

THE EFFECTIVENESS OF ENGLISH AUTOBIOGRAPHY TO IMPROVE STUDENTS' WRITING SKILL OF RECOUNT TEXT IN EIGHTH GRADE STUDENTS OF STATE JUNIOR HIGH SCHOOL 1 PURWOREJO IN THE ACADEMIC YEAR OF 2012/2013

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Abstract

The objectives of study is intended whether the student Autobiography was effective or not to teach recount text in eighth grade students of state junior high school 1 purworejo. In this research the researcher took 62 students as the sample. As the experimental group, the researcher used class VIII E which consists of 31 students. Meanwhile as control group, the researcher used class VIII F which consists of 31 students. Then the researcher gave pre-test and post-test to both classes. The researcher taught recount text by giving assignment to write their English Autobiography to experimental group and common way to control group. To make the result of analysis, the researcher calculates by using two methods. The first method is by calculating them manually and the second method, as a comparison, by using SPSS (Statistical Product and Service Solution). From the analysis data, the researcher concludes that English Autobiography is effective to improve students' writing skill of recount text. As the fact, the result of t-value is 2.947 based on the 0.05 significant levels, the value of t-table is 2.000 the result of computation shows that t-value is higher than t-table, that is $2.947 > 2.000$ so it can be stated that the hypothesis "English Autobiography is effective to improve the students' writing skill of recount text" is accepted.

Key words: *Writing, English Autobiography, improve, recount text*

A. Introduction

According to Byrne (2008:6-8), teaching writing is possible to learn a foreign language without learning how to write it and for many of our students, perhaps even the majority of them, writing will be the skill in which they are not only least proficient, even after considerable practice, but also the one for which they will have the least use. The situation is not so very different from the mother tongue, as we have already seen, except for those of us who use writing in some professional capacity. Writing is a skill which is both limited in value and difficult to acquire and is a totally new experience for most of them.

In Junior High School, the purpose of teaching English is to make students able to use language to fulfill their daily activities such as listening, reading, speaking and writing and four language components such as grammar, vocabulary, pronunciation, and spelling. Writing is importance for integrating with other language skills in particularly stressed, with speaking and listening no less than with reading, both in the belief that this leads to more effective language learning but also because it provides more natural contexts for writing activities. It is one of the skills

in English which must be mastered by students at junior high school students. In spite of that there are many students commonly writing is a difficult activity. English Autobiography is one of the media which can be applied by the teacher to improve the students writing skill of recount text. The researcher feels that knowing the problems encountered by the students in writing using English Autobiography is effective.

English Autobiography is the story *of a life*: the name implies that the writer will somehow attempt to capture all the essential elements of that life. A writer's autobiography, for example, is not expected to deal merely with the author's growth and career as a writer but also with the facts and emotions connected to family life, education, relationships, sexuality, travels, and inner struggles of all kinds. (<http://grammar.about.com/od/ab/g/autobiotermin.htm>).

B. Method

The research is classified as an experimental research. Students participate in this study were in two separate groups. The research was conducted in state junior high school 1 Purworejo. This research carried out on 8th May until 22nd May, 2013. The research took the eighth grade students of state junior high school 1 Purworejo in the academic year 2012/2013 as the subject of the research.

In this research, the populations are six classes of eighth grade students of state junior high school 1 Purworejo in academic year 2012/2013. The total number of populations is 192 students. The population of the research, the researcher took two classes as the sample. One of class that is VIII E represented the experimental group, and one class that is VIII F represented the control group. The experimental group consists of 31 students and the control group consists of 31 students. on the kinds of sampling technique above, the researcher uses the random sampling in taking the sample. Purposive sampling is the drawing of sampling that is based on specific purpose by considering the time consumed and other factors. In this research, the writer used test, pre- test and post test in getting the data. The pre-test and post- test' questions between experimental group and control group in this research is same. The type of the test in this research is making a text that has to be done in 40 minutes.

C. Findings and Discussion

Writing Skill Results of Pre-Test and Post-Test

No.	Statistic	Experimental Group		Control Group	
		Pre-test	Post-test	Pre- test	Post- test
1.	Mean	-	74.77	-	65.61
2.	Median	68	74	66	67

3.	Mode	64	66	66	60
4.	Range	18	32	18	20
5.	Highest Score	80	98	78	80
6.	Lowest Score	62	66	60	60
7.	Standard Deviation	-	8.27329	-	8.08548
8.	Variance	-	68.447	-	65.3812

Based on the previous explanation, the researcher got the differences between experimental group and control group. It means that the treatment was effective. To make the analysis more reliable, the writer analyzed it by using *t-test pooled variance* and the result of the t-test is 2.947.

From the computation, the value of F is 1.05. Based on the table on F table, it was known that at the F value on the significant level 0.05 was 1.84. Because F value was lower than the value of F table ($1.05 < 1.84$), it means that the variance of two sample was homogeneous.

In testing hypothesis, generally the level used in any research is the 5% or 1% level. In this research, the researcher uses the level of significance 5%. It means that the falseness of conclusion is 5% and the truth of conclusion is 95%.

Based on the result of the computation of t-value in previous computation, the t value was 2.947. Then, the t-value was consulted to the t-table at 5% (0.05) significance level. With degree of freedom 60 and the level of significance 0.05, the t-table was 2.000. From the previous computation, the t-value was 2.947 and the value of the table at 0.05 significance level was 2.000. It could be concluded that t-value was higher than t-table ($2.947 > 2.000$).

From the previous analysis, it showed that with the number of samples ($n_1 + n_2$) and the level of significance was 0.05, the result of the computation of t-value was 2.947. Based on the value of t-table was for $x_1 = 31$, $x_2 = 31$ and the significant level was 0.05, the value of t-table was 2.000. Based on the data, it show that t-table was higher than t-table ($2.947 > 2.00$).

Based on the previous analysis, the writer concluded the hypothesis was accepted. It means that using English Autobiography to teach recount text on the eighth grade students of state junior high school 1 Purworejo in the academic year 2012/2013 is effective.

D. Conclusion and Suggestion

Based on the analysis of the data, the hypothesis and the discussion in the previous chapter, the conclusion said that there is effectiveness of English Autobiography to improve students' writing skill of recount text in eighth grade students of state junior high school 1 purworejo in the academic year of 2012/2013.

It can be proved by the teacher needs to be more flexible so the study would be more enjoyable. In addition the teacher should be active to make various and interesting activities to the students in learning English.

It is very important for the students to improve their writing skill. There is an interesting media such as English Autobiography that will help the students to enjoy study English, and they can written with their imagination and the more attentions for the students to involve in the learning process.

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