

**THE CORRELATION BETWEEN STUDENTS' PRIOR KNOWLEDGE  
AND THEIR ABILITY IN WRITING EXPOSITORY PARAGRAPHS  
AT THE SECOND YEAR OF SMK IBNU TAIMIYAH  
PEKANBARU**

Thesis

Submitted as a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
(S.Pd.)



By

**MAIDIA SAPUTRA  
NIM. 10714000901**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1433 H/2012 M**

## ABSTRAK

**Maidia Saputra (2012): “Hubungan antara Pengetahuan Awal Siswa dengan Kemampuan mereka dalam Menulis Paragraf Ekspositoris pada Siswa Kelas 2 SMK IBNU TAIMIYAH Pekanbaru”.**

Penelitian ini mempunyai 3 formulasi permasalahan yaitu bagaimana pengetahuan awal siswa, bagaimana kemampuan mereka dalam menulis paragraf ekspositoris, apakah ada hubungan yang signifikan antara pengetahuan awal mereka terhadap kemampuan menulis paragraf ekspositoris siswa kelas 2 SMK IBNU TAIMIYAH Pekanbaru.

Tujuan dari penelitian ini adalah untuk mengetahui pengetahuan awal siswa, untuk mengetahui kemampuan mereka dalam menulis paragraf ekspositoris, untuk mengetahui apakah ada hubungan yang signifikan antara pengetahuan awal siswa terhadap kemampuan mereka dalam menulis paragraf ekspositoris pada siswa kelas 2 SMK IBNU TAIMIYAH Pekanbaru.

Jenis penelitian yang digunakan adalah korelasi, penulis menggunakan 1 kelas sebagai sampel yang terdiri dari 32 siswa, teknik pengumpulan data adalah tes, tes ini digunakan untuk mengetahui kemampuan siswa dalam menulis paragraf ekspositoris pada siswa kelas 2 SMK IBNU TAIMIYAH Pekanbaru. Teknik analisis data yang digunakan adalah Simple Regresi untuk mengetahui hubungan antara pengetahuan awal siswa dan kemampuan mereka dalam menulis paragraf ekspositoris dengan menggunakan SPSS Versi 16.0.

Berdasarkan analisis data, penulis menyimpulkan bahwa nilai R square adalah 0.520, yang berarti bahwa hubungan antara pengetahuan awal siswa terhadap kemampuan mereka dalam menulis paragraf ekspositoris adalah 52.0%, 48% dari 100% dipengaruhi oleh variabel yang lain. Korelasi koefisien adalah 0,721, dikategorikan ke dalam korelasi tinggi. Kesimpulan adalah ada korelasi yang signifikan antara pengetahuan awal siswa dan kemampuan mereka dalam menulis paragraf ekspositoris pada siswa kelas 2 di SMK IBNU TAIMIYAH Pekanbaru.

## ABSTRACT

**Maidia Saputra (2012): “The Correlation between Students’ Prior Knowledge and Their Ability in Writing Expository Paragraphs at the Second Year of SMK IBNU TAIMIYAH Pekanbaru”**

This research has 3 formulations of the problems that how students prior knowledge is, how students’ ability in writing expository paragraphs is, and whether there is any significant correlation between students’ prior knowledge and their ability in writing expository paragraphs at the second year of SMK IBNU TAIMIYAH Pekanbaru.

The objective of the research are to find out students’ prior knowledge, and to find out the students’ ability in writing expository paragraphs, and to find out whether there is significant correlation between students’ prior knowledge and their ability in writing expository paragraphs at the second year of SMK IBNU TAIMIYAH Pekanbaru.

In this research, the type of research was correlation research. The writer used one class as sample that consists of 32 students. The technique of data collection was the test. The test was used in order to find out the students’ prior knowledge and their ability in writing expository paragraphs at the second year of SMK IBNU TAIMIYAH Pekanbaru. The technique of data analysis used Simple Regression in order to find out the amount correlation between students’ prior knowledge and their ability in writing expository paragraphs by using SPSS 16 Version.

Based on the data analysis, it can be seen that the score of R square is 0.520, it means that the correlation of students’ prior knowledge and their ability in writing expository paragraphs is 52.0%. Whereas the 48.0% from 100% is influenced by the other variable. The coefficient correlation was 0.721, categorized into high correlation. The conclusion is that there was significant correlation between students’ prior knowledge and their ability in writing expository paragraphs at the second year of SMK IBNU TAIMIYAH Pekanbaru.

## LIST OF CONTENT

<b>SUPERVISOR APPROVAL .....</b>	<b>i</b>
<b>EXAMINERS APPROVAL .....</b>	<b>ii</b>
<b>ACKNOWLEDGMENT .....</b>	<b>iii</b>
<b>ABSTRACT .....</b>	<b>v</b>
<b>LIST OF CONTENT .....</b>	<b>viii</b>
<b>LIST OF TABLES .....</b>	<b>ix</b>
<b>LIST OF APPENDIXES .....</b>	<b>x</b>
<b>CHAPTER I INTRODUCTION</b>	
A. The Background of the Problem .....	1
B. The Definition of the Terms .....	5
C. The Problem .....	6
D. The Objectives and Significance of the Research .....	7
<b>CHAPTER II LITERATURE REVIEW</b>	
A. The Theoretical Framework .....	8
B. The Relevant Research .....	21
C. The Operational Concept .....	22
D. The Assumption and Hypotheses .....	24
<b>CHAPTER III RESEARCH METHOD</b>	
A. The Research Design .....	25
B. The Time and Location of the Research .....	25
C. The Subject and Object of the Research .....	25
D. The Population and Sample of the Research .....	25
E. The Technique of Collecting Data .....	26
F. The Technique of Data Analysis .....	29
G. The Reliability of the Test .....	31
<b>CHAPTER IV DATA PRESENTATION AND ANALYSIS</b>	
A. The Data Presentation .....	33
B. The Data Analysis .....	37
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion .....	47
B. Suggestion .....	48
<b>BIBLIOGRAPHY .....</b>	<b>50</b>
<b>APPENDIXES</b>	

## LIST OF TABLES

Table III.1, the total population of the second year students of SMK IBNU TAIMIYAH Pekanbaru.....	26
Table III.2, the content aspect assessment of writing ability .....	27
Table III.3, the organization aspect assessment of writing ability .....	27
Table III.4, the vocabulary aspect assessment of writing ability .....	28
Table III.5, the language use aspect assessment of writing ability .....	28
Table III.6, the mechanic aspect assessment of writing ability.....	29
Table III.7, the score classification .....	31
Table IV.1, the percentage of the students' prior knowledge score .....	39
Table IV.2, the percentage of the students' ability in writing expository paragraphs score.....	36
Table IV.3, Histogram.....	
Table IV.4, the frequency of the students' prior knowledge.....	38
Table IV.5, the descriptive statistics of the students' prior knowledge .....	39
Table IV.6, the frequency of the students' ability in writing expository parag- raphs.....	40
Table IV.7, the descriptive statistics of the students' ability in writing exposi- tory paragraphs .....	41
Table IV.8, the statistics of variable X and Y .....	42
Table IV.9, the table of correlation.....	43
Table IV.10, ANNOVA.....	44
Table IV.11, model summary.....	44
Table IV.12, linear regression diagram.....	45

## CHAPTER I INTRODUCTION

### A. The Background of the Problem

Writing is one of the important skills in learning a language. The Students are able to express their ideas, thoughts and feelings in writing, it is one of the subjects which should be mastered by the students, because through writing, the students can show their ideas, suggestions or other important information. Good writing can identify someone's ability, whether her or his English good or not. To support the students' ability in writing, the students must be able to construct ideas, to share information, to describe, to explain, to restate texts, to enquire, to express attitude, to persuade, to entertain, to argue, and to offer a more complex analysis in their writing. Besides, the students must understand what components involve in writing such as content, organization, vocabulary, language use and mechanics and how to use these components in correct form of writing.

In order to accomplish students' needs toward writing, School Based Curriculum (KTSP) provides writing as one of the skills in English mastery that must be taught and learned in senior high school. Based on KTSP<sup>1</sup>, the purposes of teaching English are as follows:

1. Developing communicative competence in oral and written form to achieve informational level.
2. Having awareness about the sense and the significance of English in order to increase national competence in global society.

---

<sup>1</sup>Depdiknas. 2006. "*Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*". (Jakarta: Unpublished, 2006), pp. 307

3. Developing understanding of students about the relationship between language and culture.

SMK IBNU TAIMIYAH is one of schools that also imply School Based Curriculum (KTSP) as its guidance in teaching and learning process. In SMK IBNU TAIMIYAH Pekanbaru, English has been taught since the first year of English teaching period. English is taught twice a week with time duration about 45 minutes. According to syllabus 2009/2010 at the second grade, for the first semester, the basic competence of writing English refers to capability of students in expressing the meaning in monologue texts or essays which use various written language accurately, fluently and contextually in the forms of texts such as report, narration, and analytical exposition.

In SMK IBNU TAIMIYAH Pekanbaru, writing is taught by using some techniques. Generally, teacher reviewed the characteristics based on genre given including the kinds of texts, the purpose of the texts, the text organizations, and the language features. Then, teacher asked students to write expository paragraphs individually based on the time given. After writing expository paragraphs, the teacher would give feedback toward students' writing. In order to increase students' writing ability, teachers, also support it by providing other programs such as writing English articles and poems published on the bulletin board, and English day on every Saturday. Based on the explanation above, students have been taught English maximally.

Expository paragraph is very crucial for students, because this is the type of writing that is mostly needed by the students. After they finish school, they will

also need to use this kind of writing more than another. Most of our reading will also be the expository type, such as in text books, newspapers and magazines, articles, essays, literatures, novels, short stories, dramas, poetrys.

Here, writing focuses on the prior knowledge, by building students' prior knowledge, teachers may also be able to indirectly influence the aspects of academic performance such as writing<sup>2</sup>. Prior knowledge was found to be related to goal related information in high knowledge writers' first and second drafts and to comments from conferences with high knowledge respondents.<sup>3</sup> Prior knowledge has a stronger influence on a student's writing.<sup>4</sup>

Actually, the prior knowledge can help the students to develop the writing, especially expository paragraphs, it can also make the students able to express their ideas, thoughts, and their feelings easily, but some of the students still have low prior knowledge but they are able to write expository paragraphs, otherwise, the students who have much prior knowledge but they are not able to write expository paragraphs. Moreover, the students do not know the generic structure of the paragraph, the students get difficulties in developing the Expository paragraphs in writing text, and the students are lack of vocabulary.

Based on the explanation above, the researcher found that the second year students of SMK IBNU TAIMIYAH have their own prior knowledge on writing expository paragraphs enough, and the writer assessed every second year students

---

<sup>2</sup>Strangman, Nicole. 2004. *General Background Knowledge*. National Center of Accessing-the General Curriculum. (Retrieved on march 15, 2011). from [http://labwed.education.wisc.edu/ep-301/sci\\_ence\\_peter/prior.htm#top](http://labwed.education.wisc.edu/ep-301/sci_ence_peter/prior.htm#top)

<sup>3</sup>Linda-jo Caple DeGross. 1987. *The Influence of Prior Knowledge on Writing, Conferencing and Revising*, The School Journal. Volume 88 number 2.

<sup>4</sup>John, Chesky. 1987. *The Effect of Prior Knowledge and Audience on High School Students Writing*. The Journal of Educational Research. Vol. 80. No 5.

of SMK IBNU TAIMIYAH could have good proceed through their ability in writing expository paragraphs. Moreover, the students has used Competency Based Curriculum (CBC) and continued to School Based Curriculum in which the English teacher uses it teaching and learning process.

In School Based Curriculum, the students who have graduated from junior high school are expected to master the four language skills (listening, speaking, reading, and writing). School Based Curriculum is operational curriculum that is arranged and executed by each set of education<sup>5</sup>.

English teacher in SMK IBNU TAIMIYAH graduated from English Education Department of Education and Teacher Training at University in the program of degree and obtained experiences in teaching and learning English. Furthermore, students are active during teaching and learning process and every student is supported by handbook, from Aid of School Operational in order to make students able to make the paragraphs. Nevertheless, in real condition showing that many students have low ability in writing expository paragraphs while they used their own prior knowledge.

The writer has got some phenomena as follows:

1. Some students have low prior knowledge but they are able to write expository paragraphs.
2. Some students have much prior knowledge but they are not able to write expository paragraphs.
3. Some students are not able to recall on what they already know.

---

<sup>5</sup>Tika, Rochwati "*Improving Students' Ability in Writing Descriptive Text through Group Work at the First Year of SMAN 8 Surakarta*" (Classroom Action Research). (Surakarta: School of Teacher Training and Education Muhammadiyah University of Surakarta, 2007). page 1

4. Some students are not able to increase their background knowledge that they already have.
5. Some students are not able to support one topic sentence to be good expository paragraphs

From the phenomena above, the writer is interested in conducting a research entitled: “THE CORRELATION BETWEEN STUDENTS’ PRIOR KNOWLEDGE AND THEIR ABILITY IN WRITING EXPOSITORY PARAGRAPHS AT THE SECOND YEAR OF SMK IBNU TAIMIYAH PEKANBARU”

## **B. The Definition of Terms**

### **1. Prior Knowledge**

Prior Knowledge is what somebody already knows when confronted with new information and continually synthesize, consolidate, and integrate old and new information into hierarchical knowledge structure.<sup>6</sup>

Prior knowledge means the knowledge that the students have before, also known as the background knowledge.

### **2. Writing Ability**

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message<sup>7</sup>.

In this research, it refers to students’ ability in writing paragraph, particularly in the form of expository type.

---

<sup>6</sup> Strangman and Hill in Amber D. Warsnak, *The Influence of Prior Knowledge on Writing, Conferencing, and Revising*, Retrieved on February 14, 2011, from <http://soar.wichita.edu/dspace.html>

<sup>7</sup> Susan Fawcett and Alvin Sandberg. 1996. *Evergreen with Readings: A Guide to Writing Fifth Edition*. Boston: Houghton Mifflin Company. pp.136

### 3. Expository Paragraph

Expository paragraph is a simply paragraph that explains something with facts, as opposed to opinion. This research means a kind of paragraph that explains something, usually answers the question what, why and how.<sup>8</sup>

Expository paragraph means the paragraph that tells something, gives information or direction, or shows how something happens.

## C. The Problem

### 1. The Identification of the Problem

Based on the explanations above, the writer identified the problem as follows:

- a. Why do some students have a little prior knowledge but they are able to write expository paragraphs?
- b. Why do some students have much prior knowledge but they are not able to write expository paragraphs?
- c. Why are some students not able to recall on what they already know?
- d. Why are some students not able to increase their background knowledge that they already have?
- e. Why are some students not able to support one topic sentence to be good expository paragraphs?

### 2. The Limitation of the Problem

The problem of this research only focuses on the correlation between students' prior knowledge and their ability in writing expository paragraphs at the second year of SMK IBNU TAIMIYAH Pekanbaru.

---

<sup>8</sup>Fleming, Race. *Expository Essay*. Retrieve on February 15, 2011. <http://homework-tips.about.com/od/essaywriting/a/expository.html>

### **3. The Formulation of the Problem**

The formulation of the problem in this research was formulated in the following research questions :

- a. How is the students' prior knowledge?
- b. How is the students' ability in writing expository paragraphs?
- c. Is there any significant correlation between students' prior knowledge and their ability in writing expository paragraphs the second year of SMK IBNU TAIMIYAH Pekanbaru?

### **D. The Objectives and the Significance of the Research**

#### **1. The Objective of the Research**

- a. To find out the students' prior knowledge.
- b. To find out the students' ability in writing expository paragraphs.
- c. To find out whether there is significant correlation between the Students' prior knowledge and their ability in writing expository paragraphs at the Second Year of SMK IBNU TAIMIYAH Pekanbaru.

#### **2. The Significance of the Research**

- a. To give positive contributions in teaching and learning process in writing subject at the second year students of SMK IBNU TAIMIYAH Pekanbaru.
- b. To give information and solution for the English teachers and others who concern in learning English by using students' prior knowledge to obtain the ability in writing expository paragraphs.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Theoretical Framework

##### 1. The Concept of Prior knowledge

Before knowing what the students' prior knowledge is, formerly it is explained the definition of writing. Writing is one of the four language skills that should be mastered by every student if they want to be able to write the texts entirely.

According to Horn<sup>1</sup>, writing is to produce something in written form so that people can read perform or use it. Based on the definitions above, the writer can conclude that writing is a skill that is presented by writers' ideas and this related to the management of the generic structure of the writing itself. Besides, writers must have a good interaction with the passage and also have the prior knowledge with the text, in which to help writers build the text, hence the writer and readers have one way in making definition the terms in reading text.

Prior knowledge is what one already knows about a subject or all knowledge learners have when entering a learning environment that is potentially relevant for acquiring new knowledge<sup>2</sup>.

---

<sup>1</sup>Hornby, A.S. 1987. "*Oxford English Dictionary*". Oxford: Oxford University Press.

<sup>2</sup>Stevens. 1980. "*Prior Knowledge: Curriculum Enhancement*": Report National Center on Accessing the General Curriculum (NCAC).

Prior knowledge is a combination of the learner's preexisting *attitudes, experiences, and knowledge*<sup>3</sup>:

a. Attitudes

- 1) Beliefs about ourselves as learners.
- 2) Awareness of our individual interests and strengths.
- 3) Motivation and our desire to read.

b. Experiences

- 1) Everyday activities that are related to reading.
- 2) Events in our lives that provide background understanding.
- 3) Family and community experiences that we bring to school with us.

c. Knowledge

- 1) Of the reading process itself.
- 2) Of content (literature, science, and math).
- 3) Of topics (fables, photosynthesis, fractions).
- 4) Of concepts (main idea, theory, numeration).
- 5) Of different types of style and form (fiction and nonfiction).
- 6) Of text structure (narrative or expository).
- 7) Of the academic and personal goals.

Prior knowledge is the knowledge that stems from previous experience, or knowledge of a set of circumstances sufficient to make actions based on those circumstances wrongful.<sup>4</sup>

---

<sup>3</sup>Kujawa, Huske. 1995. *Prior Knowledge*. North Central Regional Educational Library. Retrieved on March 21, 2011 from <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1pk.htm>

Prior knowledge activation facilitates learning. In applying prior knowledge, the teacher will make specific instructional decisions based on what is discovered in the background knowledge part of the lesson. To check out what background knowledge exists about the topic, idea, or concept, you may choose to do some of the following activities<sup>5</sup>:

- a. Brainstorm the topic. Write all the information solicited from the students on the chalkboard, a piece of paper, or transparency.
- b. Ask specific or general questions about the topic. See what responses are given.
- c. Post a problem or a scenario. Based on this description, find out what the students know about the idea presented.

The most important factor in determining how much readers will comprehend and how well writers will be able to communicate about a given topic is their level of knowledge about that topic (interest in the topic is also important but often is related to prior knowledge). The importance of prior knowledge to comprehension and communication is included in virtually all modern theories of reading, according to schema theory; prior knowledge provides a schema framework or structure that helps thinking<sup>6</sup>.

The Teachers typically agree that prior knowledge influences the student's writing in critical ways, it is only recently that researchers have begun document-

---

<sup>4</sup>John, Dean. *Prior Knowledge*. 2010 Definition and Meaning of Prior Knowledge. Retrieved on March 21, 2011 from [http:// wiktionary.org/wiki/prior\\_knowledge](http://wiktionary.org/wiki/prior_knowledge)

<sup>5</sup>Christen, William L.1991. *Activating Prior Knowledge*. ERIC Clearinghouse on Reading and Communication Skills Bloomington IN. Retrieved on March 21, 2011. From <http://www.ericdigest.html>

<sup>6</sup>Anonymous. 2006. *Prior Knowledge Plays a Large Role in Reading Comprehension and Writing*. Retrieved on March 21, 2011 from [http:// www.rium.edu/IFI/resources/museumeducation](http://www.rium.edu/IFI/resources/museumeducation).

ing the degree to which these factors influence writing and which aspects of writing are influenced. Much still remains to be learned about the dimensions of writing that are affected by audience and prior knowledge and relative contribution of these two factors to writing. The present study was designed to extend the knowledge of effect of prior knowledge and audience in writing by examining how differences how prior knowledge of the writer and in the designated audience affect high school student's writing<sup>7</sup>.

In learning the rules of classification there are two categories of learning, the program is learning by empirical and analytic learning system. By empirical learning program using the rules agreed upon by a group of learners. Learning system analytically uses prior knowledge to explain the classification of the examples and materials to build a general description of the classification of material samples with the same explanation. Many systems use a combination of learning methods by empirical and analytical. In this combined system of prior knowledge is used to make learners have a propensity to vote, which is consistent with the concept of prior knowledge<sup>8</sup>.

Prior Knowledge is an important step in the process of learning, so every teacher needs to know the level of prior knowledge owned by the learners. In the process of understanding, Prior Knowledge is the main factor that will affect the learning experience for learners. In the process of learning, prior knowledge is the

---

<sup>7</sup>Chesky, John. *ibid*

<sup>8</sup>Harsono. *Peran Prior Knowledge dalam Problem Based Learning*. Pusat Pengembangan Pendidikan Universitas Gajah Mada.

framework in which learners filter new information and find the meaning of what is being studied by it.<sup>9</sup>

Here are the students who have the prior knowledge:

- a. They can recall on what they already know

Question students as to what they already know regarding the assigned selection. Expand on the terms and information they already understand. Elicit a large number of associations from the students to the prior knowledge they already possess and help them see the connections.

- b. They can increase their background information

Increase the amount of background information by providing more in-depth ideas regarding the topic. This will help the students understand the selection at a higher level.

- c. They have real-life experiences

Actual experience is the best way to develop and refine the schemata that make up readers' prior knowledge. To impact a students' memory, they must see, touch, use, and experience real objects or situations. If possible, provide any real-life experiences that have to do with the assignment. Even something done on a small level will help with students' understanding.

- d. They have vicarious experiences through wide reading

Wide reading is important in providing students with information about people, places, events and situations. Even though direct experience is

---

<sup>9</sup>Ibid.

preferred, many times it is not possible. However, experiences lived vicariously through reading can produce tremendous results<sup>10</sup>.

Good writers not only use their prior knowledge of the topic of the text to make sense of it, they also use their prior knowledge of the text structure.

## 2. The Nature of Writing

Writing is one of the skills in learning English. Language can be shown in the form of writing. There are two kinds of language. Those are oral language and written language. Oral language means the language that people use in speaking and recognize in listening, whereas written language is the language that the people use in writing or recognizing in reading. The meaning of writing is the act or art of forming letters and characters on paper, wood, stone, or other material, for the purpose of recording the ideas which characters and word express, or communication them to other by visible signs<sup>11</sup>.

According to Troika<sup>12</sup>, Writing is a way of thinking and learning. Through writing, you can get opportunities to explore the ideas and understand information. Besides, writing can be understood as a way of discovering. In writing, you can make unexpected connections among ideas and language. You need to focus on the purpose and audience of writing. The purposes of writing are as follows:

- a. Writing to inform a reader

---

<sup>10</sup>Porter, Karla. "Pre Reading Strategies". Retrieved on September 10, 2011. <http://departments.weber.edu/teachall/reading/prereading.html>

<sup>11</sup>Daniati, Yesi. "Using Bubble Map Technique in Descriptive Texts to Improve the Writing Ability at the Second Year Students of SMPN 004 Benai, Kuantan Singing". Pekanbaru

<sup>12</sup>Lynn Quitman Troyka. Simon & Schuster. 1993. "Handbook for Writer". Third Ed. (New Jersey: Prentice Hall). pp. 1

When you write to inform, you are expected to offer information with a minimum of bias. You aim to educate, not persuade. You need to present the information completely, clearly and accurately. The material should be various by additional reading, talking with others, or personal experience. In other words, informative writing seeks to give information and frequently to explain it which mainly focuses on the subject being discussed.

b. Writing to persuade a reader

Persuasive writing seeks to convince the reader about the matter of opinion, it focuses mainly on the reader, whom the writer wants to influence. When you write to persuade, you deal with the debatable, that which has other side to it. Persuasive writing seeks to change the reader's mind or at least to bring the reader's point of view closer to the writers.

Before writing, you have to consider who your audience is. According to Ruth Baygell<sup>13</sup>, audience means people who would get the most from your ideas. By thinking your audiences, you can focus on the entire of the contents of writing. In other words, audience will help you focus on what types of materials you need to include.

According to Peter Elbow<sup>14</sup>, there are four kinds of audience as follows:

- a. Audience with the authority, such as teachers, editors, supervisors, and employers.
- b. Audience of peer.

---

<sup>13</sup>Ruth, Baygell. 2003. *Education Program Newsweek: Essay Writing Step-by-Step*. New York: Simon and Schuster. pp. 14-15

<sup>14</sup>Peter Elbow. 2000. *Everyone can Write: Essays toward a Hopeful Theory of Writing and Teaching Writing*. New York: Oxford University Press. Pp. 28-29

- c. Audience of allies-who particularly care for the writer.
- d. Audience of self alone-private writing.

More specifically, knowing your audience will help you determine the following: How formal or informal to be, how much technical language you should include, how much detail to include, and how many statistical facts to include.

## 2. Writing ability

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message<sup>15</sup>. According to Maria Da Grace L. C. Pinto<sup>16</sup>, it is a skill which obliges the learners to be even more aware of the potential of language because it can exist on its own and because it may contribute to logical organization. This ability cannot be acquired easily; it takes long and complete process. According to Gert Rijlaarsdam and Huub Van Den Bergh, There are two principles in maximizing the acquirement of writing ability. First, practices make perfect. The aim of learning is fluency obtained after the basic skills and strategies are acquired. Practicing helps the learners to be fluency by integrating the components into the execution of the task. Second, similarity of task, it means when the students learn to write an essay, they must write an essay, it should be similar.<sup>17</sup>

---

<sup>15</sup>SIL International. 2000. "What are Writing Skills?" Version 4. Pp. 1, Retrieved on January 20, 2011) from : [www.sil.org/lingualinks/literacy/.../whatarewritingskill.html](http://www.sil.org/lingualinks/literacy/.../whatarewritingskill.html)

<sup>16</sup>Maria Da Grace L. C Pinto. 2005. "Looking at Reading and Writing through Language". *Effective Learning and Teaching of Writing: a Handbook of Writing in Education*. Second edition. Vol 14. Boston: Kluwer Academic Publisher, pp. 45

<sup>17</sup>Gert Rijlaarsdam and Huub Van Den Bergh. 2005. "Effective Learning and Teaching of Writing: Student Involvement in the Teaching of Writing". Second edition. Vol.14. Boston: Kluwer Academic publisher, pp. 3-5

### 3. Teaching Writing

According to Christina and Mary<sup>18</sup>, writing is one way of providing variety in classroom procedures, and it also makes possible individualized work in large classes. Writing tends to increase retention and makes available a source for later reference, it provides students with physical evidence of his achievements and becomes a source whereby he can measure his improvement.

At the beginning level, there are three major teaching points in the writing of compositions, (1) Concept language form in the sentence level, (2) mechanics of punctuation, and (3) content organization. On the intermediate and advanced levels, the purpose of teaching writing is mainly teaching the writing of research papers, reports, essay, and the like - objectives no different from the teaching of writing to native speakers. But writing also serves as reinforcement for reading. At this level, the teaching points of composition include some work on syntax and vocabulary, but the major emphasis is on rhetorical organization on the paragraph level as on the overall composition level<sup>19</sup>.

### 4. Expository Paragraph

A paragraph is a series of sentences that are organized and coherent, and all are related to a single topic. A paragraph is a series of sentences that develop one idea. That idea is usually stated in a general form in one sentence that is called the topic sentence. That sentence tells our audience what to expect in the paragraph. The rest of the sentences in the paragraph provide the reader with specific explanation or proof (evidence, support) of the general topic sentence. The supporting sen-

---

<sup>18</sup>Christina Bratt Jaultson and Mary Newton Bruder.1976. *Teaching English as a Second Language Techniques and Procedures*". Massachusetts: Winthrop publisher. Inc, Pp. 203

<sup>19</sup>Ibid.

tences help the reader understand more clearly what the writer means; they show that the topic sentence is valid.<sup>20</sup>

Paragraph is very useful for the writer and the reader. Moreover, both the writer and the reader need paragraph. The writers use paragraphs to focus their thoughts and organize their material in a logical way, and the readers use paragraphs to help them understand the writes' progression of thought.<sup>21</sup>

There are several kinds of paragraph, namely: narrative, descriptive, an expository. One of them that are very important to be studied by the student is expository paragraph. Because this is, the type of writing that is most needed by students. After we finish our school, we will also need to use this kind of writing. Most of our reading is also in expository type. We can find this type of writing in the textbooks, newspapers, and magazines, articles, essay reports, etc. So, most of our reading is in expository paragraph.

Expository paragraph is the paragraph that gives information, explains why or how, clarifies a process, or defines a concept.<sup>22</sup> Moreover, the expository paragraph is the presentation of information, opinion or idea, it exposes something about free topic. Samples of expository paragraphs include:

- a. Paragraph that describes how to do something.
- b. Paragraph that analyzes events, ideas, or written works.
- c. Paragraph that describes a process.
- d. Paragraph that describes an historical event.

---

<sup>20</sup>Reid, Joy.1998. *The Process of Composition*. New Jersey: Colorado State University.

<sup>21</sup>Crimon, James 1967. *Writing with a Purpose*. Boston: Houghton Mifflin Company

<sup>22</sup>Syafi'i, et al. 2007. *The Effective Paragraph Developments: the Process of Writing for Classroom Setting*. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive.

There are some word signals and phrases we can use in writing expository paragraph; because, obviously, similarly, naturally, therefore, as a result, as you know, and for example.

An expository paragraph exposes. In other words, it explains and reveals information. Expository paragraphs explain a subject, give directions, or show how to do something. In expository writing, linking words like first, second, then, and finally are used to help readers follow the ideas. Types of expository writing include description, sequence, cause and effect, comparison/contrast or problem/solution<sup>23</sup>.

According to Buzan<sup>24</sup>, Expository paragraph is an instructional paragraph giving clear instructions to persons about a topic or a theme, it can be explained as a "How to do" instructor for anything. Examples are: cooking instructions, medical information, first aid guidelines, etc. Hence an expository paragraph is defined as a paragraph on giving instructions of how to do something. This contains a descriptive language in a sequential order of processes thus instructing a beginner or a new person without any knowledge about this step by step with cause and effect, and final shape. This instruction may be about cooking, or stitching or medical terms like first aid, or problem solving. Whatever the purpose may be the structure of the expository paragraph that will be the same.

Expository paragraphs contain the following elements<sup>25</sup>:

---

<sup>23</sup>Anonymous. 2008. *What is the Best Definition of an Expository Paragraph?*. Retrieved on March 21, 2011 from <http://answers.yahoo.com/question/index?qid=200712077064400AAjdfq>

<sup>24</sup>Buzan, Tony. 2010. *Expository Paragraph Definition*. Retrieved on March 21, 2011 from <http://www.tutorvista.com/english/expository-paragraph-definition>

<sup>25</sup>Przybyła, Daria. 2009. *Example of an Expository Paragraph*. Retrieved on March 21, 2011 from <http://www.suite101.com/content/example-of-an-expository-paragraph-a106749>

- a. Formal language. Third person voice and scientific terms are used instead of informal, emotive vocabulary.
- b. Evidence. Includes references to research, naming of the authors of the inquiry, practical examples, and comparisons.
- c. Explanation. The paragraph accounts for the variety of ailments characteristic of a disease explaining the risks and symptoms.
- d. Background information. The paragraph relates to already conducted researches and their preliminary results as well as provides information on further medical inquiry. It also gives examples of possible medical interventions.

The Characteristics of Expository paragraphs:<sup>26</sup>

- a. Expository paragraphs consist of three paragraphs at least.
- b. Expository paragraphs give information.
- c. Expository paragraphs use facts and statistical information.
- d. Expository paragraphs have distinct format.
- e. The first paragraph has the statement of the paragraph and its definition.
- f. The coming paragraphs have distinct controlling topics.
- g. Expository paragraphs must also have the conclusion paragraph.

---

<sup>26</sup>Aicha. 2010. *What are the Characteristics of an Expository Essay?* Retrieved on March 21, 2011 from <http://www.blurtit.com/q389922.htm>

How to write expository paragraphs:<sup>27</sup>

- a. Choose a specific topic.
- b. Make an outline listing the main points that we will mention in our paragraph.
- c. Develop each main point into a sentence. Use transitional markers where necessary.
- d. Elaborate on each sentence by adding supporting details, if any.
- e. Check our outline again to see if our paragraph conforms to it.

Teaching students to write expository paragraph:<sup>28</sup>

- a. Gaining attention, in order to gain students' attention, the teacher may use strategies that remind six-graders of their childhood (simple strategies that were used in the past) and thus make them more comfortable comprehending the new material.
- b. Informing learners of the objective. After the hands-on activities, introduce the lesson on exposition, drawing attention to the analogy between building towers and writing expository paragraphs.
- c. Stimulating recall of prerequisite learning. An important instructional goal is to move to multi-paragraph assignments as soon as possible, since students must deal with reading whole chapters in the content areas and with writing papers longer than a paragraph.

---

<sup>27</sup>Anonymous. 2009. *Writing: Expository Paragraph*. Free Learn English Online. Retrieved on March 21, 2011 from <http://free-online-english.blogspot.com/2009/02/writing-expository-paragraph.html>

<sup>28</sup>McGee and Richgels, D. J. 1985. *Teaching Expository Text Structure to Elementary Students*. "The Reading Teacher, 38(8), 739-748 from [http://esl.about.com/cs/tea\\_chingtec\\_hnique/a/a\\_twrite.html](http://esl.about.com/cs/tea_chingtec_hnique/a/a_twrite.html)

- d. Presenting stimulus material. In order to explain the strategy of Preparing Thesis and Supporting Statements to students it is necessary to understand that the best results can be achieved when students are actually involved in the learning process.
- e. Eliciting desired behavior. During the above exercises the attention of the students will be kept because they are working in small groups and every single student is engaged in the process of either writing a thesis or a supporting argument.
- f. Providing feedback. It is one of the most important components in all exercises.
- g. Assessing behavior. Organization of ideas should be the last strategy for the lesson.

Expository paragraphs have certain types of organization that need to be learned<sup>29</sup>:

- a. Logical Order

That exposition follows logical order. This means that the paragraphs are arranged in such a way that the reader can understand the writers' thinking. In time order the writer guides the reader from one happening to another. In logical order the writer guides the reader from one idea to another.

- b. One Topic

One part of logical order is that all the sentences in a paragraph refer to the same topic. Look at these sentences:

Example 1:

---

<sup>29</sup>Syafi'i. et al. *ibid*

*The sky is very blue today. He lives in a large house. Elephants are large animals. Many focuses contain small amounts of substances called vitamins. I like ice cream.*

What is this paragraph about? It is impossible to say what it is about. Is it really a paragraph? It looks like one because the first sentence is indented. But it is not a paragraph. It has no single topic. Each sentence is about something different. The sentences have no relation to each other. They do not make sense. Now look at these sentences:

Example 2:

*There is a book on the desk. It is a large book. It is new. It is a chemistry book.*

What is the paragraph about? It is easy to see that it is about a book. These are very simple sentences. Is it possible for such simple sentences to form a paragraph? Yes, because they deal with a single topic. All the sentences refer to a sentence book. That means that all the sentences are about the same topic.

c. Unity

When all the sentences in a paragraph are about the same topic, the paragraph forms a unit, it is said that the paragraph has unity. Unity helps the reader to follow the writer's thought. A paragraph has unity when every sentence sticks to the subject.

## **B. The Relevant Research**

According to M. Syafi'i, the relevant research required to observe some previous researches conducted by other researchers in which they are relevant to our research itself. Besides, it needs to analyze what the point that was focused on, inform the designs, finding and conclusion of previous researcher.

In 2008, Fauziah<sup>30</sup> conducted a research entitled "The Influence of Picture Stories in Increasing Students' Writing Ability at the Second Year of MTS YPUI Teratak. She tried to find out whether there was significant influence of picture story toward students' writing ability at the second year of MTS YPUI Teratak. From the research, she found that there was significant influence of picture story toward students' writing ability at the second year of MTS YPUI Teratak, it is different from this research. In this research, the writer tried to find out whether there was significant correlation between students' prior knowledge and their ability in writing at the second year of SMK IBNU TAIMIYAH Pekanbaru.

Second researcher is Sri Haryati, in her research, she focused on the effect of activating schemata on writing ability of the first year of MAN 2 PEKANBARU. She concluded that the conventional technique did not give a good learning process and the students' achievement in writing ability was not satisfactory yet. Activating schemata was one of the good techniques, in which having schemata before reading activities was very important due to it helped the readers to understand and to improve their writing ability. A schema needed to diagnose student's previous knowledge and provide necessary background knowledge, so they have

---

<sup>30</sup>Fauziah. 2006. *The Influence of Picture Stories in Increasing Students' Writing Ability at the Second Year of MTS YPUI Teratak*. (Pekanbaru: Unpublished, 2006), pp. i

been to understand what they would write. At the end of her research, she concluded that there were significant differences between the students writing ability taught by activating schemata pre-writing plan and not activating schemata pre-writing plan, it was proved by finding of t-observe (3-08) is higher than t-critical (2-00).

### **C. The Operational Concept**

In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. This research was correlation research in which focused on gaining the correlation between students' prior knowledge and their ability in writing expository paragraphs.

Therefore, in analyzing the problem in this research, there are two variables used. First is students' prior knowledge which refers to the knowledge that students have. Second is their ability in writing expository paragraphs. The students' prior knowledge is an independent variable and their ability in writing expository paragraphs is a dependent variable.

1. The indicators of students' prior knowledge are as follows:
  - a. The students are able to recall on what they already know.
  - b. The students are able to increase their background knowledge that they already have.
  - c. The students are able to remind their real life experiences when entering a new learning environment.
  - d. The students have vicarious experiences through wide reading.

- e. The students are able to use their experiences to develop their knowledge.
2. The indicators of students' ability in writing expository paragraphs are as follows:
    - a. The students are able to write expository paragraphs by using logical order.
    - b. The students are able to write expository paragraphs in one topic given.
    - c. The students are able to support one topic sentence to be good expository paragraphs.
    - d. The students are able to write expository paragraphs that are relevant to the topic.
    - e. The students are able to write expository paragraphs that contain content, organization, vocabulary, language use and mechanics.

### **C. The Assumption and the Hypothesis**

#### **1. The Assumptions**

In general assumptions for this research can be exposed as following:

- a. Students' prior knowledge and their ability in writing expository paragraphs are various.
- b. Students' prior knowledge affects their ability in writing expository paragraphs.

#### **2. The Hypothesis**

- a. Ha: There is a significant Correlation between Students' Prior Knowledge and their ability in writing expository paragraphs at the second year of SMK IBNU TAIMIYAH Pekanbaru.

- b. Ho: There is no a significant Correlation between Students' Prior Knowledge and their ability in writing expository paragraphs the second year of SMK IBNU TAIMIYAH Pekanbaru.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Research Design**

The type of this research was correlation, it was a statistical test to determine the tendency or pattern for two or more variables or two sets data to vary consistently<sup>1</sup>. In this case, the writer correlated between students' prior knowledge and their ability in writing expository paragraphs.

#### **B. The Location and Time of the Research**

This research was conducted at SMK IBNU TAIMIYAH, which was in Pekanbaru. The time of conducting this research was on October 3 up to 29, 2011.

#### **C. The Subject and the Object of the Research**

The subject of the study was the second year students at SMK IBNU TAIMIYAH, and the object was to analyze the students' prior knowledge and their ability in writing expository paragraphs the second year of SMK IBNU TAIMIYAH Pekanbaru.

#### **D. The Population and the Sample of the Research**

The Population of this research was the second year students at SMK IBNU TAIMIYAH Pekanbaru, it has 12 classes, which consist of 2 classes for Secretary department, 2 classes for TKJ department, 2 classes for Multimedia department, 2 classes for IT department, 2 classes for Marketing department, 2 classes for Hotel management department. The number of students of SMK IBNU TAIMIYAH PEKANBARU is 381 students.

---

<sup>1</sup> Cresswell, John. 2008. *Educational Research*. New jersey: Pearson Prentice Hall.p.356

**Table III. 1**  
**THE TOTAL POPULATION OF THE SECOND YEAR**  
**STUDENTS OF SMK IBNU TAIMIYAH PEKANBARU**

NO	Class	Total
1	XI Secretary 1	33
2	XI Secretary 2	32
3	XI TKJ 1	30
4	XI TKJ 2	30
5	XI IT 1	32
6	XI IT 2	34
7	XI Multimedia 1	31
8	XI Multimedia 2	30
9	XI Marketing 1	32
10	XI Marketing 2	32
11	XI Hotel Management 1	31
12	XI Hotel Management 2	33
Total		381

The population above was large enough to be all taken as sample of the re- search. Based on the limitation of the research, the researcher took only one class as the sample of this research. The class is XI IT 1 by using conventional random sampling. The class consists of 32 students. The reason why the researcher took this class is because the students' ability in writing is homogenous.

#### **E. The Technique of Collecting Data**

In order to get some data that are needed to support this research, the writer applied the instrument test, it is used to collect and measure the data and informa- tion dealing with the data variable X (the students' prior knowledge), with True False Question about common issue in which is adopted from the syllabus of SMK

IBNU TAIMIYAH Pekanbaru. The students' ability in writing expository paragraphs can be measured by using ESL Composition Profile.

## 1. Content

**Table III. 2**  
**Content**

Score	Level	Criteria
30-27	Excellent to very good	Knowledgeable, substantive, through development of thesis, relevant to assigned topic.
25-22	Good to average	Some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail
21-17	Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic.
16-13	Very poor	Does not show the knowledge of subject, not pertinent, not enough to evaluate.

## 2. Organization

**Table III. 3**  
**Organization**

Score	Level	Criteria
20-18	Excellent to very good	Fluent expression, ideas clearly stated/ supported, well organized, logical sequencing, cohesive
17-14	Very good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
13-10	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
9-7	Very poor	Does not communicate, no organization, not enough to evaluate

### 3. Vocabulary

**Table III. 4**  
**Vocabulary**

Score	Level	Criteria
20-18	Excellent to very good	Sophisticated, effective range, range word/ idiom choice and usage, word from mastery, appropriate register
17-14	Good to average	Adequate range, occasional errors of word/ idiom form, usage but meaning not obscured
13-10	Fair to poor	Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured
9-7	Very poor	Essentially translation, little knowledge of English vocabulary, idioms, word form, not enough to evaluate.

### 4. Language use

**Table III. 5**  
**Language Use**

Score	Level	Criteria
20-18	Excellent to very good	Effective complex construction, few errors of agreement, tense, number, word order/ functions, articles, pronouns, preparations.
17-14	Very good to average	Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/ function, articles. Pronouns, prepositions but meaning never obscured
13-10	Fair to poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word/ order/ functions, articles, pronouns, prepositions and fragments, deletions, meaning confused of obscured
9-7	Very poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate

## 5. Mechanics

**Table III. 6**  
**Mechanics**

Score	Level	Criteria
10	Excellent to very good	Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
7	Very Good to average	Occasional errors of spelling, capitalization, paragraphing, but meaning not obscured.
4	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
2	Very poor	Not mastery of convention, dominated errors of spelling, punctuations, capitalization, paragraphing, handwriting illegible, not enough to evaluate.

### F. The Technique of Data Analysis

In analyzing the data dealing with the correlation between students' prior knowledge and their ability in writing expository paragraphs at the second year of SMK IBNU TAIMIYAH Pekanbaru, the researcher used statistical Regression by using SPSS version 16.0. The formulas were analyzed between two variables; they are students' prior knowledge as independent variable and their ability in writing expository paragraphs as the dependent variable. In analyzing the value of significant correlation can be known through the following criteria:<sup>2</sup>

1. If the probability  $> 0.05$ ,  $H_0$  is accepted
2. If the probability  $< 0.05$ ,  $H_a$  is accepted

---

<sup>2</sup>Hartono.2010. *SPSS 16.0 "Analisa Data Statistika dan Penelitian"*. Yogyakarta: PT. Pustaka Pelajar. page. 58

To find out the correlation between students' prior knowledge and their ability in writing expository paragraphs, the researcher used the formula, as follows:

$$r_{xy} = \frac{\frac{\sum x^2 y^2}{N} - (C_x^2)(C_y^2)}{(SD_x)(SD_y)}$$

Where:  $r_{xy}$  = product moment correlation

$\sum x^2 y^2$  = the multiple sum of x and y

$C_x$  = coefficient of variable x

$C_y$  = coefficient of variable y

$SD_x$  = standard deviation of x

$SD_y$  = standard deviation of y

N = number of the class

Besides, there is no another controlling variable. The data of these variables were analyzed, measured, counted by SPSS 16 version. This way is very efficient, valuable and exacting in giving the real output. Moreover, while using manual, the formula to measure t observed compared with t table, that the result is positive significant correlation for both variables. To see how strength the significance coefficient correlation and the level of students' test was searched on the scale score of the students' prior knowledge and their ability in writing expository paragraphs as follows:<sup>3</sup>

---

<sup>3</sup>Sudijono, Anas. 2003. "*Pengantar Evaluasi Pendidikan*". Jakarta: PT. Raja Grafindo Persada

**Table III. 7**  
**The Score Classification**

Category	Range
Very good	80 - 100
Good	66 - 79
Enough	56 - 65
Less	46 - 55
Bad	0 - 45

### G. The Reliability of the Test

Before the test was given to the sample, the test had been tried out. The purpose of the try out was to obtain the validity and reliability of the test; it was determined by finding the difficulty level of each item. Item difficulty is determined as the proportion of correct responses. The formula for item difficulty is as follows:<sup>4</sup>

$$P = \frac{B}{JS}$$

Where P : index of difficulty or facility value

B : the number of the correct answer

JS : the number of examinees or students taking the test

The difficulty level of an item shows how easy or difficult a particular item in the test. The items that do not reach the standard level of difficulty are excluding from the test, and they are changed with the new items that they are appropriate.

---

<sup>4</sup>Suharsimi Arikunto. 2009. "*Dasar- Dasar Evaluasi Pendidikan*". Jakarta: Pt. Bumi Akasara. p. 209

The standard level of difficulty used was  $<0.30$  and  $>0.70$ ,<sup>5</sup> it means that the item test that is accepted if the level of difficulty is between **0.30-0.70** and it is rejected if the level of difficulty is below 0.30 (too difficult) and over 0.70 (too easy). Then the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”.

Based on the tried out result, it was determined that there were some item tests that were rejected because those items too easy and too difficult, it means that they should be revised or changed with the new items that were appropriate ones.

Reliability is a necessary characteristic of a good test, it is possible the test can be reliable but it is not valid, whereas the test is valid automatically it is reliable. To obtain the reliability of the test given, the researcher used the formula Kuder – Richardson 20 (KR-21) as follows:<sup>6</sup>

$$r_{11} = \left( \frac{n}{n-1} \right) \left( \frac{S^2 - \sum pq}{S^2} \right)$$

Where  $r_{11}$  : the reliability of the test

$n$  : the number of the test items

$p$  : the proportion of correct answer

$q$  : the proportion of incorrect answer

To make clear about this analysis, see in appendix.

---

<sup>5</sup>Ibid. Page. 210.

<sup>6</sup>Ibid.,Page. 100.

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. The Data Presentation**

The purpose of this research is to find out information about two variables, independent and dependent which the both of them are correlated each other. The researcher presented the finding of the study and presented the data obtained through the instrument test. They are all about the correlation between the students' prior knowledge and their ability in writing expository paragraphs at the second year of SMK IBNU TAIMIYAH Pekanbaru.

To determine the students' ability in writing expository paragraphs, it can be seen from their scores gained from the written test. Then, the researcher has given two kinds of tests. They are prior knowledge, and writing ability.

##### **1. Prior Knowledge**

To get the data dealing with the students' prior knowledge, the investigator gave students True False question about common topic of global warming, which consisted of 20 questions.

##### **2. Writing Ability**

To measure the students' ability in writing expository paragraphs, the researcher provided and gave students one topic above, and the students should make the expository paragraphs.

To obtain the data about the correlation between students' prior knowledge and their ability in writing expository paragraphs, researcher acquired to show each

score, it was used pertaining to the most important characteristics of an item to be accurately determined by its difficulty. Then, the test given to the students are considered too difficult or too easy that shows the low reliability. Item difficulty was determined as the proportion of correct responses. This is held pertinent to the index difficulty, in which it is generally expressed as the percentage of the students who answer the question correctly<sup>1</sup>. The formula for item difficulty is as follows:

$$FV = \frac{R}{N}$$

Where FV : index of difficulty of facility value

R : the number of correct answers

N : the number of examinees or student taking the test

(Heaton, 1991:179)

The formula above is used to find out the level of difficulty of each items test that researcher give to the respondents. The items that do not reach the standard level of the difficulty are excluding from the test and they are changed with the new items that they are appropriate. Heaton states that prepared in practice to accept items with facility values between 0.30 and 0.70.

#### **A. Description of Students' Prior Knowledge**

The data about the students' prior knowledge from 32 second year students of SMK IBNU TAIMIYAH Pekanbaru are provided in the following table:

---

<sup>1</sup>Heaton, J.B. 1991. "Writing English Language Test". USA: Longman. Page178.

**Table IV. 1**  
**The Percentage of the Students' Prior Knowledge**

No	Category	Frequency	Percentage
1.	Very good	3	9.37%
2.	Good	6	18.75%
3.	Enough	13	40.62%
4.	Less	10	31.25%
5.	Bad	0	0.00%
<b>Total</b>		<b>32</b>	<b>100%</b>

From the table above, it can be seen the students' prior knowledge in answering the multiple choice test. Prior knowledge test can be categorized into very good, good, enough, less and bad. Based on the table, it can be seen that the students who got very good category are 3 students (9.37%), who got good category are 6 students (18.75%), while for enough category are 13 students (40.62%), the students who got less category are 10 students (31.25%), and there was no student who got bad category. The output shows that the students' prior knowledge is 40.62%. Thus, the majority of students in this regard are classified into **ENOUGH** Categories.

#### **B. Description of Students' Ability in Writing Expository Paragraphs**

The data about the students' ability in writing expository paragraphs from 32 second year of SMK IBNU TAIMIYAH Pekanbaru are provided in the following table:

**Table IV. 2**  
**The Percentage of the Students' Ability in Writing Expository Paragraphs**

No	Category	Frequency	Percentage
1.	Very good	1	3.12%
2.	Good	15	46.87%
3.	Enough	13	40.62%
4.	Less	3	9.37%
5.	Bad	0	0%
<b>Total</b>		<b>32</b>	<b>100%</b>

From the table above, it can be seen the students' ability in writing expository paragraphs, it can be categorized into very good, good, enough, less, and bad, it can be seen that 1 from 32 (3.12%) gets very good category, the students who get good category are 15 students (46.87%), while for enough category are 13 students (40.62%), and the students who get less category are 3 students (3.97%). The table shows the students' ability in writing expository paragraphs is 46.87%. Thus, the majority of students in this regard are classified into **GOOD** Category.

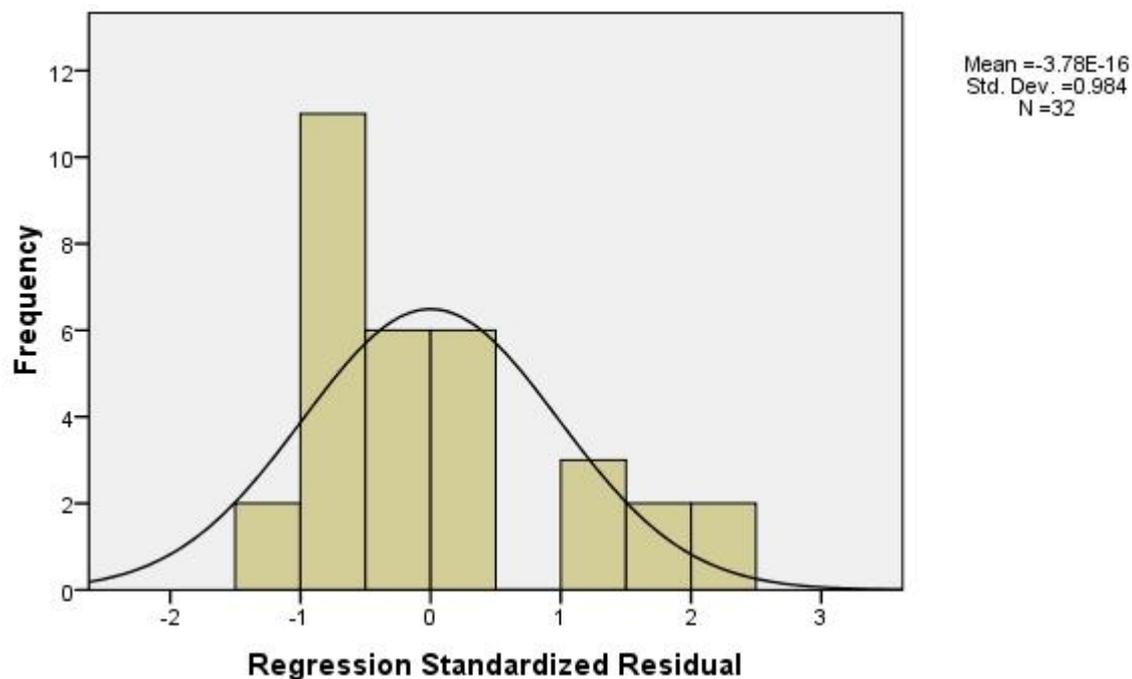
To determine the final score, the writer used the formula:

$$\text{Example: Mean} = \frac{\text{Score (rater 1)} + \text{Score (rater 2)}}{2}$$

$$\text{Mean} = \frac{63 + 68}{2} = 65 \text{ and etc.}$$

To know about the correlation about students' prior knowledge and their ability in writing expository paragraphs can be seen in the following charts:

**Table IV. 3**  
**HISTOGRAM**



Based on the chart above, it can be seen the each point is contiguous with the line, it means that there is a significant correlation between students' prior knowledge and their ability in writing expository paragraphs.

## **B. DATA ANALYSIS**

In data analysis, the researcher analyzed the data of the students' prior knowledge and their ability in writing expository paragraphs in order to know how the students' prior knowledge is, and their ability in writing expository paragraphs and whether there is the correlation between students' prior knowledge and their ability in writing expository paragraphs.

### 1. The Analysis of the Students' Prior Knowledge

By using SPSS version 16, the researcher analyzed the data of students' prior knowledge. Here the researcher got the frequency of the students' prior knowledge as follows:

**Table IV. 4**  
**THE FREQUENCY OF THE STUDENTS' PRIOR KNOWLEDGE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	4	12.5	12.5	12.5
	55	6	18.8	18.8	31.2
	60	13	40.6	40.6	71.9
	70	5	15.6	15.6	87.5
	75	1	3.1	3.1	90.6
	80	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

Based on the data, it shows that; 4 students get score 50 (12.50%), 6 students get score 55 (18.80%), 13 students get score 60 (40.60%), 5 students get score 70 (15.60%), 1 student gets score 75 (3.10%), 3 students get 80 (9.40%).

The information about the descriptive data related to the students' prior knowledge can be seen through the following table:

**Table IV. 5**  
**The Descriptive Statistics of the Students' Prior Knowledge**

	Students' Prior Knowledge
Valid	32
Missing	0
Mean	61.7188
Std. Error of Mean	1.54909
Median	60.0000
Mode	60.00
Std. Deviation	8.76295
Variance	76.789
Range	30.00
Minimum	50.00
Maximum	80.00
Sum	1975.00

Based on the table IV.6, the writer interpreted that mean score in students' prior knowledge is 61.7188, Median is 60.0000, Mode is 60.00, Std. deviation is 8.76295, Variance is 76.789, Range is 30.00, Minimum is 50.00, Maximum is 80.00, Summation is 1975.00. Based on the mean score, the researcher concluded that the students' prior knowledge can be classified into enough categories.

## **2. The Analysis of the Students' Ability in Writing Expository Paragraphs**

In analyzing the data of students' ability in writing expository paragraphs, the researcher used SPSS version 16 and the researcher got the frequency of students' ability in writing expository paragraphs as follows:

**Table IV. 6**  
**THE FREQUENCY OF THE STUDENTS' ABILITY IN WRITING EX-  
 POSITORY PARAGRAPHS**

		Frequency	Percent	Valid Percent	Cumulative Per- cent
Valid	51	1	3.1	3.1	3.1
	55	2	6.2	6.2	9.4
	57	1	3.1	3.1	12.5
	60	4	12.5	12.5	25.0
	62	1	3.1	3.1	28.1
	63	1	3.1	3.1	31.2
	65	6	18.8	18.8	50.0
	70	6	18.8	18.8	68.8
	71	1	3.1	3.1	71.9
	74	1	3.1	3.1	75.0
	75	6	18.8	18.8	93.8
	79	1	3.1	3.1	96.9
	80	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Based on the data, it shows that 1 student gets score 51 (3.10%), 2 students get score 55 (6.20%), 1 student gets score 57 (3.10%), 4 students get score 60 (12.50%), 1 student gets score 62 (3.10%), 1 student gets score 63 (3.10%), 6 students get 65 (18.80%), 6 student get 70 (18.80%), 1 student gets score 71 (3.10%), 1 student gets score 74 (3.10%), 6 students get score 75 (18.80%), 1 student gets score 79 (3.10%), 1 student gets score 80 (3.10%).

The descriptive data about the students' ability in writing expository paragraphs can be seen in the following table:

**Table IV. 7**  
**The Descriptive Statistic of the Students' Ability in Writing Expository Paragraphs**

	Their Ability in Writing Expository Paragraphs
Valid	32
Missing	0
Mean	67.0938
Std. Error of Mean	1.31704
Median	67.5000
Mode	65.00 <sup>a</sup>
Std. Deviation	7.45031
Variance	55.507
Range	29.00
Minimum	51.00
Maximum	80.00
Sum	2147.00

Based on the table IV.8, the writer interpreted that mean score in students' ability in writing expository paragraphs is 67.0938, Median is 67.5000, Mode is 65.00, Std. deviation is 7.45031, Variance is 55.507, Range is 29.00, Minimum is 51.00, Maximum is 80.00, Summation is 2147.00. Based on the mean score, the researcher concluded that the students' ability in writing expository paragraphs can be classified into good category.

### **3. The Correlation between Students' Prior Knowledge and Their Ability in Writing Expository Paragraphs**

By using SPSS version 16, the researcher analyzed the data of students' prior knowledge and their ability in writing expository paragraphs. Here, the researcher

got the descriptive statistics of the students' prior knowledge and their ability in writing expository paragraphs as in the following table:

**Table IV. 8**  
**THE DESCRIPTIVE STATISTICS OF THE STUDENTS' PRIOR**  
**KNOWLEDGE AND THEIR ABILITY IN WRITING EXPOSITORY**  
**PARAGRAPHS**

	Mean	Std. Deviation	N
Students' prior Knowledge	61.7188	8.76295	32
Their Ability in Writing Expository paragraphs	67.0938	7.45031	32

Based on the data above, it can be seen that the mean score of the students' prior knowledge is 61.7188, the standard deviation is 8.76295. The mean score of the students' ability in writing expository paragraphs is 67.0938, the standard deviation is 7.45301. Based on the mean score, the students' prior knowledge can be classified into enough category and their ability in writing expository paragraphs can be classified into good category. While N=32 shows the total respondents.

To know the correlation between students' prior knowledge and their ability in writing expository paragraphs, both data were analyzed as in the following table:

**Table IV. 9**  
**Table of Correlation**

		The Students' Prior Knowledge	Their Ability in Writing Expository Paragraphs
Pearson Correlation	The Students' Prior Knowledge	1.000	.721
	Their Ability in Writing Expository Paragraphs	.721	1.000
Sig. (1-tailed)	The Students' Prior Knowledge	.	.000
	Their Ability in Writing Expository Paragraphs	.000	.
N	The Students' Prior Knowledge	32	32
	Their Ability in Writing Expository Paragraphs	32	32

The table shows that the correlation between students' prior knowledge and their ability in writing expository paragraphs is 0.721. sig. 1 –tailed = 0.000. As the analysis of the value of sig 2-tailed, if the probability is higher than 0.05, null hypothesis is accepted. In the other way, if the probability is lower than 0.05, alternative hypothesis is accepted. Based on the explanation above, it can be seen that the result of coefficient is lower than 0.05, it means that alternative hypothesis is accepted. In the other words, *there is A Correlation between Students' Prior Knowledge and Their Ability in Writing Expository Paragraphs.*

To know the students' prior knowledge can explain their ability in writing expository paragraphs can be seen from the following table:

**Table IV. 10**  
**ANNOVA**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1238.520	1	1238.520	32.537	.000 <sup>a</sup>
Residual	1141.949	30	38.065		
Total	2380.469	31			

a. Predictors: (Constant), Students' Prior Knowledge

b. Dependent Variable: Their Ability in Writing Expository Paragraphs.

Based on the data above, it can be seen that F observation is 32.537 and the significance is 0.000, if annova table is 0.000 which is lower than 0.05, it means Ho is rejected and Ha is accepted, because Ha is accepted, it means that the variation of students' prior knowledge can explain the variation of their ability in writing expository paragraphs.

The percentage of the correlation between students' prior knowledge and their ability in writing expository paragraphs can be seen in the following table:

**Table IV. 11**  
**MODEL SUMMARY**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.721 <sup>a</sup>	.520	.504	6.16968

a. Predictors: (Constant), Students' Prior Knowledge

b. Dependent Variable: Their Ability in Writing Expository Paragraphs

Based on the data above, it can be seen that the score of R square is 0.520; it means that the correlation of students' prior knowledge and their ability in writing

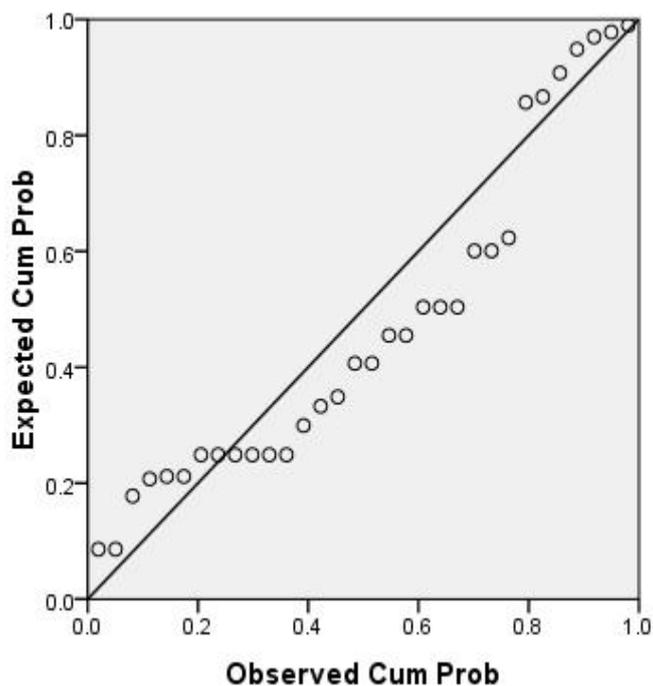
expository paragraphs is 52.0%. Whereas the 48.0% from 100% is influenced by the other variable.

From the explanation above, the researcher concluded that the correlation between students' prior knowledge and their ability in writing expository paragraphs is 52.0%, and it means that there is a significant correlation between students' prior knowledge and their ability in writing expository paragraphs.

To know about the correlation about students' prior knowledge and their ability in writing expository paragraphs can be seen in the following chart:

**Table IV. 12**  
**LINEAR REGRESSION DIAGRAM**

**Dependent Variable: Students' Prior Knowledge**



Based on the chart, it can be seen the each point is contiguous with the line, it means that there is a significant correlation between students' prior knowledge and their ability in writing expository paragraphs.

Furthermore, the coefficient correlation between students' prior knowledge and their ability in writing expository paragraphs is 0.721 while the correlation of both variables is .000. According to Suandi (1999:191), correlation coefficient ranges between -1 and +1 ( $-1 < r < +1$ ) plus and minus 1 implies a perfect correlation between two variables.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. THE CONCLUSION

In this chapter, the writer would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning with the students' prior knowledge and their ability in writing expository paragraphs at the second year of SMK IBNU TAIMIYAH Pekanbaru.

Based on what have been discussed as well as presented in the previous chapters, the conclusion which can be expressed for this research as follows:

1. The students' prior knowledge is **ENOUGH**. It is based on the result of the test given because dealing with the table of students' classification score, it can be proved that the mean of students' prior knowledge score 61.7188 (61.7188%) is categorized into enough level.
2. The students' ability in writing expository paragraphs is **GOOD**, it can be proved that the mean of their ability in writing expository paragraphs is 67.0938, it is regarded as good category.
3. Based on the data analysis, it can be seen that the score of R square is 0.520, it means that the correlation of students' prior knowledge and their ability in writing expository paragraphs is 52.0%. Whereas the 48.0% from 100% is influenced by the other variable. So, the third formulation of the problem, there is a significant correlation between students' prior knowledge and their ability in writing expository paragraphs at the second year of SMK IBNU TAIMIYAH Pekanbaru.

## **B. THE SUGGESTION**

After carrying out the research, it seems fundamental for the researcher to give suggestion pertinent to the research findings whether for the English teacher or students in order that they are successful in teaching and learning English as a second or foreign language especially for activating their prior knowledge to increase their ability in writing expository paragraphs, and researcher found that by activating prior knowledge students are more interested and motivated to learn anything due to their enthusiasm in teaching and learning process.

### 1. Suggestion to the Teachers

- a) The teachers should be able to create the condition more pleasure by brainstorming and making students more active in classroom.
- b) The teachers have to review the previous lesson or subject matters in accordance with reinforcing the students' understanding about the subject and making long term memory that can be activating their prior knowledge.
- c) The teachers have to provide enough facilities and creativities to develop the students' ability in writing expository paragraphs based on their background knowledge.
- d) The teachers have to encourage students' awareness about the importance of writing expository paragraphs in their life.
- e) The teachers should make writing expository paragraphs as habitual activities for students in the school.

## 2. Suggestion to the students

- a) The students should recall on what they already know in developing and activating their prior knowledge.
- b) The students should remind their life experiences when entering a new learning environment.
- c) The students have to learn new information to add their own schemata which will aid them in writing expository paragraphs.
- d) The students have to be aware that writing expository paragraphs is very important because that is most needed. After finishing school, most of our reading also in expository type, such as textbooks, magazines, newspaper, etc.
- e) The students have to use the facilities are given by the teachers maximally to improve their ability in writing expository paragraphs.

## BIBLIOGRAPHY

- Aicha. 2010. *What are the Characteristics of an Expository Essay?* Retrieved on March 21, 2011 from <http://www.blurtit.com/q389922.htm>
- Azar, Betti. 1989. *Understanding and Using English Grammar*. USA: Printice- Hall.Inc
- Brown, Douglass. 2003. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc.) pp. 19-27
- Buzan, Tony. 2010. *Expository Paragraph Definition*. Retrieved on March 21, 2011 from [http:// http://.tutorvista.com/englishexpositoryparagraph](http://http://.tutorvista.com/englishexpositoryparagraph).
- Chesky, John. 1987. *The Effect of Prior Knowledge and Audience on High School Students Writing*. The Journal of Educational Research, Vol. 80. No 5.
- Christen, William L. 1991. *Activating Prior Knowledge*. ERIC Clearinghouse on Reading and Communication Skills Bloomington IN. Retrieved on March 21, 2011. From <http://www.ericdigest.org/privacy.html>
- Christina Bratt Jaultson and Mary Newton Bruder. 1976. *Teaching English as a Second Language Techniques and Procedures*. Massachusetts: Winthrop publisher. Inc, Pp. 203
- Cresswell, John. 2008. *Educational Research*, New Jersey : Pearson Prentice Hall.
- Crimon, James .1967. *Writing with a Purpose*. Boston: Houghton Mifflin Company
- Fleming, Race. *Expository Essay*. Retrieved on February 15, 2011, from <http://homeworktips.about.com/od/essaywriting/a/expository.html>
- Gert Rijlaarsdam and Huub Van Den Bergh. 2005. “*Effective Learning and Teaching of Writing: Student Involvement in the Teaching of Writing*”. *Effective Learning and Teaching of Writing: A Handbook of Writing in Education*, Second edition. Vol. 14. Gert rijlaarsdam, et al. (Boston: Kluwer Academic publisher,) pp. 3-5
- Harsono. *Peran Prior Knowledge dalam Problem Based Learning*. Pusat Pengembangan Pendidikan Universitas Gajah Mada.
- Heaton, J.B. 1991. *Writing English Language Test*. USA: Longman. Page178.

- Hornby, A.S. 1987. *Oxford English Dictionary*. Oxford: Oxford University Press.
- Horn, Vivian. 1977. *Composition Steps*. U.S.A: Newbury House publishers, Inc
- John, Dean. *Prior Knowledge*. 2010. Definition and Meaning of Prior Knowledge. Retrieved on March 21, 2011 from [http:// wiktio-nary.org/wiki/prior\\_knowledge](http://wiktio-nary.org/wiki/prior_knowledge)
- Kujawa, Huske. 1995. *Prior Knowledge*: North Central Regional Educational Library. Retrieved on March 21, 2011 from [http://www.ncrel.org/sdrs\\_areas/issues/students/learning/lr1pk.htm](http://www.ncrel.org/sdrs_areas/issues/students/learning/lr1pk.htm)
- Linda-jo Caple DeGroff. (1987). *The Influence of Prior Knowledge on Writing, Conferencing, and Revising, a Meta Analysis*. The School Journal, volume 88 number 2.
- Lynn Quitman Troika. Simon and Schuster. 1993. *Handbook for Writers*. Third edition (New Jersey: prentice hall), pp. 1
- Maria Da Grace L. C Pinto. "Looking at Reading and Writing through Language". *Effective Learning and Teaching of Writing: a Handbook of Writing in Education*. Second edition.
- McGee, L. M., & Richgels, D. J. 1985. "Teaching Expository Text Structure to Elementary Students." *The Reading Teacher*, 38(8), 739-748. [http://esl.about.com/cs/teachingtechnique/a/a\\_twrite.htm](http://esl.about.com/cs/teachingtechnique/a/a_twrite.htm)
- Peter Elbow. 2000. *Everyone can Write: Essays toward a Hopeful Theory of Writing and Teaching Writing*. New York: Oxford University Press. Pp. 28-29
- Przybyla, Daria. 2009. *Example of an Expository Paragraph*. Retrieved on March 21, 2011 from <http://www.suite101.com/content/example-of-an-expository-paragraph-a106749>
- Reid, Joy.1998. *The Process of Composition*. New Jersey: Colorado State University.
- Ruth, Baygell. 2003. *Education Program Newsweek: Essay Writing Step-by-Step*. (New York: Simon and Schuster).pp 14-15
- Strangman, Nicole. 2004. *General Background Knowledge*. National Center of Accessing the General Curriculum Retrieved on March 15, 2011). From [http://labweb.education.wisc.edu/ep301/Science\\_Peter/prior.htm](http://labweb.education.wisc.edu/ep301/Science_Peter/prior.htm) #top

- Stevens. 1980. "*Prior Knowledge: Curriculum Enhancement*": Report National Center on accessing the General Curriculum (NCAC).
- Sudijono, Anas. 2003. *Pengantar Evaluasi Pendidikan*. Jakarta: PT. Raja Grafindo Persada
- Suharsimi Arikunto. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktik*. (Jakarta: PT. Rineka Cipta,) pp. 170
- Susan,Fawcett and Alvin Sandberg. 1996. *Evergreen with Readings: A Guide to Writing Fifth Edition*. Boston: Houghton Mifflin Company. pp.136
- Syafi'i, et al. 2007. *The Effective Paragraph Developments: the Process of Writing for Classroom Setting*. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive.