

ADVISOR'S APPROVAL SHEET

This is to certify that the *Sarjana* thesis of Fitria Marga Buana Sadu on the *title* ***Improving Students' Writing Achievement on Narrative Text By Using Home-Made Books Teaching Media In The Eight Grade Of SMPN 3 Ngunut*** has been approved by the thesis advisor for further approval by the Board of Examiners.

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**IMPROVING STUDENTS' WRITING ACHIEVEMENT ON
NARRATIVE TEXT BY USING HOME-MADE BOOKS
TEACHING MEDIA IN THE EIGHTH GRADE OF SMPN 3
NGUNUT**

THESIS

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MOTTO

Dream, then, wake up, do it, and say

“Why not? I can do it by Allah beside me and I must succeed “

DEDICATION

This Thesis is Dedicated to:

- *My beloved mother (Ida Sulistiani), who always gives motivation, support and prayer never last to me.*
- *My beloved father (Suyitno), may Allah gives him best place beside Him. His spirit gives motivation and hope to me.*
- *My beloved sister (Mahani Buana Putri) who always gives me support.*
- *My uncle (Sugeng) who helps me and my family, also gives spirit to reach my goal.*
- *My grandmother (Marianah) who I very love.*
- *All her friends of TBI B who share many experiences and inspirations. The moment will never be forgotten.*
- *My almamater, English Education Program of IAIN Tulungagung.*

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Certify that the thesis I wrote to fulfill the requirement for Islamic education degree entitled “Improving Sstudents’ writing achievement on narrative text by using Home-Made Books teaching media in the eighth grade of SMPN 3 Ngunut” is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicate in quotation and bibliography. Due this fact, I am only person who take responsible for the thesis if there is any objections or claim for others.

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ABSTRAK

Sadu, Fitria Marga Buana. 2014. NIM. 3213103066. Improving Students' Writing Achievement on Narrative Text By Using Home-Made Books Teaching Media In The Eight Grade Of SMPN 3 Ngunut. Thesis. English Education Program. Institute Islamic Education College (IAIN) of Tulungagung. Advisor: Faizatul Istiqomah, M.Ed

Key Words: Home-Made Books, writing.

Writing as one of English skills must be mastered by the students. Writing skill cannot be separated from others skills such as listening, speaking, and reading. As writing has purpose to communicate the writers' idea, thought, and feeling through written language form, so it is very important for students to master. Writing will be useful both in academic level and in professional field. However, the teaching of writing often faces some problems. Especially for students of junior high school, based on the interview and the observation, the researcher found that students in the Eight grade of SMPN 3 Ngunut has low ability in writing because they get difficulty to use correct sentences, and to express their ideas in the written form, also they had low participation in teaching and learning. Those problems were happened in the second years of students in SMPN 3 Ngunut Tulungagung. Therefore, the researcher offers Home-Made Books to answer that problem. Home-Made Books improves students' imagination to grow their idea in their stories and also provide rich vocabularies. Because of it makes students more creative to play with new words and various words of English.

The formulation of the research were: 1) Does Home-Made books improve students' writing achievement in the eighth grade of the SMPN 3 Ngunut? And 2) Does Home Made Books increase students' participation to learn English writing of Narrative Text in the eighth grade of SMPN 3 Ngunut? The Objectives of the research were to: 1) know whether Home-Made Books improves students' writing achievement of narrative text in the eighth grade of SMPN 3 Ngunut, 2) know whether Home-Made Books increase students' participation to learn English writing of Narrative Text in eighth grade of SMPN 3 Ngunut.

Research Method: 1) The research design in this research used Classroom Action Research (CAR) that categorized into qualitative study, 2) The population of this research was the students of SMPN 3 Ngunut Tulungagung, 3) The sample was VIII C class consisting of 27 pupils. 4) the criteria of success was determined in two ways: a) 75% of the students were able to write narrative text with score ≥ 75 (equal or above KKM score) which were known using writing test, b) the improvement of students' participation in learning writing which determined by 80% of students' activeness as observation result 5) the instruments were observation, interview, writing test and field notes, 6) because the data of this

research were not only in the form of numbers but also in the form of words or sentences, the data analysis was done by studying the whole data from many sources which were observation, interview, writing test and field note.

The result of this research showed that the students' mean score of pre-test was 61.63. Then students' mean score of writing test after making Home-Made Books in cycle 1 was 72.59. As a result, the criteria of success ≥ 75 had not been achieved yet in cycle 1, so the researcher conducted cycle 2. In cycle 2, the students' mean score was 76.44. As the result, the criteria of success ≥ 75 could be achieved by students. So the researcher stopped the research in this cycle, it could be said that this research was successful. Furthermore, the researcher gathered the data from observation and interview, also field note to know students' participation in teaching and learning writing. The data observation showed that the criteria of success of students' activeness 80% had not been achieved yet in cycle 1 because the students' participation in meeting 1 was 74% and in meeting 2 was 81%. However, students' participation had been achieved in cycle 2 because students' participation in meeting 1 was 83% and in meeting 2 was 88%. In addition, the result of interview and field notes also showed that students had good participation in instructional process. It means that the students' participation in cycle 2 was very good in instructional process.

Based on the result of the study above, it could be concluded that the implementation of Home-Made Books material was successful in this research. It could be an alternative to improve students' writing skill, and the students' participation in learning writing especially for junior high school.

ABSTRAK

Sadu, Fitria Marga Buana. Nomor Induk Mahasiswa. 3213103066. 20014. Meningkatkan Prestasi Menulis Siswa pada teks Narrative dengan Menggunakan Home-Made Books Teaching Media di Kelas Delapan SMPN 3 Ngunut. Skripsi. Tadris Bahasa Inggris. Institut Agama Islam Negeri (IAIN) Tulungagung. Pembimbing: Faizatul Istiqomah, M.Ed. Kata-kata Kunci: Home-Made Books, Menulis.

Menulis merupakan salah satu kemampuan bahasa Inggris yang harus dikuasai siswa. Kemampuan menulis tidak dapat dipisahkan dari kemampuan lainnya seperti mendengarkan, berbicara, dan membaca. Seperti tujuan dari menulis untuk menyampaikan ide-ide penulis, pikiran, dan perasaan melalui bentuk bahasa tulisan, maka ini sangat penting bagi siswa untuk menguasainya. Menulis akan sangat berguna baik dalam tingkat akademi maupun tingkat profesional. Namun, pengajaran menulis sering menemui beberapa permasalahan. Terutama untuk siswa sekolah menengah pertama, berdasarkan interview and observasi, peneliti menemukan bahwa siswa di kelas delapan SMPN 3 Ngunut memiliki kemampuan yang rendah dalam menulis karena mereka mendapat kesulitan untuk menggunakan kalimat-kalimat yang benar, dan untuk mengekspresikan ide-ide mereka dalam bentuk tulisan, mereka juga memiliki partisipasi yang kurang dalam belajar dan mengajar. Itu semua masalah yang terjadi pada tahun kedua siswa di SMPN 3 Ngunut Tulungagung. Oleh karena itu, peneliti menawarkan home-made books untuk menjawab masalah itu. Home-made books meningkatkan imajinasi siswa untuk menumbuhkan ide-ide mereka dalam cerita-cerita mereka dan juga memberikan banyak kosakata. Oleh karena itu, ini membuat siswa lebih kreatif untuk bermain dengan kata-kata baru dan bermacam-macam kata dalam bahasa Inggris.

Rumusan masalah dalam penelitian ini yaitu: 1) Apakah Home-Made Books meningkatkan prestasi menulis siswa kelas delapan SMPN 3 Ngunut? 2) Apakah Home-Made Books meningkatkan partisipasi siswa untuk belajar menulis narrative text dalam bahasa Inggris pada kelas delapan di SMPN 3 Ngunut? Tujuan dari penelitian ini yaitu untuk: 1) Mengetahui apakah Home-Made Books meningkatkan prestasi menulis siswa kelas delapan SMPN 3 Ngunut. 2) Mengetahui apakah Home-Made Books meningkatkan partisipasi siswa untuk belajar menulis narrative text dalam bahasa Inggris pada kelas delapan di SMPN 3 Ngunut.

Metode Penelitian: 1) Desain penelitian pada penelitian ini menggunakan penelitian tindakan kelas (PTK) yang termasuk dalam penelitian Qualitative, 2) Populasi penelitian ini adalah siswa SMPN 3 Ngunut Tulungagung, 3) Sampelnya adalah VIII C yang terdiri dari 27 siswa, 4) Kriteria keberhasilan ditentukan dengan dua cara; a) 75% siswa mampu mengarang teks naratif dengan nilai ≥ 75

yang diketahui dari teks mengarang, b) peningkatan partisipasi siswa dalam belajar mengarang bahasa Inggris yang ditentukan dengan 80% siswa aktif di kelas sebagai hasil observasi, dan respon baik siswa dalam kegiatan mengarang sebagai data wawancara, 5) instrument-instrumen penelitian yang digunakan meliputi observasi, wawancara, test, dan catatan lapangan, 6) Karena data penelitian yang dihasilkan tidak hanya berupa angka-angka tetapi juga berupa kata ataupun kalimat, maka analisis data dilakukan dengan mempelajari semua data dari banyak sumber yang dihasilkan melalui proses pengumpulan data yang meliputi observasi, wawancara, test, dan catatan lapangan.

Hasil penelitian ini menunjukkan bahwa nilai rata-rata siswa pada pre-tes adalah 61.63. kemudian nilai rata-rata siswa pada tes mengarang setelah membuat home-made books di siklus 1 adalah 72.59. Hasilnya, kriteria keberhasilan ≥ 75 belum dicapai di siklus 1, maka peneliti melakukan siklus 2. Pada siklus 2, nilai rata-rata siswa adalah 76.44. Hasilnya, kriteria keberhasilan ≥ 75 dapat dicapai oleh siswa. Maka peneliti menghentikan penelitian ini pada siklus ini, ini dapat dikatakan bahwa penelitian ini berhasil. Lebih lanjut, peneliti mengumpulkan data dari observasi dan wawancara serta catatan lapangan untuk mengetahui partisipasi siswa dalam pengajaran dan pembelajaran mengarang. Data menunjukkan bahwa kriteria keberhasilan aktifitas siswa 80% belum tercapai di siklus 1 karena partisipasi siswa di pertemuan 1 adalah 74% dan pertemuan 2 81%. Namun, partisipasi siswa telah tercapai pada siklus 2 karena partisipasi siswa pada pertemuan 1 adalah 83% dan pada pertemuan 2 adalah 88%. Selanjutnya, hasil wawancara dan catatan lapangan juga menunjukkan bahwa siswa berpartisipasi dengan baik dalam proses belajar mengajar. Ini berarti bahwa partisipasi siswa pada siklus 2 sangat baik pada proses belajar mengajar.

Berdasarkan hasil penelitian di atas, ini dapat disimpulkan bahwa implementasi materi home-made books berhasil dalam penelitian ini. Ini dapat menjadi alternatif untuk meningkatkan kemampuan menulis siswa, dan partisipasi siswa dalam pembelajaran menulis untuk Sekolah Menengah Pertama.

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The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, Juli 14th 2014

The writer

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