

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

This chapter discusses the results of both action cycle I and action cycle II. Each consist of the results of writing test in cycle I and cycle II, the results of observation, the results of field notes, the result of interview and result of Test.

A. Research Finding

1. The Result of The Preliminary Study

In the preliminary study, the researcher gave the pre-test to the students. The Pre Test was done in the first meeting before conducting Home-Made Books. It was done on April 26th 2014. The researcher wanted to know the students' Achievement before conducting Home-Made Books in the class. The students were given writing test, then the researcher asked them to write a story based from the topic that the researcher gave. The students' mean score was 61.63 (M=61.63) (see appendix 12). It did not achieve the target mean score requirement in this research. Then, the researcher wanted to improve students' writing achievement by using Home-Made Books teaching Media in narrative text.

2. The Results of Action Cycle I

Action cycle I was done in two meetings. The first meeting was done on April 28th 2014. The doer of the action in the every meeting was the

researcher herself. Meanwhile, the second meeting was done on May 10th 2014. The stages of activities done in the first cycle covered the planning of the action, implementation, observation, and reflection of the action.

a. Planning

The Planning of the action was based on the pre-observation that conducted by the researcher before did the pre-test in the 8th grade of C class in SMPN 3 Ngunut. The researcher entered in the class when the teacher was teaching and the researcher conducted pre-observation. The researcher observed the teaching and learning process and found that most of the students did not give enough attention to the researcher. Some of them spoke with their friends that talking out of topics. When they were asked by the teacher to answer the questions based from the stories that the teacher gave, the students could not answer or they answered in incorrect answer. Based on these problems, the researcher made lesson plan. The stages that conducted in planning such as: socializing the research program, providing the strategy, and design lesson plans.

b. Implementation

The implementation of the action was based on lesson plan made by the researcher. The first meeting in the cycle 1 was carried out based on lesson plan I and the second meeting was done based on lesson plan 2.(the lesson plan 1 and lesson plan 2 are enclosed in appendix 4 and 5). The materials taught covered the genre of narrative paragraph and Home-

Made Books material. The topic of the first cycle was narrative covering stories about of the bear and the rabbit, snow white, Cinderella, and Finding farmer's magic box.

Firstly, the researcher explained about narrative text to the students, then, she gave a story to the students to determine the genre of narrative text in the first meeting of cycle 1. Moreover, the researcher asked to the students to make Home-Made Books in the second meeting of cycle 1 with explaining the narrative text to remind the students about it. In the middle of the writing process the students had problems in past tense. So, the researcher explained about past tense. The Definition of narrative text, constructing of narrative, the language features of narrative text. Then, the researcher explained about Home-Made Books teaching media, basics thoughts of Home-Made Books, the advantages of Home-Made Books, and How to make Home-Made Books.

In the first meeting of pre test, they wrote stories just based from the topics and then, they would try to develop their stories. They did writing stories by passing the steps in writing, such as drafting, revising, editing, and writing final paper. There, the researcher wrote down the topic of "Narrative text". The topic for pre-test was "the fox and the cat".

The students began to write story and they try to develop their ideas. The researcher found in the process of writing, students faced many problems, even though the researcher gave some vocabularies

recommended, and the meaning of those vocabularies, they were still confused and could not develop sentences and ideas. Some of them stop writing while they did not get idea. So, the researcher visited every student's seat to make sure they were writing in this process. Many of them got problems to express and write their idea in a story. Based from field note, some of students walked in the classroom of eight grades of C class tried to get idea. The searcher asked them to stay in their seat and asked them focus in their stories. They wrote very limit sentences and they could not write what they were thinking about. They had limit vocabularies and they still confuse to increase stories. After they were finishing their stories that needed 80 minutes to write and develop, the researcher asked them to submit their work.

In the first meeting of cycle 1, the researcher explained narrative text more to remind the students, then she explained about Home-Made Books and the materials that needed. The researcher gave back students' work of pre-test after the researcher scored it. Then, the researcher and the students evaluated the topics in the pre-test, then, the researcher explained the correct genre of narrative based from the topics. Some of the students asked questions related it that they confused on. After the students understood about it, the researcher explained about Home-Made Books to the students. The researcher explained about what was Home-Made Books? How to Make Home-Made Books? Furthermore, the

researcher asked them to bring material to make Home-Made Books for next meeting. Then, the first meeting of cycle 1 were done.

The teaching and learning process of writing through using Home-Made Books material covered three main activities, namely prewriting, whiles writing and then post writing. In the pre-writing the students developed their ideas for their stories. Whiles writing, they wrote their stories and they were in the process of their stories. Post writing was their product of their writing stories.

The researcher gave the topics in papers and then asked the students to choose one topic. After the students had topics, the researcher gave them pictures based from the topics that they had been chosen. The students wrote stories based from the topic and the pictures that they had have. The topics were decided by the researcher. The topics were: "Snow White, Cinderella, Finding Farmer's Magic Box, The Rabbit and The Bear." The students wrote a story based from the topic that they had been chosen. They explored their ideas to develop narrative stories about fictions and fables. The stories were familiar for them. Almost all students gave attention in teaching learning process of writing through using Home- Made Books material. In the stage of writing, the students were asked to write stories draft of narrative text based from the pictures that they have chosen.

All students did the activities process on writing. But, students wrote stories still based on their first draft, it was meaning that they made draft and their stories still start on drafting. The researcher tried to make them move to the next stages in writing process. The researcher visited the students one by one in their seat. It was possible did by the researcher, because the population of the class was not large, it was less than 30 students in class. After the researcher looked at the students work, the researcher concluded that many students did not explore their ideas as well. They still were unconfident when they made mistakes, and the other problem was the students could not use past tense in the narrative stories. So the teacher gave more motivation to make the students could be more confident such as asked them to do the best of their selves and did not scared to make mistakes because the researcher said that we wanted to be professional we needed process and it was impossible we were becoming perfect in writing without made mistakes. So, it needed process. Then, the researcher gave more explanation about past tense. Some of them asked questions. After the researcher made sure that the students had understood. She asked the students to continue their writing. The students were more motivated.

Furthermore, in the second meeting of cycle 1 the researcher asked the students to make their Home-Made Books more creative by drawing it when they had finished their stories. Students' stories needed 80 minutes

to finish it. Even though Home-Made Books could be done at home if it did not finish in the class, the researcher asked to the students to finish it at class. The researcher did it, because she made sure that every ways in students' writings were done by their selves. The students could finish it on time, besides they had time to decorate their Books.

Moreover, the process evaluation through observation was done in each meeting to evaluate students' active and passive involvement during the teaching learning process of writing through Home-Made Books material. The observation guide in the form of checklist was used to evaluate the students' involvement. The observation checklists were enclosed in Appendix 13, 14, 15 and 16. Besides, field note was also used in each meeting during the teaching learning process of writing through Home-Made Books material. In addition to process evaluation, there was also product evaluation obtained in this action. The product evaluation was in the form of writing achievement test. Moreover, the observation to measure the participation of the students in teaching and learning was also used to support the research results. It was used to support whether Home-Made Books was useful or not for improving students' writing ability, whether it helped them or not to write story of narrative text.

c. The Results of Observation

Class observation was done in turns by the researcher during the teaching learning process of writing by using Home-Made Books

material. It was intended to do the process evaluation to get the main data. The observation guide in the form of checklist was used to evaluate the process. The indicators observed were the students' participation during the teaching learning process to make Home-made Books, which include students' attention, students' writing process to develop ideas in the writing process by using Home-Made Books, students' creativity to develop more sentences in a picture that they would tell and write it down in their books.

In the first meeting of cycle, the researcher acted observation check list. The result of the observation in teaching and learning writing using Home-Made Books was calculated using the formula bellow:

$$\%O \text{ (The percentage of Observation)} = \frac{x + y}{\text{the activities total}} \times 100\%$$

Note:

X : the activities were done by the teacher in the class based on the observation checklist.

Y : the activities were done by the students in the class based on the observation checklist.

Then the activities total on the list of meeting 1 of cycle 1 was 34 and meeting 2 of cycle 1 was 32

The percentage of the observation sheets in cycle 1

1. The percentage of the observation sheet of researcher's activities and students' activities in meeting 1 was 74% (See Appendix 13)

$$\%O = \frac{17 + 8}{34} \times 100\% = 74\%$$

2. Then the percentage of the observation sheet of the teacher's activities and students' activities in meeting 2 was 81% (See Appendix 14)

$$\%O = \frac{16 + 10}{32} \times 100\% = 81\%$$

From those percentages as the observation results in cycle 1, those indicated that the students' participation was low in writing narrative text because they only did 8 from 17 students' activities in meeting 1, and 10 activities in meeting 2 from 16 students' activities. Then, it was calculated, it was 78%. Furthermore, the researcher compared the result of the observation sheet with the criteria of success (80%). Based from the result, the students' participation in the classroom also did not achieve the criteria, because students only achieved 74% in meeting 1 and 81% in meeting 2. As results, Students did not achieve the standard criteria in first meeting and in second meeting students were fulfilling the standard criteria. It could be concluded that the students were not actively participated in the teaching and learning process in the classroom in Cycle 1.

According to the explanation above, the result of the observation of the students' participation based from the observation check list that

had been made by the researcher in the teaching and learning and students' participation first meeting of cycle 1 and the second meeting of cycle 1 could be concluded that they were low participated in teaching and learning of writing to make Home-Made Books. Their writing also did not fulfil the criteria. Moreover, the researcher analysed the implementation obstacles of cycle 1 to solve the obstacles in the cycle 2.

First, the obstacles were happened because the students did not do the directions in writing as well as. Students wrote stories just based from the pictures without gave attention to the sequences of the stories. They asked to other friends to get ideas, so the class was becoming noisy, it was annoying other students.

Second, the students did not understand well about the language features and grammatical features of narrative text because most of them did not give enough attention to the researcher when she explained. Furthermore, some students were getting some difficulties to express their ideas in written form based from the topics given by the researcher. It was happened because of students' knowledge, experiences and writing ability were different each other. It caused students' participations and scores in cycle 1 did not achieve the criteria of success which determined by the researcher. So, the researcher decided to conduct cycle 2.

d. The Results of Writing Achievement Test of pre test and post test 1 in Cycle I

Beside, process evaluation, product evaluation in the form of writing achievement test was also done after the actions in cycle 1 in the second meeting (on May 17th 2014). The test was done to measure the students writing achievement after the first actions were given. The test that given to the students were the students made Home-Made Books twice through 2 cycles in the last meeting of every cycle. In the writing test, the topics provided were fictions stories of Narrative text in writing, such as: the bear and the rabbit, finding farmer's magic box, Cinderella, snow white. Here the students were asked to choose one of the topics above, and then they wrote a narrative story individually. They did this in 2x40 minutes.

The results showed that most of the students writing were not understandable or not communicative. The students still made errors mainly in organizing and developing their ideas. Most of them included irrelevant diction and repetition of ideas about the topic they have written. Besides, most of the students still wrote past tense incorrectly. The scores of the students' writing achievement test in cycle 1 were presented in Table 4.1

Table 4.1 The Results of the Students' Writing Achievement Test in Pre-Test and Post Test 1 of cycle 1

No.	Students' name	Score of Pre-Test	Score of cycle 1	Score of Cycle 2
1	RDJ	60	76	80
2	RDS	60	76	84
3	SAP	56	64	76
4	SWR	68	80	80
5	TH	52	72	80
6	VAC	56	80	80
7	YBPM	68	76	84
8	YGP	52	64	72
9	AG	56	72	72
10	ANIP	48	56	68
11	AAA	72	80	80
12	AAS	56	56	68
13	AIT	72	80	80
14	AF	80	88	88
15	BIA	60	72	76
16	BMF	64	76	80
17	CIEP	76	84	88
18	CH	56	64	76
19	DAR	48	52	52
20	DS	52	64	72
21	FY	68	80	80
22	HAPP	76	80	84
23	HKP	56	64	68
24	IS	56	72	76
25	ISY	76	80	76
26	MYSB	68	80	76
27	ODF	52	60	68
Sum		1664	1960	2064

The mean score of the students' writing achievement was as follows:

$$M_{\text{pre-test}} = \frac{\text{The total of the average scores}}{\text{The total number of the students}}$$

$$M \text{ pre-test} = \frac{1664}{27}$$

$$\mathbf{M \text{ pre-test} = 61.63}$$

The mean score of the students' achievement was as follow:

$$M \text{ post-test 1} = \frac{\text{The total of the average scores}}{\text{The total number of the students}}$$

$$M \text{ post-test 1} = \frac{1960}{27}$$

$$\mathbf{M \text{ post-test 1} = 72.59}$$

The mean score of the students' achievement was as follow:

$$M \text{ post-test 1} = \frac{\text{The total of the average scores}}{\text{The total number of the students}}$$

$$M \text{ post-test 1} = \frac{2064}{27}$$

$$\mathbf{M \text{ post-test 1} = 76.44}$$

In writing test, there was one student who did not follow the test because they moved to other schools. So, the name of the students was not written in the students' list. Based on Table 4.1, the differences between the means of the pres-test and the score of the cycle 1 were very far, from the result we could conclude that the students' achievement were increasing after they were given Home-Made Books teaching media. Based on Table 3 above, it was found that the mean score of the students' writing achievement test in the pre-test was 61.63 (M=61.63). This mean score was categorized as average. It means that it did not

achieve the target mean score requirement in this research, that is ≥ 75 . It means that the pre-test of the students represented that students had problems in writing lesson and it needed problem solving. The researcher implemented the Home-Made Books as problem solving of writing lesson in the class.

The researcher used Home-Made Books to teach writing in the class of 8th of junior High School at SMPN 3 Ngunut. The researcher conducted the test of Home-Made Books in the second meeting of cycle 1. The students' score of the Home-Made Books in writing test of post test 1 in the cycle 1 with mean of the score was 72.59 (M=72.59). The mean of the cycle 1 was not fulfilling the standard requirement. But, It was increasing than students' achievement in pre-test, it was 61.63 (M=61.63). It also could be seen from the class percentage as follow

$$P \text{ pre-test} = \frac{F}{N} \times 100\% = \frac{1664}{27} \times 100\% = 61.63\%$$

$$P \text{ post test 1} = \frac{F}{N} \times 100\% = \frac{1960}{27} \times 100\% = 72.59\%$$

The class percentage proved that students' achievement was increasing, even though students achievement in the cycle 1 was not fulfilled the standard criteria. Based from the different mean scores between the tests had far distance. The improvement score of students' writing achievement in narrative text from preliminary test up to students'

average score in cycle 1 can be seen from the percentage of students' improvement in writing test in pre-test and post test 1 was 17.78 as follow

$$P = \frac{Y_1 - Y}{Y} \times 100\% = \frac{72.59 - 61.63}{61.63} \times 100\% = 17.78\%$$

Students' achievement was improving when the researcher applied Home-Made Books to teach writing. The percentage of students' achievement of pre-test and post test 1 was 17.78. The post-test 1 in the cycle 1 was better than pre-test. It could be concluded that Home-Made Books gave good opportunity for students to solve their problem. It just needed more exercise to make students accustomed.

Based on the means result above, it was necessary to conduct the second cycle since the students' mean score did not fulfill the target mean score that was in the good category or ≥ 75 . So, the researcher conducted the second cycle.

e. The Results of the Reflection in Cycle 1

The reflection was done after the results of observation and the results of writing test were known. The results of observation checklist in cycle 1 was not fulfilling the criteria, it was 78% in cycle 1.

They did not actively participated in teaching and learning process in the classroom to make Home-Made Books. Students did not involve in

writing lesson as expected as by the researcher. They did not followed the writing class as well as because they got some problems in writing.

Based on the product evaluation, it was known that the students' writing achievement was not fulfilling the criteria and it needed to conduct the cycle 2. Even tough, students' achievement had not fulfilled the standard criteria. But, the researcher believed that students' achievement increased by using Home-Made Books teaching media. The results of writing test in the first cycle showed that on the average, the students' writing achievement test was 72.59 (M=72.59), but it had not fulfilled the standard requirement yet. It means that the target mean score of writing achievement in this research had almost been achieved. There were some factors that influenced the results based from the observation check list (see appendix 13, 14, 15, 16) and interview (see appendix 17, 18, 19, 20) as follow:

1. It was the first time for the students to use Home-Made Books teaching media in writing.
2. The students had limit vocabularies.
3. The students could not improve their ideas as maximal, because they were afraid that they would make mistakes.
4. The students could not use the past tense correctly.

Furthermore, the second action cycle was needed to solve the problem that found in cycle 1. The actions in the second cycle were

conducted by revising the lesson plan in the first cycle by considering the students' weaknesses and errors they made on the writing test in the first cycle. Their weaknesses were related to the organization of the ideas of their paragraph into the coherent ones and writing the correct past tense structures. Thus, in the revised lesson plan, the researcher explained the past tense, and gave the students exercises to write past tense form of sentences. There, the researcher circled the errors the students made in their previous writing and discussed it in the class. Then, the researcher explained what students should do when they wrote past tense sentences. It was hoped that the students could recognize their weaknesses and errors of their paragraphs, so it would be easier for students to revise and edit their writing in the right steps, then, made it better.

In short, the revised teaching lesson to make Home-Made Books teaching media in the classroom was intended to improve the students' writing achievement from average category to good category. The researcher scored students' work at home.

3. The Results of Action Cycle 2

Action cycle 2 was done because the actions given in the first cycle did not achieve the research objective yet. It was also done in two meetings. The fourth meeting was done on May 17th 2014 and the Fifth meeting was done on May 22th 2014. The stages of activities done were the same as the

first cycle, namely preparation of the action, implementation, observation and evaluation, and reflection of the action.

a. Planning

The planning in the second cycle was similar with the first cycle. But, in the cycle 2 the researcher made lesson plan that had been revised based from the problems that found in the first cycle. The researcher gave more efforts as the improvement in the first meeting such as the researcher explained past tense structure more in the process of writing, more over the researcher explain more about the organization of the narrative text. The, she checked the students' understanding about it by asking the students to analyse the language features and grammatical features of narrative text. The researcher also made sure that students did the directions to made Home-Made Books.

b. Implementation

The implementation of the action was similar with the implementation of cycle1, it was a revised lesson plan in cycle 1 made by the researcher. The revised lesson plan 3 and lesson plan 4 for the second action cycle were enclosed on appendix 3 and 4.

In first meeting of cycle 2, the researcher explained more about past tense structure more in the process of writing. The researcher asked each student to make 5 sentences in form of past tense. Then the researcher

and the students evaluate the sentences. Some of the students still confused about past tense. Then, the researcher explained it more in this meeting. After the students understood about past tense, the researcher explained about narrative text and past tense in the narrative text, the genre of narrative text also the language features and grammatical features in narrative text. The researcher gave a topic to be analysed together between the teacher and the students. The researcher gave a story that the title was 'The Rabbit and the Bear' that the students wrote stories about it. The researcher chose the topic that same with the topics that used in the cycle 1 to make it easily for students to understand and it was familiar for them. Next, she asked some questions related to the stories such as main ideas and supporting ideas to the students. The students answered it as well.

In the second meeting of cycle 2, the researcher asked to the students to make Home-Made Books. The students were more enthusiasm to make Home-Made books. The researcher explained more the past tense when some of students asked about it. Moreover, in the middle of the process the researcher explained to the students to write stores based from the pictures orderly of stories to remind the students not to make stories just based from the pictures and to arrange it in the correct sequences. Then the researcher asked the students to make Home-Made Books. The researcher gave new topics to the students, the topics were: "The Smart

Monkey and Dull of Crocodile, The Smartest Parrot, The Beautiful Girl and The Prince, and The Golden Tree.”

The students chose a topic that they liked and then the researcher gave the pictures based from their topics. The students wrote their draft, and then they developed it. They also developed their ideas based from their topics. They wrote stories based from the topic that they chose and the pictures that given by the researcher based from their topics. The students applied writing throughout the stages in writing process.

In the process of students’ writing, the researcher always controlled the students in the teaching and learning process. Some of the students were still asking about past tense in the different form of past tense sentences. So, the researcher explained it directly, but not too much because students were easy to understand it. Students did their work in quite enough.

After the students finished their stories, the researcher asked the students to decorate their Home-Made books. After they were sure that their Home-Made Books finished, the researcher asked them to submit it. In the second meeting of cycle 2, the students finished their works on time. It needed 80 minutes for the students to finish it. After they submit to the researcher, the researcher closed the class. The researcher scored students scores at home. The researched measured students’ writing based from the Writing scores guideline for the text genre. The researcher was

analysing the criteria of grammar, text organization (genre), clarity of meaning, ideas.

c. The Results of Observation

In the second cycle, the students already showed their interest and enthusiasm to participate in the teaching learning process of writing to make Home-Made Books as teaching media. They looked more confident and more habitually. It can be seen from the result of observation in first meeting and second of cycle 2, it was 83% in cycle 1 and 88% in the cycle 2. They were actively involved in the teaching learning process of writing to make narrative stories on Home-Made Books teaching Media. Then the activities total on the list was 36 in first meeting and 34 in the second meeting of cycle 2.

The percentage of the observation sheets in cycle 2 explained as

The percentage of the observation sheet of researcher's activities and students' activities in meeting 1 was 83% (See Appendix 15)

$$\%O = \frac{18 + 13}{36} \times 100\% = 83\%$$

Then the percentage of the observation sheet of the teacher's activities and students' activities in meeting 2 was 88% (See Appendix 16)

$$\%O = \frac{17 + 13}{34} \times 100\% = 86\%$$

From those percentages as the observation results in cycle 2, those indicated that the students' participation was participated in writing narrative text because they did 13 activities from 18 students' activities in meeting 1, and 13 activities in meeting 2 from 17 students' activities. Then, it was calculated, it was 86%. Furthermore, the researcher compared the result of the observation sheet with the criteria of success (80%). Based from the result, the students' participation in the classroom also achieved the criteria, because students' achievements were 83% in meeting 1 and 88% in meeting 2. As results, the students were actively participated in the teaching and learning process in the classroom. It can be concluded that teaching and learning by making Home-Made Books in writing narrative text was success and achieve the criteria.

Based from the observation, researcher did all activities in the first and second meeting in cycle 2 and the students did 83% activities in the first meeting and 88% activities in the second meeting of cycle 2. It means that Home-Made Books teaching media could improve students' participation in the teaching and learning of writing. In short, most of the steps writing to make Home-Made Books were interesting, motivating, fun activities, and made students creative and active, also Home-Made Books is very useful to improve students' writing ability.

d. The Results of Writing Achievement Test in Cycle 2

The product evaluation in the form of writing achievement test was done at the end of the second cycle that was on May 22nd 2014. The topics provided were “The Smart Monkey and Dull of Crocodile, The Smartest Parrot, The Beautiful Girl and The Prince, and The Golden Tree.” There, the students were asked to choose one of the topics above, then wrote a narrative text that consists of approximately 100-150 words or 10-15 sentences. The allotted time was 2x40 minutes.

The mean score of the students’ writing achievement was as follows (See Appendix 13):

$$M \text{ post-test 2} = \frac{\textit{The total of the average scores}}{\textit{The total number of the students}}$$

$$M \text{ post-test 2} = \frac{2064}{27}$$

$$\mathbf{M \text{ post-test 2} = 76.44}$$

It could be seen that on mean score, the students’ writing achievement test was 76.44 (M=76.44) (See Appendix 13). It was classified as good category. As the result of class percentage in cycle 2 which pass minimum mastery criterion criteria 75 in 75% of 27 students was 76.44%, it can be seen from

$$P = \frac{F}{N} \times 100\% = \frac{2064}{27} \times 100\% = 76.44\%$$

Based from the result above, it means that the mean score in this research achieved the targeted mean score requirement that was ≥ 75 . The students had been improving their achievement in writing narrative text. The improvement score of students' writing achievement in narrative text from preliminary test up to students' average score in cycle 2 could be seen as the result of the percentage of students' achievement as follow

$$P = \frac{Y_2 - Y_1}{Y_1} \times 100\% = \frac{76.44 - 61.63}{61.63} \times 100\% = 24.03\%$$

Students' achievement was increasing as well 24.03%. It was better than the improvement percentage of students in cycle 1 17.78%. Moreover, it could be seen as follow

Furthermore, the students' mean score in the cycle 2 was 76.44, it was fulfilling the standard criteria. Thus, the action was stopped or did not continue. Besides, from the students' writing achievement, it was found that most of the students made improvement in their writing. Most of their writing was understandable. Only some errors could be found. It means that Home-Made books could improve students' writing ability.

e. The Results of Reflection in Cycle 2

In this cycle, the results of observation in cycle 2 showed significant improvement on the students' participation in joining the writing lesson. Most of students were actively involved in the teaching

learning process of writing through using Home-Made Books teaching media and most of the students did the activity in the observation sheet. It means that most of the students already knew about what they had to do in the teaching and learning of writing through Home-Made Books teaching media.

Furthermore the students' writing achievement increasingly improved. It was indicated by the mean score of the subjects which was categorized as good ($M=76.44$), which means that the target mean score of writing test in this research was achieved. Besides, the students' percentage of improvement in writing narrative text was increasing 24.03%. Since the result of writing achievement test in the second cycle achieved the targeted mean score in this research. The action was stopped.

B. B. Discussion

Based on the observation checklist, it could be seen that the students' active participation in the second cycle was higher than in the first cycle. It increased from 74% in the meeting 1 and 81% in meeting 2 of cycle 1 to 83% in meeting 1 and 88% in meeting 2 of cycle 2. They were actively participated during the teaching learning process of writing to make Home-Made Books in teaching and learning.

Raimes (1983:27) states that picture is a valuable instructional media and sources in the classroom. The use of pictures in the classroom provides a stimulating focus for student's interest. Picture also brings the outside world into the classroom in a vividly concrete ways.

On the basis of the results of the writing test analysis, it could be pointed out that the result of the students' writing achievement in the first cycle did not achieve the research objective. Even tough, the mean score in the first cycle (M=72.59 or 72.59%) was increasing well than the pre-test (M=61.63 or 61.63%). On the average, the students' writing achievement was classified as "good" (M=72.59). It was involved in the good category it was 70-84, but it still did not fulfil the standard criteria. There were some factors that caused the results, such as it was the first time for the students to make Home-Made Books as teaching media in paragraph writing, the students confused to make Home-Made Books in the first time. The students could not use past tense form correctly. Hence, the action in the second cycle was conducted by revising the teaching media used in the first cycle.

After being given the actions in the second cycle, the students could improve their writing achievement scores well. On the average, the students' writing achievement in the second cycle improved from average category but did not fulfil the standard criteria in the first cycle (72.59) to good category and fulfil the standard criteria in the second cycle (76.44), and the targeted of mean score could be reach. Moreover, the students' percentage of improvement in pre-test to post test 1 in cycle 1 was increasing 17.78%, it was better in the post test 2 the

cycle 2, it was 24.03%. It was caused by the revised teaching media. For example, in cycle 1, the students were not given enough clues about Narrative text, Home-Made Books, and grammar, but in cycle 2 they were given enough clues and exercise. It helped the students to know what they should do when they made Home-Made Books and what the correct sentences of past tense form. Thus, such problem could be solved in the second cycle. As the result, the students' writing achievement improved in the second cycle.

The following table presented the improvement of the students' writing achievement in the first and the second cycle.

Table 4.3. The Improvement of the Students' Writing Achievement in the First and the Second Cycle

	Cycle 1	Cycle 2
Mean Score	72.59	76.44

From table 4.3 above, the mean score of the students' writing achievement had improved from 72.59 or "average" category in cycle 1 to 76.44 or "good" category in cycle 2. It means that the second cycle achieved the targeted mean score of this research. Thus, the action research was ended. Because of the mean of the second cycle had fulfilled the standard criteria.

The analysis of the observation and the results of the writing test analysis indicated that a teaching media of teaching and learning such as Home-Made

Books was effective to teach writing. It was in line with the statement Scott and Ytreberg.

Scott and Ytreberg (1990:76) states that simple drawing or pictures with vocabulary collections are fun, easy to make and always-useful reminders of the words. The students easily understood the pictures when they looked it.

The results of this research strengthen the statement and support that Home-Made Books is an alternative way to teach writing in more interesting and easier way for students. Furthermore, the results of interview showed that Home-Made Books helped students in writing lesson. They said that Home-Made Books were very interesting, and they could feel enjoy when they wrote stories based from the topic and the pictures that given to them, and also they said that Home-Made Books could improve their draft into the better one, it could develop their ideas to write stories. It was also fun for them to draw and decorate their books. They felt proud had own book that they had been made by their selves. The most important was the students could reduce the mistakes and they more be motivated to not to despair when they made mistakes in writing.

Home-Made Books teaching media was new for the students they felt more interested in the new thing. Besides, it was at the first time for students to make their own stories on book in different verses, not diary but stories that they developed by their selves. It was in line with the statement of Scott and Ytreberg.

Scott and Ytreberg (1990:63) state that Homemade Books may different verse of a song that already familiar with the students. Or they may be class stories written down by the teacher. In addition to teacher-

made materials, so teachers also have students' made books, which are an essential part of any class reading corner / library.

It means that Home-Made Books could be reading corner in the class that could be read by every student and also the teacher. The teacher could know the students' improvement by looked at their Home-Made Books. Home-Made Books is a teachable material and perhaps one of the most important things we could help the students learn. Lastly, it created the motivation, confidence, and participation for the students. It created creative students to make Home-Made Books and every story more various. They could play with words and they knew more unfamiliar words. They also learned how to appreciate every art that their friends made. It also taught students more brave to express their selves in right ways. At last, based on above explanation, Home-Made Books is an effective alternative teaching media to teach and improve the students' writing, especially in writing narrative text on 8th C class at SMPN 3 Ngunut.