the KKM.

In Cycle I, student test scores improved, with the class average meeting the KKM. However, 8 students (25.81%) still scored below the required standard. These results show a 25.80% improvement from the pre-cycle to Cycle I. Although the test results in Cycle I showed progress, they still had not reached the research target of 80% of students achieving a score of at least 75.

The reasons included a lack of motivation among many students, inefficient use of learning time, and students still being hesitant to express the difficulties they encountered when the teacher applied the 3M method. Therefore, the research continued to Cycle II despite the visible success of the 3M method in Cycle I. The weaknesses identified in Cycle I would be addressed, while strengths such as student enthusiasm, cooperation, and classroom management would be maintained.

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2.5 Cycle II

The activities in Cycle I provided a clear picture of the writing learning process and revealed the reasons why the research target had not been fully achieved. The main cause was that many students still struggled to identify the characteristics of an article. Students also faced difficulties managing the allotted time and lacked motivation.

The weaknesses identified in Cycle I were addressed in Cycle II by making several changes to the activity implementation process. The activities included discussions between the teacher and students regarding the difficulties faced in writing during Cycle I. Then, the teacher re-explained the steps involved in writing using the 3M method. The teacher also helped increase students' motivation and self-confidence by offering individual bonus points to students who demonstrated good appreciation for the learning process. Appreciation could be in the form of asking questions, active participation, and involvement in group work.

a. Observation Results

The aspects targeted for observation in Cycle II remained the same as in Cycle I, namely: enthusiasm, activeness, group cooperation, seriousness in completing tasks, and classroom atmosphere. Based on observations conducted during Cycle II, the researcher obtained data as presented in the following table:

Table 3 Results of Cycle II Observation

Aspect	Number of Students	Percentage
1	29	93,54%
2	26	83,87%
3	26	83,87%
4	28	93,32%
5	28	93,32%
Total		447.94
Learning Activity Percentage $\frac{\sum 447,94}{\sum 5} = 89,58$		

Analysis of Cycle II Observation Results

The data analysis from the observation table in Cycle II above shows that all observation items were demonstrated by the students. A total of 29 students, or 93.54%, showed high enthusiasm for learning, indicated by their seriousness in following the learning process.

Regarding activeness, 26 students or 83.87% actively participated in the lesson by engaging in QSA activities with the teacher and their group members to better understand the steps of writing.

In terms of building good cooperation, 26 students or 83.87% worked well together. They completed group assignments collaboratively and provided feedback to each other's work.

As for seriousness in completing assignments, 28 students or 93.32% submitted their assignments on time and with well-structured answers. Some students even received perfect scores (after including bonus points) during the evaluation stage.

The classroom atmosphere was also conducive, with 28 students or 93.32% following the teacher's instructions. When the teacher monitored students individually, most of them responded well and frequently asked questions about the difficulties they encountered. During group activities, students were communicative and enthusiastic.

Therefore, the average observation score for Cycle II reached 89.58%.

b. Evaluation Results

Cycle II was conducted on May 1, 2022, in the same class. The learning process lasted for 2 x 45 minutes. The steps taken to obtain the data for the article writing test in Cycle II followed the previously designed action plan.

Based on the evaluation, there was an increase in the percentage of students who achieved the minimum passing criteria, as shown in the following table:

Table 4 Results of Cycle II Analysis

Score Range	Number of Students	
	Completed	Not Completed
85-100	17	14
75-84	10	21
65-74	1	30
55-64	2	29
< 54	1	30
Total	27	4
Completion Percentage	87,09%	12,91%
Class Average $\sum \frac{FX}{N}$ = 80		

In Cycle II, data obtained from the article writing test results table showed that the average score reached 80.00. Out of 31 students, 27 students or 87.09% achieved scores in accordance with the Minimum Mastery Criteria (MMC), while 4 students or 12.91% still scored below the MMC. The overall average student score was 80.00.

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c. Reflection of Cycle II

Based on the reflection of Cycle II, it was found that from both cycles conducted, students enjoyed this learning model. First, besides being simple and easy to follow, it was also challenging and encouraged students to be active and creative. Second, this type of learning model is suitable for teenage students, as they are still at an age where they need engaging, game-like activities.

The research was concluded in Cycle II because it met the criteria for research success. Along with the increase in student learning outcomes, there was also a noticeable rise in enthusiasm, attentiveness to the teacher's explanations, and sincerity in completing assignments. These factors helped students gain a better understanding of the material. According to the observation results and student responses, students gained a deeper understanding of the lessons delivered by the teacher through the use of the 3M learning model.

The results obtained in this study indicate that applying the 3M method improved article writing skills among Grade XII students at SMA Negeri 1 Merangin in the 2023/2024 academic year. The success criteria for this research are reflected in the improvement of students' writing scores, particularly in writing new-form poems, with 85% of students achieving a minimum score of 75. This can be seen in the student score data for each cycle presented in the following table:

Table of Comparison of Student Score Achievement in Each Cycle

No	Score Range	Score Achievement					
		Pre-cycle	Cycle I	(%)	Cycle I	Cycle II	(%)
1	0-74 Below KKM	16	8	25.80%	8	4	12.%
2	75-100 Achieving KKM	15	25	25.80%	23	27	12.09 %

The table above shows the students' score acquisition in each cycle, indicating that the percentage of students who achieved the established Minimum Mastery Criteria (MMC) increased by 25.80% from the pre-cycle to Cycle I. From Cycle I to Cycle II, there was an additional increase of 12.90%. Overall, from the pre-cycle to Cycle I and then to Cycle II, there was a total increase of 38.71%.

For students who achieved scores meeting the MMC, there was a 25.8% improvement from the pre-cycle to Cycle I, and a further 12.9% increase from Cycle I to Cycle II, leading to a total increase of 38.7%. From the pre-cycle to Cycle I, the increase was 25.8%, and from Cycle I to Cycle II, the increase was 13%, resulting in an overall improvement of 39% in students achieving the MMC in article writing. These percentages have been rounded, so no decimal points are used.

In addition to the improvement in the article writing test results, Cycle II also surpassed the MMC established at SMA N 1 Merangin, where more than 80% of students obtained a score of 75 or above. This means that the goals of this classroom action research have been achieved, and the application of the 3M method in Grade XII at SMA N 1 Merangin for the 2023/2024 academic year has successfully improved students' ability in writing articles.

The results of the student activity observations during learning also show that issues such as lack of motivation, low enthusiasm, passiveness, poor task completion, weak cooperation, and an unproductive classroom atmosphere improved at each stage of the research. Based on the analysis from Cycle I and Cycle II, it can be concluded that the 3M method can significantly enhance the article writing skills of Grade XII students.

Conclusion

Based on the discussion of the results obtained from the implementation of Cycle I and Cycle II, it can be concluded that the application of the 3M (Imitate–Process–Develop) learning method can improve the article writing skills of Grade XII students at SMA Negeri 1 Merangin in Indonesian language learning for the 2023/2024 academic year. From the pretest to Cycle I, there was an increase of 25.81%, and from Cycle I to Cycle II, there was a further increase of 12.09%. Overall, from the pretest through Cycle I to Cycle II, there was a total improvement of 39% for students who initially scored below the minimum passing grade (KKM) of 75. For students who achieved scores meeting the KKM, there was an increase of 25.81% from the pretest to Cycle I, and a further increase of 12.09% from Cycle I to Cycle II. In total, from the pre-cycle phase through Cycle I to Cycle II, there was an improvement of 39%. These percentages have been rounded and therefore do not include decimal values.

In addition to the increase observed in each cycle, the results of the article writing test also exceeded the established KKM at SMA Negeri 1 Merangin, with more than 80% of students scoring at or above the minimum requirement of 75. This indicates that the objectives of this classroom action research have been achieved, and the implementation of the 3M method in Grade XII at SMA Negeri 1 Merangin has effectively improved students' article writing skills.

Changes in students' behavior and attitudes toward becoming more creative were evident during the learning process. The steps involved in applying the 3M method in class were easy and practical, especially in enhancing the learning outcomes of Grade XII IPS 2 students at SMA Negeri 1 Merangin. Given the steps in applying the 3M learning method, it is clear that this method encourages meaningful learning through independent work, self-discovery, and the construction of new knowledge and skills. The 3M method also cultivates students' curiosity through questioning and fosters a learning community (group learning),

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as students are able to learn while playing and interacting with their peers in a collaborative environment

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