THE EFFECT OF USING KNOWLEDGE CHART STRATEGY TOWARDS STUDENTS' ABILITY IN WRITING REPORT PARAGRAPH AT THE SECOND YEAR STUDENTS OF SMA YKPP DUMAI

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ABSTRACT

Elfiana Sari (2012): "The Effect of Using Knowledge Chart Strategy towards Students' Ability in Writing Report Paragraph at the Second Year Students of SMA YKPP Dumai"

Based on the school based curriculum (KTSP), writing is as one of English skills that must be taught and learned in senior high school. SMA YKPP Dumai is one of schools that used it as a guide in teaching learning process. After doing preliminary observation there, some of students of the second year still had low ability in their writing. The researcher interpreted that they had low ability in writing were indicated that they had lack of ideas in expressing their writing, lack on using capital latter, less on vocabulary mastery, and incorrect spelling in writing. Thus, the researcher interested in conducting the research entitled "The Effect of Using Knowledge Chart Strategy toward Students' Ability in Writing Report Paragraph at the second Year Students of SMA YKPP Dumai".

The main focus of this research was to find out a significant effect of using Knowledge Chart strategy toward students' ability in writing report paragraph at the second year of SMA YKPP Dumai. The type research was quasi-experimental research which the researcher could not create a new participant groups for this experiment. The subject of this research was the second year students of SMA YKPP Dumai. In this research, the researcher took two classes; experimental and control class from the four classes of science. There were 68 students as the sample from 270 students of population by using clustering sample randomly based on group. In collecting the data, the researcher used test. The test used was writing test. In analyzing the data, the researcher used regression formula operated by SPSS 16.

Finally, the research found that H_a was accepted and H_0 was rejected. Besides, it can be proved from the mean score of students' writing ability of post-test that at experimental was higher than at control class. Furthermore, the category of students' improvement in writing ability at the experimental class was middle, while in control class was low. In conclusion, there is a significance effect of using Knowledge Chart strategy toward students' ability in writing report paragraph at the second year students of SMA YKPP Dumai.

ABSTRAK

Elfiana Sari (2012): **"Pengaruh Penggunaan Strategi Knowledge Chart terhadap Kemampuan Siswa dalam Menulis Paragraf Report pada Siswa Kelas Dua SMA YKPP Dumai"**

Berdasarkan KTSP, menulis adalah salah satu kemampuan Bahasa Inggris yang harus di ajarkan dan dipelajari pada tingkat SMA. SMA YKPP Dumai merupakan salah satu sekolah yang menggunakan kurikulum tersebut sebagai pedoman dalam proses belajar mengajar. Setelah melakukan pengamatan pendahuluan di sekolah itu, sebagian siswa kelas dua memiliki kelemahan dalam menulis. Peneliti menginterpretasikan bahwa mereka mempunyai kelemahan dalam menulis yang di tunjukkan dengan kurangnya kemampuan mengekspresikan ide-ide mereka dalam menulis, kelemahan dalam penggunaan huruf-huruf besar, kelemahan dalam penguasaan kosa kata, serta kesalahan pengejaan dalam menulis. Dengan demikian, peneliti tertarik untuk melakukan penelitian dengan judul Pengaruh Penggunaan Strategi Knowledge Chart terhadap Kemampuan Siswa dalam Menulis Paragraf Report pada Siswa Kelas Dua SMA YKPP Dumai.

Fokus utama dalam penelitian ini adalah untuk mencari pengaruh yang signifikan pada penggunaan strategi Kowledge Chart terhadap kemampuan siswa dalam menulis paragraf report pada siswa kelas dua SMA YKPP Dumai. Jenis penelitian ini adalah penelitian kuasi eksperimen yang mana peneliti tidak bisa membuat kelompok partisipan baru dalam pelaksanaan penelitiannya. Subjek dalam penelitian ini adalah siswa kelas dua SMA YKPP Dumai. Pada penelitian ini, peneliti mengambil dua kelas; kelas eksperimen dan kelas kontrol dari empat kelas Science yang ada. Terdapat 68 siswa yang menjadi sampel dari jumlah populasi keseluruhannya adalah 270 siswa yang diambil secara acak berdasarkan kelas. Dalam pengumpulan data, peneliti menggunakan tes. Tes yang digunakan adalah tes tertulis. Dalam penganalisaan data, peneliti menggunakan rumus regresi yang diolah oleh SPSS 16.

Akhirnya, peneliti menemukan bahwa H_a diterima dan H_0 di tolak. Selain itu, dapat pula dibuktikan dari nilai rata-rata tes akhir kemampun menulis siswa pada kelas eksperimen lebih tinggi daripada kelas control. Lebih jauh lagi, kategori peningkatan kemampuan menulis siswa di kelas eksperimen adalah menengah, sedangkan di kelas kontrol adalah rendah. Jadi dapat disimpulkan bahwa terdapat pengaruh yang signifikan pada penggunaan strategi Kowledge Chart terhadap kemampuan siswa dalam menulis paragraf report pada siswa kelas dua SMA YKPP Dumai.

إلفينا ساري (2012): تأثير استخدام أستراتيجية مخطط المعارف إلى قدرة الطلاب على كتابة فقرة القرار لطلاب الصف الثاني بالمدرسة العالية ي ك ف ف دوماي.

كما قيل في منهج الدراسات للوحدة التروبية، فإن الكتابة من إحدى المهارات التي لابد تعليمها و دراستها في المدارس العالية. كانت المدرسة العالية ي ك ف ف من إحدى المدراس التي تقوم بتطبيق منهج الدراسات للوحدة التروبية للمراجع في عملية التعلم و التعليم. الملاحظة بالمدرسة السابقة، رأت الباحثة الطلاب فيها لا يقد يبدومن ضعفهم على تقديم آرائهم في الكتابة و استخدام الأحرف، ضعفهم في استيعاب المفردات، و ضعفهم في التلفيظ في الكتابة. ومع لك، رغبت الباحثة في أداء هذا البحث تحت العنوان تأثير استخدام أستراتيجية مخطط المعارف إلى قدرة الطلاب على ك الثاني بالمدرسة العالية ي ك ف ف دوماي.

يقال هذا البحث شبه التجربة وهو أن الباحثة لا تجعل فرقة جديدة للمشتركين. في هذا البحث في البحث عن تأثير استخدام أستراتيجية مخطط المعارف إلى قدرة الطلاب على لاب الصف الثاني بالمدرسة العالية ي ك ف ف دوماي. الموضوع في هذا البحث طلاب الصف الثاني بالمدرسة العالية ي ك ف ف دوماي. أخذ الباحثة في هذا البحث فصلين اثنين، فصل التجربةو فصل الضبط من أربعة فصول للعلوم وفي كل فصل 68 ومجموع الأفراد في هذا البحث بقدر 270 طالب بطريقة عشوائية. في جمع البيانات استخدمت الباحثة الاختبار التحريري، و في تحليل البيانات استخدمت الباحثة صيغة المعامل بواسطة

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أخيرا، كشفت الباحثة أن الفرضية البديلة مقبول و الفرضية الصفرية مرفوضة، وبجانب ذلك، أن النتائج المتوسطة الأخيرة عن قدرة الطلاب على الكتابة للفصل التجربة أرفع من فصل الضبط لضبط متوسط و الفصل للضبط منخفضة. وكان ترقية النتائج لفصل . الباحثة أن هناك تأثيرا ضروريا عن استخدام أستراتيجية مخطط المعارف إلى قدرة الطلاب على كتابة فقرة القرار لطلاب الصف الثاني بالمدرسة العالية ي ك ف ف دوماي.

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Writing is one of the language skills used to communicate. Someone can communicate with others inderectly. When it is used, the ideas are printed in order to be readable by the reader. Nunan defines that writing is both a physical and a mental act.[1] A physical act means the writers express their words and ideas into material. On the other hand, mental act means the writers invent their ideas, think about how to express them, and organizes them into statements and paragraphs that will be clear to be understood by the reader.

Through writing, someone can share his/her ideas, feelings, or information and also persuade the reader. As stated by Reid, there are several general purposes for writing: to explain or educate, to entertain or amuse, and to persuade or convince.[2] The better someone's writing product, the better it will be a means.

Writing should be organized well to avoid misinterpretation on the reader. As pointed out by Urquhart and McIver that the effective writing fulfills the writer's intention and meets the audience's need.[3] It means that the writer should be able to improve his/her ideas to explain the intention become the good sentences to help the reader easier comprehend the writer's product.

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[1]David Nunan, *Practical English Language Teaching* (Singapore: McGraw Hill, 2003), p. 88.
[2]Joy M. Reid, *The Process of Composition* (New Jersey: Prentice-Hall, 1988), p. 23.
[3]Vicki Urquhart and Monette McIver, *Teaching Writing and the Content Area [Electronic Version],* 2005, p. 1. http://www.library-nu.com. Retrieved on March 24th, 2011

As one of the language skills, writing holds the important roles, especially in literate society because it is consumed by everybody in this globalization era. Sholahudin determines that education is one of the areas that involves writing as an important activity.[4] Education gives the supplies for the students in order to be ready to face the competition in the future, especially in finding a good job. One of the conditions to accomplish is that the candidates should be able to write English paragraph. Therefore, writing grammatically has been taught early on the formal education.

As a foreign language, writing is a crucial thing because the students should be able to express their ideas in Standard English. As stated by Wynne that it is expected of student to follow the conventions of Standard English in their written work.[5] Zemach and Islam also state writing is one of the most difficult skill to master both a first language and second language.[6] A foreign language, Indonesians absolutely face many problems in writing activity too.

SMA YKPP Dumai is one of the formal schools in Dumai city. As a formal institution, it also teaches English as a subject, especially writing based on the educational curriculum of English subject on 2010 (School-Based Curriculum). The aim of English subject for the second year students at SMA YKPP Dumai, especially in writing is: "To express their ideas or meanings in a monologue text/essay by using written language various accurately, fluently,

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[4]M. Sholahudin, *Kiat-Kiat Cepat Belajar Writing* (Yogyakarta: DIVA Press, 2009), p.16.

[5]Sharon M.S. Wynne, *TExES English as a Second Language (ESL) [Electronic Version]*, 2010, p. 23. http://www.library-nu.com. Retrieved on March 29th, 2011.

[6]Dorothy E. Zemach and Carlos Islam, *Writing in Paragraph [Electronic Version]*, 2006, p. iv. http://www.library-nu.com. Retrieved on June 8th, 2011.

and acceptably/contextually in the forms of report, narrative, and analytical exposition paragraph on the daily life context".[7] The score cumulative minimum standard (KKM) that has to be achieved by students at the second year students of Senior High School YKPP Dumai for writing skill is 65. The teacher teaching at the second year of SMA YKPP Dumai teaches English based on the curriculum and syllabus. Report paragraph is taught at the first semester. Actually, it has been taught before the second semester that is at the third year students at junior high school.

Based on the researcher's preliminary study on March 19th 2011, the teacher applied the conventional strategy in teaching-learning process. First, she explained what report paragraph was, the function and the generic structure of it, explained an example on the students' textbook, and then asked them to make their own report paragraph. She had taught it clearly, but when she asked them to write a report paragraph, some of students were not able to do that. They were not able to express and develop their ideas. Their sentences were also incorrect based on the structure. They used the capital letters on the wrong place. Some of words also were in uncorrect spelling. These facts automatically caused them not be able to achieve the score cumulative minimum standard (KKM) .

Based on this situation, researcher concludes that some of students have problems and difficulties in writing. Their writing ability is still far from

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[7]School-Based Curriculum Syllabus at the Second Year of SMA YKPP Dumai: Unpublished. (2010), p.15

the expectation of the curriculum. These problems are explained in the following symptoms:

1. Some of students do not know what report paragraph is.

2. Some of students are not able to express their ideas in writing report paragraph.

3. Some of students are not able to write paragraph grammatically.

4. Some of students are lack on using capital latters in writing.

5. Some of students are less on vocabulary mastery.

6. Some of students often write uncorrect spelling in writing.

The writer assumes that some of students' difficulties in writing report paragraph can be caused by uninteresting teaching-learning strategy. It means that the teacher should change the strategy becomes an interesting one to improve their ability in writing report paragraph. There are many interesting strategies to help them improving their writing ability. One of them is by using Knowledge Chart strategy. This strategy begins by researching the background for students' stories.[8] The teacher should activate students' prior knowledge about their topic. Then, the teacher lets them fulfill Knowledge Chart table that consists of columns about what they know, what they do not know, and what they need to find out about their subject. From this way, the students can think and then gather information so much they can about what they do not know of their topic.

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[8]Beth Means and Lindy Lindner, *Teaching Writing in Middle School: Tips, Tricks, and Technique [Electonic Version]*, 1998, p. 38. http://www.library-nu.com. Retrieved on March 30th, 2011.

This strategy is so helpful to collect ideas before students start to write. They also will become confidence in writing because they have known about what they will write. Langan said that the more you understand about what is said in a piece, the more ideas and feelings you may have about writing on an assigned topic or a related topic of your own.[9]

Based on the symptoms above, the writer is interested in carrying out the research entitled: "The Effect of using Knowledge Chart Strategy towards Students' Ability in Writing Report Paragraph at the Second Year Students of SMA YKPP Dumai".

B. The Definition of the Key Term

To avoid misunderstanding in comprehending the title, it is important for the writer to explain the terms used in this research.

1. Knowledge Chart Strategy

   Knowledge Chart strategy is a simple activity to help students chart what they know and what they don't know about a subject or a writing idea, so they can think about what information they need to gather.[10]

   In this research, Knowledge Chart strategy means that a strategy used by researcher to improve students' ability in writing report paragraph.

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[9] John Langan, *College Writing Skills with Reading [Electronic Version],* 2001, p.583. http://www.library-nu.com. Retrieved on March 29th, 2011.
[10] Beth Means and Lindy Lindner, *loc. cit.*

2. Writing Report Paragraph

Writing is expressing words and ideas into statements or paragraphs. Report paragraph tells about the general classification of somethings.[11] It talks about living things like plants and animals and non-living things like cars or ocean.[12] Therefore, it has to tell about the logical dan fact information. So, writing report paragraph is a writing activity which the content of it is about the general information of something and it should be contained the logical and fact information.

In this research this term means that the way how the students explore their ideas in written language.

C. Problem

1. The Identification of the Problem

Based on the explanation above, the researcher identifies the problems as follows:

a. Why do some of students not know what report paragraph is?

b. Why are some of students not able to express their ideas in writing report paragraph?

c. Why are some of students not able to write paragraph grammatically?

d. Why are some of students lack on using capital latters in writing?

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[11]M. Sudarwati, *Look Ahead: An English Course for Senior High School Students Year XI* (Jakarta: Erlangga, 2007), p. 15.
[12]Mukarto, *English on Sky 3* (Jakarta: Erlangga, 2007), p. 67.

e. Why are some of students less on vocabulary mastery?

f. Why do some of students often write uncorrect spelling in writing?

g. Does Knowledge Chart strategy improve students' ability in writing report paragraph?

h. How is students' ability in writing report paragraph taught by using Knowledge Chart strategy?

i. How is students' ability in writing report paragraph taught by using convensional strategy?

j. Is there any significant effect of using Knowledge Chart strategy toward students' ability in writing report paragraph?

2. The Limitation of the Problem

The researcher due to focus on the effect of using Knowledge Chart strategy toward students' ability in writing report paragraph at the second year students of SMA YKPP Dumai.

3. The Formulation of the Problem

Based on the problems above, the writer formulates the problem of this study into the following questions:

a. How is students' ability in writing report paragraph taught by using Knowledge Chart strategy at the second year students of SMA YKPP Dumai?

b. How is students' ability in writing report paragraph taught by using convensional strategy at the second year students of SMA YKPP Dumai?

c. Is there any significant effect of using Knowledge Chart strategy toward students' ability in writing report paragraph at the second year students of SMA YKPP Dumai?

D. The Objective and the Significance of the Research

1. The Objective of the Research

a. To find out the data about students' ability in writing report paragraph by using Knowledge Chart strategy at the second year students of SMA YKPP Dumai.

b. To find out the data about students' ability in writing report paragraph by using conventional strategy at the second year students of SMA YKPP Dumai.

c. To find out significant effect of using Knowledge Chart strategy toward students' ability in writing report paragraph at the second year students of SMA YKPP Dumai.

2. The Significance of the Research

The researcher activity is significantly carried out for the following needs. They are:

a. To the writer as a researcher in term of learning how to conduct a research.

b. This research finding is also expected to give the positive contribution to the second year of SMA YKPP Dumai and the teacher of English as a determiner of their learning and teaching success.

c. To justify the existing theories on teaching learning English as foreign language and for those who are care with the current issues on teaching and learning language.

d. To fulfill one of the requirements to finish the researcher's study in English Education Department of State Islamic University Sultan Syarif Kasim Riau.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review of Related Theory

   1. The Nature of Writing

For the first time, human's writing started as symbols on a cave wall, and then about 3500 years ago, people began to use alphabets.[1] People do it to communicate. It is the representation of language in a textual medium through the use of a set of signs or symbols.[2] Through writing, someone can express his/her ideas, feelings, or information and also persuade the reader. As stated by Reid, there are several general purposes for writing: to explain or educate, to entertain or amuse, and to persuade or convince.[3] The same opinion also stated by Grenville, any piece of writing will be trying to do at least one of the following things:[4]

   a. Entertain—it doesn't necessarily make the readers laugh, but it at least engages their feelings in some way.

   b. Inform—it tells the reader about something.

   c. Persuade—it tries to convince the reader of something.

Writing is one of most important competences that should be mastered by the students. It is not an easy work because it needs several skills to

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[1]Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate 2: Paragraph and Essays, Third edition [Electronic Version],* 2008, p. xv. http://www.library-nu.com Retrieved on June 8th, 2011.

[2]http://en.wikipedia.org/wiki/writing. Retrieved on June 19th, 2011.

[3]Joy M. Reid, *loc. cit.*

[4]Kate Grenville, *Writing from Start to Finish: A Six Steps-Guide [Electronic Version],* 2001, p. 1. http://www.library-nu.com. Retrieved on June 18th, 2010.

produce it. It requires them to express or organize their ideas grammatically in order to avoid misunderstanding on the reader. The students should master certain skills that will enable them to write well. According to Hughey et al, in order to develop a good strong piece of writing worthy of the reader's interest, the writer must have something to say. Not only that, the writer also should have a commitment, a point of view, to the chosen subject.[5] It means the students should be able to build their ideas as meaningfully as possible in order that their writing can be accepted well by the reader.

Students' final product measured up against a list of criteria that includes content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation. Writing is the most difficult skills to be mastered by language learners.[6] It means that the students will be able to write if they study gradually and seriously in order that they can explore and develop their thinking by writing.

1) The Elements of Writing

Before doing writing, the writer should analyze elements of writing. They are the purpose and the audience of writing in order the reader can catch what the writer means by his/her writing. As stated by Daniel Graham and Judith Graham, analysis of your purpose and the audience

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[5]Jane. B. Hughey et al, *Teaching ESL Composition* (London: Newbury House, 1983), p. 59.

[6]M.Syafi'I, *From Paragraph to a Research Report: a Writing of English for Academic Purpose* (Pekanbaru: LBSI, 2007), p. 98.

helps you make important decisions about the document.[7] By analyzing the purpose of writing, the writer is able to decide what kinds of his/her writing. By looking to his/her audience, he/she is able to identify the suitable information that audience needs.

In additional, Nessel and Dixon contributed a new point that should be analyzed besides the purpose and the audience of writing. It is about form. They said that spoken and written communications have specific forms. Persuasive pieces, poems, necdotes, and business communications are only a few of the forms speakers or writers may use.[8] The same opinion is also stated by Syafi'i but in different term. Form term here means tone. He said, tone refers to a specific depiction of your attitude toward the subject you are working on, the choise of words are wording, the use of grammatical structures you are employing, and even the length of sentences.[9] Therefore, before starting writing, the writer should identify the purpose, audience and form of writing in order to produce a good writing.

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[7]Daniel Graham and Judith Graham, *Can Do Writing^{tm}: The Proven Ten-Step System for Fast and Effective Business Writing [Electronic Version],* 2009, p. 15. http://www.library-nu.com. Retrieved on June 21st, 2011.

[8]Denise D. Nessel and Carol N. Dixon, *Using the Language Experience Approach with English Language Learners: Strategies for Enganging Students and Developing Literacy [Electronic Version],* 2008, p. 116. http://www.library-nu.com. Retrieved on March 29th, 2011.

[9]M. Syafi'i, *op.cit.,* p. 4.

2) The Components of Writing

There are some necessary components of writing. Some experts have some ideas about it. According to Hughes, there are five aspects of a good writing.[10] They are:

a) Grammar

A writer should master grammar in order that he/she can product a good writing. Good writing is writing that has correct sentences, using appropriate tenses, words, and others. Grammar has an important role in writing.

b) Vocabulary

Vocabularies are collection of words that are arranged into a sentences, paragraph, or essay. As a writer, he/she should master it in order to make a good writing. A good writing consists of appropriate words in order there is no misunderstanding on the audiences when they read the writer's writing.

c) Mechanics

Mechanics consist of capitalization, spelling, and punctuation. These are necessary to make sentence meaning clear.

d) Fluency

Fluency or coherence is also important role in writing. It means that the parts of the paragraph are logically connected. The movement of one sentence to the other should be logical.

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[10]Arthur Hughes, *Testing for Language Teachers,* Second Edition (Cambridge: Cambridge University Press, 2003), p.101-102.

e) Form/Organization

A writer should pay attention in organization of writing. Good organizations will produce the clear progression of ideas well linked.

3) Process of Writing

Writing is an integrated skill. It needs a process that the writer should do. The writer must be through some processes to produce a writing product. Doing the process, the writer should do the right stages before writing until finished.

a) Planning

Planning is the pre-writing stage. It is the first stage that the writer should do before writing. Reid points out pre-writing as thinking before writing.[11] The writers have to plan what will they write that can make them easier in drafting as the next stage. The writers should discover their ideas. As stated by Kane, on planning stage the writers have chosen a subject, explored it, thought about the topics you discovered, and then gathered information abaut it.[12]

b) Drafting

A draft is an early version of a piece of writing.[13] In planning, the writer explores and discovers the topic. Drafting is more reined in. This stage involves the ideas from the planning stage into

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[11]M. Syafi'I, *op. cit.,* p. 6.
[12]Thomas S. Kane, *The Oxford: Essential Guide to Writing [Electronic Version],* 2000, p. 29. http://www.library-nu.com. Retrieved on June 8th, 2011.
[13] *Ibid.,* p. 34.

written sentences, adding details, and elaborating. It means the writers should know what they want to do.

c) Revising

Revising is the heart of writing. It is looking back over what has been written.[14] It is more thoughtful and critical. In this stage, the writers may resist to make revisions, such as additions, deletions, or movement of words, sentences, or paragraph.

d) Editing

Editing stage identifies the grammar, spelling, mechanical, and the organisation of writing. Writers can be periodically reviewing what they write, editing it, and then proceeding with the writing.[15] Throgh this stages, a learner can be encouraged to get the teacher's or his/her classmate feedback or correction about his/her product.

e) Publishing

Publishing is the last stage in writing processes. In school context, it means a student can post his/her writing product. It can involve putting together in the class books, collections of writing, school documentations, or reading it as a students' writing product in front of class in order to share it to other students.

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[14] I. S. P. Nation, *Teaching ESL/EFL Reading and Writing {Electronic Version],* 2009, p. 119. http://www.library-nu.com. Retrieved on March 3rd, 2011.
[15] *Ibid.,* p. 120.

4) Writing a Paragraph

    a) Definition of paragraph

    A paragraph is a group of about 6-12 sentences about one topic. All of the sentences explain the writer's main idea about that topic.[16] The same opinion also stated by Arnaudet that paragraph is a group of sentences which develop one central idea; the central idea is usually stated in a topic sentence; and, every sentence in the paragraph must help the development of the topic sentence.[17] A paragraph can give information, tell an opinion, explain something, or even tell a story. The sentences should be arranged logically in order the reader can understand what the writer means.

    b) Component of paragraph

    A paragraph is developed by three parts. They are:18

    (1) Topic sentence

    Topic sentence introduces the topic and tells what the writer will say about the topic. It is the general statement of paragraph.

    (2) Supporting idea

    Supporting ideas are the sentences that follow further explain and support the topic sentence.

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[16]Dorothy E. Zemach and Carlos Islam, *Paragraph Writing: From Sentence to Paragraph [Electronic Version],* 2005, p. 9. http://www.library-nu.com. Retrieved on June 8th, 2011.

[17]Martin L. Arnaudet, *Paragraph Development [Electronic Version],* 1981, p. 1. http://www.library-nu.com. Retrieved on June 8th, 2011.

[18]Alice Savage and Masoud Shafiei, *Effective Academic Writing [Electronic Version],* 2007, p. 5. http://www.library-nu.com. Retrieved on June 8th, 2011.

(3) Concluding sentence

Concluding idea often repeats the information in the topic sentence in a different way. It tells the reader that the paragraph is finish and complete.

c) Characteristics of a good paragrap

According to Boardman and Frydenberg, there are three characteristics of good paragraph. They are:[19]

(1) Coherence

When the supporting sentences are ordered according to a principle. The sentence are put in order the reader can understand the writer's ideas easily.

(2) Cohesion

When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence.

(3) Unity

All of the supporting sentences should relate to the topic sentence. It means that all of sentences only discuss about the topic.

M. Syafi'i writes four characteristics of a good paragraph. They are unity, coherence, capitalization and punctuation, and

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[19]Cynthia A. Boardman and Jia Frydenberg, *op. cit.,* p. 31.

comma rules.[20] He has the same idea for unity and coherence meant by Boardman and Frydenberg. Capitalization is the many rules for using capital letters. Punctuation is symbols used in writing material, such as full stop (.), question mark (?), and exclamation mark (!). The last additional characteristics is comma rules that functions to separate words, phrases, or clauses.

All of the characteristics of a good paragraph should be exist in a paragraph. They help the reader to understand easier because the paragraph is organized well.

d) Kinds of paragraph

There are some kinds of paragraph. Some of them are:

(1) Narrative paragraph

Narrative paragraph are most distinctively used in fiction. It can also tell about the true or not story. It includes characters, setting, problems, and solution of the problem.[21]

(2) Descriptive paragraph

Descriptive paragraph is a paragraph that draws or explains the detail information about one object in order that the reader is like look the object directly.[22]

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[20]M.Syafi'i, *op. cit.*, p. 9.

[21]Janette Klingner K. et al., *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guilford Press, 2007), p. 76.

[22]Nursalim AR, *Pengantar:Kemampuan Berbahasa* (Pekanbaru: Infinite, 2005), p. 95.

(3) Argumrntative paragraph

Argumentative paragraph is a paragraph in which you agree or disagree with an issue, using reasons to support your opinion. The goal is to convince the reader that your opinion is right.[23]

(4) Persuasive paragraph

Persuasive paragraph is writing activity to persuade the readers. As stated by Kate Grenville that this type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings.[24]

(5) Recount paragraph

Recount is where a speaker or writer tells of an event she or he experiences.[25] The story is happened on writer itself.

(6) Report paragraph

Report is a form of writing that provides information. It is similar to article but has a more formal, factual style, and each kind has its own special format and features.[26] It is usually based on researched facts or on accurate details.

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[23]Alice Oshima, *Writing Academic English* (New York: Longman, 2006), p. 142.
[24]Kate Grenville, *op. cit.,* p. 2.
[25]Denise E. Murray and MaryAnn Christison, *"What English Language Teachers Need to Know", Vol.1* (New York: Routledge, 2011), p. 126.
[26]Virginia Evans and Jenny Dooley, *Reading and Writing [Electronic Version], 2001, p. 4.* http://www.library-nu.com. Retrieved on June 8th, 2011.

(7) Procedure paragraph

Procedure paragraph informs the reader about how to do something. It gives detailed instructions that the reader should be followed into action.

5) Students' Writing Ability of Report Paragraph

In the world, many ways can be used to communicate. Writing is one of them. This skill should be mastered by someone as the personal ability. Students ability in writing can be identified by their written test. Hughes says that the best way to test people's writing ability is to get them to write.[27] It means that a techer can not judge a student's writing good or not before he/she giving a test.

Writing is not an easy activity. Grenville says that most people do not find writing easy.[28] Zemach and Islam also have the same opinion. They say that writing is also one of the most difficult skills to master both a first language and second language.[29] The students struggle when they face writing. As pointed by Srickland, Ganske, and Monroe that process writing and its inherent difficulties intimidate many struggling writers.[30] Someone who feels difficult in writing is caused by less practice. Grenville says that writing get easier with practice.[31] So, if someone wants to master writing or has ability on that, he/she should

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[27]Arthur Hughes, *op. cit.,* p. 83.
[28]Kate Grenville, *op. cit.,* p. v.
[29]Dorothy E. Zemach and Carlos Islam, *Writing in Paragraph, loc. cit.*
[30]Dorothy S. Strickland, Kathy Ganske, and Joanne K. Monroe, *Supporting Strugling Readers and Writers [Electronic Version],* 2002, p. 167. http://www.library-nu.com. Retrieved on May 19th, 2011.
[31]Kate Grenville, *op. cit.,* p. vii.

write frequently. He/she should often practice it. Mastering or having writing ability is not spontaneously. It is a learning process.

Report paragraph is a kind of paragraphs that tells about the general information of something, but it should deliver the logic and fact information. Report paragraph has a similar shape with descriptive paragraph. Actually, they are different. Report paragraph describes something generally, but descriptive paragraph describes something specifically.[32] In other words, report paragraph only deliver the information, meanwhile descriptive paragraph try to create the reader's imagination closely as possible to that intended by the writer's.

(a) The compositions of of reports paragraph:[33]

(1) News report about recent event, such as those found in newspaper.

(2) Assessment report discussing the suitability of a person, a place, a proposed plan, etc

(3) Review discussing a film, book, restaurant, etc and giving your opinion/recommendation.

(b) The elements of report paragraph

There are two elements of report paragraph:[34]

(1) General classification: Stating classification of general aspect of thing, animal, public place, plant, etc which will be discussed in general.

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[32] http://halloenglish.web.id/teks-report-report-text/ Retrieved on January 17th, 2012
[33] *Ibid.*
[34] Denise E Muray and MaryAnn Christison, *loc. cit.*

(2) Description: Describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials.

(c) Language features of report paragraph

There are some features of report paragraph. They are:[35]

(1) Introducing general aspect

(2) Using conditional logical connection, such as when, so, etc

(3) Using simple present tense.

6) The Factors Influencing Students' Writing Ability

(a) Fear factors of writing

According to Burckardt,[36] there are kinds of factors that make someone afraid of writing:

(1) Have poor graph motor skills

(2) Poor expressive skills

(3) Cannot seem to organizer their thought

(4) They are afraid to spell word correctly

(5) Have trouble with syntax

(6) Trouble retrieving vocabulary word

(b) Reading

Reading becomes one of media for the writers to gain information that they will deliver it to the essay or text. Writing and reading are closely related in an educational commonplace.

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[35] http://reporttext.blogspot.com/ Retrieved on January 17th, 2012
[36] Foley Gezane Burckardt, *Why People Become Afraid to Write? [Electronic Version],* 2007, p.1 Http://www.whypeoplebecomeafraidtowrite?.pdf. Retrieved on July 16th, 2012

They mutually support each other. They can not be separated. Reading builds student's confidence because they have already known much information about what they will write. The more students read the more experience they obtain to write an essay or paragraph.

(c) Writing environment

According to Pinto,[37] when the students are in literacy environment in which people are accustomed to writing and writing becomes daily activities such classroom settings, courses, workshops, etc, the students will be often to write.

(d) Teaching technique/strategy

The teachers use various strategy or wonderful strategy in learning process, but in general writing lessons are uninspired and not stimulating. Because of that, students are not interested in writing. Therefore, their ability cannot be improved as what the teachers and others desired. The students' ability in writing can be improved if the teacher can inspire the students in teaching writing. In other words, the techniques or strategy used by the teacher takes important role in developing students' ability in writing.

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[37] Maria da Graca L.C. Pinto, "Looking at Reading and Writing through Language", *Effective Learning and Teaching of Writing: A Handbook of Writing in Education,* Second Edition. Vol 14, Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publishers, 2005), p. 31-35

2. The Concept of Knowledge Chart Strategy

In teaching and learning process, teacher should have the interest strategy. An interest strategy of teaching is needed in teaching and learning process in order to achieve the goals in curriculum. The teacher should be creative to manage it. Good strategy should be improved by good teacher. He/she is not only improving students' ability but also should be effective and efficient.[38]

According to Harmer, there are some characteristics that the teacher should point out to be a good teacher:[39]

a. A teacher should make his/her lesson interesting.

b. A teacher must love his/her job.

c. A teacher should have his/her personality.

d. A teacher should have a lot of knowledge.

e. A good teacher is an entertainer in positive sense, not in a negative sense.

Knowledge Chart strategy is one of interesting strategies designed to help students learn from nonfiction text in any content area. According to Means and Lindner, Knowledge Chart is a simple activity to help students chart what they know and what they do not know about a subject, so they can think about what information they need to gather.[40] In other words, this strategy helps students to record their prior knowledge before doing writing.

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[38] Roestiyah, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2008), p. 1.

[39] Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching [Electronic Version],* 1998, p. 1-2. http://www.library-nu.com. Retrieved on March 22nd, 2011.

[40] Beth Means and Lindy Lindner, *loc. cit.*

Then, they can find the information from the books, newspaper, internet, etc in order to add their knowledge about the topic. All of information is put on the chart. After that, they can write their own paragraph. The example of Knowledge chart can be seen on the following chart.

What I know	What I want to know	What I learned

1) The Purpose of Knowledge Chart Strategy

According to Means and Lindner, this strategy help students to chart what they know and what they do not know about a subject or a writing idea, after that they can think about information that will be written.

2) The Advantages of Knowledge Chart Strategy

According to Means and Lindner, there are some advantages of Knowledge chart strategy. They are:[41]

(a) Help students decide what to research.

(b) Help them find readily available "experts" to interview.

(c) Help fiction students roundout their major characters.

(d) Help the students develop their vocabulary.

3) The Procedures of using Knowledge Chart Strategy

(a) Inform an interesting topic.

(b) Distribute the Knowledge Chart worksheet to students.

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[41]Beth Means and Lindy Lindner, *loc.cit.*

(c) Record their prior knowledge about the topic in the column "What I know".

(d) Record their questions in the column "What I want to know".

(e) Ask students to access, read, research or collect information about the topic.

(f) Record the new information in the column "What I learned" that found on the sources.

(g) Ask students to make report paragraph.

4) Using Knowledge Chart Strategy towards Students' Ability in Writing Report Paragraph

The aim of writing is to improve students' ability in order that they can write their ideas well and become a good writer. In order to get the target, the teacher needs to use the appropriate and interesting strategy in teaching. Teaching and learning process in the in the classroom, writing report paragraph will be divided into three phases where each phase has different role and activity. Pre-writing activities or previewing has function to guide student to the next stages such as regarding students' background knowledge with the paragraph. Main writing activities is doing the strategy. Post-writing activities or reviewing is the follow up of the previous activities that have doing to improve the quality of teaching.

Knowledge Chart strategy is one of pre-writing strategies. Pre-writing means thinking before writing. Blanchard and Root stated that

pre-writing activities help students get ready to write.[42] This strategy builds student's confidence because they have already known much information about what they will write.

Most reading strategies incorporate writing as part of their steps. Kee Shum and Delu Zhang said that some study the relationship between reading and writing, and endeavour to improve writing quality is through reading.[43] Writing and reading are closely related is an educational commonplace.[44] They mutually support each other. They can not be separated.

B. Review of Related Finding

In 2009, Angkat Priono conducted a research entitled "Improving Students' Reading Comprehension through a KWL Strategy (Classroom Action Research at Class XI IPS 3 SMA Negeri 1 Karangjati 2009-2010)". He found that KWL Strategy can be used to improve students' reading comprehension. The improvement can be identified from their reading comprehension achievement. KWL Strategy also can improve the class situation because students are more motivated and feel more comfortable in joining the reading class.

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[42]Karen Blandchard and Christine Root, *Ready to Write: A First Composition Text [Electronic Version],* 1998, p. iv. http://www.library-nu.com. Retrieved on June 8th, 2011.

[43]Mark Shiu Kee Shum and Delu Zhang, *Teaching Writing in Chinese Speaking Area [Electronic Version]*, 2005, p. 33. http://www.googlebooks.com. Retrieved on March 2nd, 2012.

[44]Glenda L. Bissex, *A Child Learns to Write and Read [Electronic Version],* 1980, p. 189. http://www.googlebooks.com. Retrieved on March 7th, 2012.

C. Operational Concept

In this operational concept, the researcher would like to explain briefly about variables of the research itself. There are two variables that will be operated. The first is Knowledge Chart strategy which refers to the teacher's strategy in teaching writing report paragraph. The second is students' ability in writing report paragraph. Knowledge Chart strategy is an independent variable (x) and students' ability in writing report paragraph is a dependent variable (y). To operate the investigation on the variable, the researcher will work based on the following indicators:

1. **The Procedures of Using Knowledge Chart Strategy**[45]

    a. Teacher informs an interesting topic.

    b. Teacher distributes Knowledge Chart worksheet to students.

    c. Students record their prior knowledge about the topic in the column "What I know".

    d. Students record their questions in the column "What I want to know".

    e. Teacher asks students to access, read, research or collect information about the topic.

    f. Students record the new information in the column "What I learned" that found on the sources.

    g. Teacher asks students to make a report paragraph.

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[45]http://teams.*lacoe*.edu/documentation/classrooms/patti/2-3/activities/kwl.html, *op.cit,.*

2. The Indicators of Students' Ability in Writing

a. The students are able to write a monologue text/essay form of reports, analytical narrative and exposition.

b. The students are able to apply writing as one of ways to communicate.

c. The students are able to express and develop their ideas through writing.

d. The students are able to write grammatically.

D. Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that (1) students' ability in writing is various, and (2) the better using Knowledge Chart strategy, the better students' ability in writing report paragraph will be.

2. Hypothesis

H_a: There is significant effect of using Knowledge Chart strategy toward students' ability in writing report paragraph at the second year students of SMA YKPP Dumai.

H_o: There is no significant effect of using Knowledge Chart strategy toward students' ability in writing report paragraph at the second year students of SMA YKPP Dumai.

CHAPTER III
METHODOLOGY OF THE RESEARCH

A. Method of the Research Design

This research was an experimental research. The experimental research is the only type of the research that can test hypotheses to establish cause-and-effect relationship.[1] The design of this research was quasi-experimental research. Quasi-experiments are experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment.[2] Gay stated that quasi-experimental design is not possible to randomly assign individual participants to groups in several cases. For example, researcher can get permission to do research in a school if he keeps students in existing classroom intact.[3]

In this research, there were two variables. The first was independent variable symbolized by "X" and the second was dependent variable symbolized by "Y". The use of Knowledge Chart strategy was as X variable and the students' ability in writing report paragraph was as Y variable.

In conducting the research, there were two classes involved. The first was experimental class and the second was control class. The experimental class means the students who were given the treatment by using Knowledge

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[1] L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application Sixth Edition,* (New Jersey: Prentice Hall Inc., 2000), p. 36

[2] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitive and Qualitative Research,* (New Jersey: Pearson Education Ltd., 2008), p. 645.

[3] L. R. Gay and Peter Airasian, *op.cit.,* p. 394.

Chart strategy, while the control class means students who were not given Knowledge Chart strategy.

Before performing the treatment, the researcher administered pre-test for both classes; and at the end of the treatment, the researcher administered post-test both of them. According to Creswell, a pre-test provides a measure on some attribute or characteristic that will be assessed for participants in an experiment before they receive a treatment.[4] Meanwhile, a post-test is a measure on some attribute or characteristic that will be assessed for participants in an experiment after a treatment.[5] In short, the researcher the research design can be illustrated as follows:[6]

Pre-and Post-test Designs		**Time**	
Control Class	**Pre-test**	**Conventional Strategy**	**Post-test**
Experimental Class	**Pre-test**	**Knowledge Chart Strategy**	**Post-test**
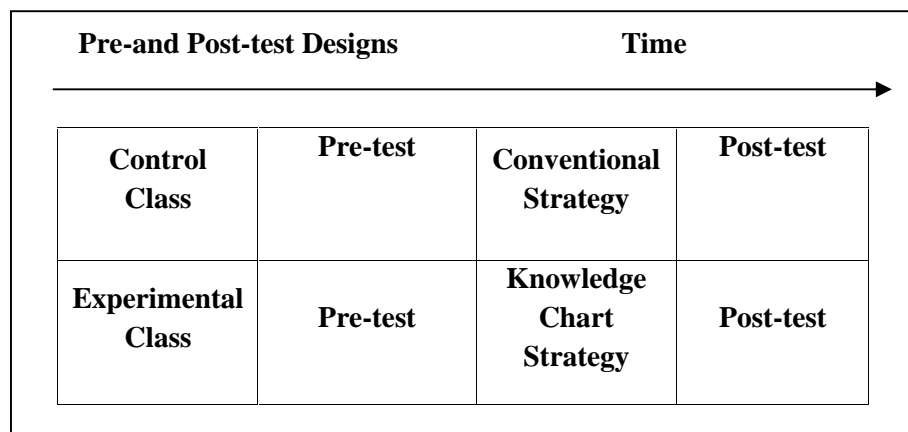
B. Time and Location of the Research

This research was conducted on odd semester 2012 at SMA YKPP Dumai located in Dumai city. The treatment was held for four meetings, from April to May 2012.

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[4] John W. Creswell, *op.cit.,* p. 301
[5] *Ibid.*
[6] *Ibid.,* p. 314

C. The Subject and Object of the Research

The subject of the research was the second year students at SMA YKPP Dumai. The object of this research was the effect of using Knowledge Chart strategy toward students' ability in writing report paragraph.

D. The Population and Sample of the Research

The population of this research was the second year students at SMA YKPP Dumai in 2012 academic years. There were 8 classes which consisted of 4 classes for science and 4 others for social department. The total number of the second year students was 270 students. The population above was large enough to be all taken as sample of the research. Based on the limitation of the research, the researcher took two classes of science department; XI IPA 1 was as the experimental class that consisted of 34 students, 18 males and 16 females. And XI IPA 3 was as the control class that also consisted of 34 students, 15 males and 19 females.

This sample of research was included in cluster sampling. It had to be a group, not individuals. Based on Gay and Airasian, all the members of selected group have similar characteristics.[7] In this research, the similar characteristics meant both of classes were taught by the same teacher, English subject was both taugh in the morning, the number of students was the same, and the students' mean score of writing skill was not much different.

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[7] L. R. Gay, *op.cit.,* p. 129.

Table III.1
The Population of the Research

No	Class	Population
1	XI IPA	140
2	XI IPS	130
TOTAL		270

Table III.2
The Sample of the Research

No	Class	Sample	Function
1	XI IPA 1	34	Experimental class
2	XI IPA 3	34	Control class

E. The Technique of Collecting Data

Writing production test was used to find out the students' writing ability. The data of this research were the score of the students' writing ability obtained by using writing test. The test was done twice, the first was pre-test given before treatment and the second was post-test given after treatment intended to obtain students' writing ability at the second year students of SMA YKPP Dumai. The researcher used school scoring guide of writing English to measure students' ability in writing report paragraph. The researcher used school scoring guide of writing English to measure students' ability in writing report paragraph.

Table III.3
Scoring Guide

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. General classification b. Descriptions				
3	Vocabulary				
4	Grammatical features a. Action verbs b. Temporal Connectives c. Simple present tense				
5	Spelling & Punctuation				
	Total				

Category:
1 = Incompetent
2 = Competent enough
3 = Competent
4 = Very Competent

$$\text{Final Score} = \frac{Total\ Score}{Maximum\ Score} \times 100$$

The students' mean score is interpreted by using curriculum's

classification as follow:[8]

Table III.4
Classification of Students' Final Score

Score	Category
85-100	Very Good to Excellent
65-84	Average to Good
45-64	Poor to Fair
45	Very poor

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[8]School-Based Curriculum Lesson Plan at the Second Year of SMA YKPP Dumai: Unpublished. (2012), p. 31

F. The Technique of Data Analysis

1. Normal Gain

This analysis was used to find out the improvement of students' writing ability that occured before and after giving treatment, it was calculated by g factor (N-Gain). It is the difference between the pretest and posttest.[9]

$$g = \frac{S_{Post} - S_{Pre}}{S_{Maks} - S_{Pre}}$$

Explanation:

S_{Post} = Post-test score

S_{Pre} = Pre-test score

S_{Maks} = Maximum score

The results of calculation of the N-Gain then interpreted using the classification of Hake.[10]

Table III.5
N-Gain (G) Classification

g scale	Interpretation
g > 0,7	High
0,3 ≤ g ≤ 0,7	Middle
g < 0,3	Low

2. The Reliability and Validity of the Test

The test to measure the students' writing ability had to have reliability and validity. According to Gay, reliability is the degree to

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[9] http://ml.scribd.com/doc/46324703/Metode-Analisis, Retrieved on January 19th, 2012
[10] *Ibid.*

which a test consistently measures whatever it is measuring.[11] It is reflected in the obtaining how far the test or instrument test that enable to measure the same subject on different occasions that indicating the similar result. In short, the characteristic of reliability is sometimes termed consistency.

In this research, to know the reliability of the writing test, the researcher used inters rater reliability. The researcher has three raters in order to score the students' writing ability. Gay says that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both (more) judges. The researcher used SPSS.16 Version to see the score correlation between the raters.

Statistically the hypotheses are:

$H_0 : r_o < r_t$

$H_a : r_o \quad r_t$

H_0 was accepted if $r_o < r_t$ or there was no significant correlation between score from rater 1, rater 2, and rater 3.

H_a was accepted if $r_o \quad r_t$ or there was a significant correlation between score from rater 1, rater 2, and rater 3.

To know the validity of the test, the researcher used content validity. Referring to Bambang, if a measurement is as the representative of the ideas or the appropriate material that will be

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[11] L. R. Gay, *op.cit.,* p. 169.

measured called content validity.[12] It means the test had fulfilled the validity of the content.

3. Regression

In order to find out whether there was a significant effect of using Knowledge Chart strategy toward students' ability in writing report paragraph, the researcher analyzed the score of post-test between control and experimental class by using regression formula. The analysis was done by using SPSS.16 Version. The significant level chosen in analyzing the score $F_{calculated}$ was 5% or 0.05.

Statistically the hypotheses are:

H_a : $F_{calculated}$ F_{table}

H_0 : $F_{calculated} < F_{table}$

H_a is accepted if $F_{calculated}$ F_{table} or there is a significant effect of using Knowledge chart strategy toward students' ability in writing report paragraph at the second year students of SMA YKPP Dumai.

H_0 is accepted if $F_{calculated} < F_{table}$ or there is no significant effect of using Knowledge chart strategy toward students' ability in writing report paragraph at the second year students of SMA YKPP Dumai.

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[12]Ag. Bambang Setiyadi, *Metode Penelitian Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif,* Edisi Pertama (Yogyakarta: Graha Ilmu, 2006), p. 23.

CHAPTER IV
DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Data

The aim of this research was to know the significant effect of using Knowledge Chart strategy toward students' ability in writing report paragraph. The first data was normal gain analysis. It was used to find out the improvement of students' ability in writing report paragraph between both of classes. The second was regression analysis. It was used to determine that there was the significant effect between the independent and dependent variable.

In giving tests; pre-test and post-test, the students were asked to write spontaneously without any specific preparation by giving certain topic. The sequence of students' writing was obtained for no more than 70 minutes. The writing test was deal with report paragraph. It was the topic that was taught in previous semester and was evaluated by concerning five components of students' writing ability; content, organization, vocabulary, grammatical features, and spelling and punctuation. Then the test was evaluated by concerning the five components of writing in that text: content, organization, vocabulary, grammatical features, and spelling and punctuation. Each component had its score started from the minimum score; 1 (incompetent), 2 (competent enough), 3 (competent), and 4 (very competent).

B. The Data Presentation

The data of this writing test were the score of the students' improvement from pre-test to post-test for both experimental and control class. The data was collected through the following procedures:

1. The researcher asked the students either experimental and control class to write report paragraph spontaneously without any preparation.

2. The students' writing was collected and evaluated by using Indonesian scoring guide. They are content, organization, vocabulary, grammatical features, spelling and punctuation.

3. The students' writing results were evaluated by two raters.

4. The researcher calculated the scores from the raters and processed it.

Actually, each number of the students either experimental or control class had 34, but here there were only 30 students for experimental class and 30 students for control class who always came and followed learning activities. In this case, there were eight other students, four students from experimental class and control class for the rest, who did not get enough treatment even, some of them never had it all. It was caused by many reasons. They were sick, absent, and went outside when testing began. So, the data was only taken from the students who always came to school and followed the treatment given. The data of this research was the writing test for testing students' ability in writing report paragraph.

**a. The Effect of Using Knowledge Chart Strategy towards Students'
Ability in Writing Report Paragraph**

1) Pre-Test of Experimental Class

Table IV.1
The Students' Score of Pre-Test of Experimental Class

No	Name	Content	Organizing	Vocabulary	Grammatical Features	Spelling and Punctuation	TS
1	S-1	60	47	60	73	80	64
2	S-2	53	47	40	40	60	48
3	S-3	53	40	33	33	53	43
4	S-4	40	53	33	33	40	40
5	S-5	47	40	40	40	60	45
6	S-6	40	40	33	33	33	36
7	S-7	60	40	40	40	60	48
8	S-8	47	47	40	60	60	51
9	S-9	47	40	33	33	47	40
10	S-10	47	53	40	60	60	52
11	S-11	47	40	33	47	47	43
12	S-12	47	33	40	47	47	43
13	S-13	27	33	33	33	27	31
14	S-14	60	33	60	60	60	55
15	S-15	27	33	33	20	27	28
16	S-16	27	27	27	27	27	27
17	S-17	27	33	33	27	33	31
18	S-18	27	27	33	27	20	27
19	S-19	33	27	33	20	40	31
20	S-20	33	33	33	33	27	32
21	S-21	20	33	33	33	40	32
22	S-22	33	33	40	33	47	37
23	S-23	20	33	33	33	20	28
24	S-24	27	33	33	20	33	29
25	S-25	27	27	27	27	27	27
26	S-26	33	27	33	20	33	29
27	S-27	40	33	33	40	33	36
28	S-28	33	33	20	33	33	31
29	S-29	27	33	33	40	33	33
30	S-30	33	33	20	27	33	29
Mean		38	36	35	36	41	37

Based on the Table IV.4 at Appendix 4A, it can be seen that the students' writing ability in each component was various proven by each mean of each component; content, organization, vocabulary, grammatical features, and spelling and punctuation. Among the five components that have been mentioned, the mean score of content was 38, organization was 36, vocabulary was 35, grammatical feature was 36, and spelling and punctuation was 41. The mean score of students' writing above was 67. It was categorized into very poor. The description of frequency of students' pre-test score is on the following table:

Table IV.2
The Description of Frequency of Students' Pre-Test Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	27	3	10.0	10.0	10.0
	28	2	6.7	6.7	16.7
	29	3	10.0	10.0	26.7
	31	4	13.3	13.3	40.0
	32	2	6.7	6.7	46.7
	33	1	3.3	3.3	50.0
	36	2	6.7	6.7	56.7
	37	1	3.3	3.3	60.0
	40	2	6.7	6.7	66.7
	43	3	10.0	10.0	76.7
	45	1	3.3	3.3	80.0
	48	2	6.7	6.7	86.7
	51	1	3.3	3.3	90.0
	52	1	3.3	3.3	93.3
	55	1	3.3	3.3	96.7
	64	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Referring to the Table IV.5, it showed that there were 3 students obtained score 27 (10%), 2 students obtained 28 (6.7%), 3 students obtained 29 (10%), 4 students obtained 31 (13.3%), 2 students obtained 32 (6.7%), 1 student obtained 33 (3.3%), 2 students obtained 36 (6.7%), 1 student obtained 37 (3.3%), 2 students obtained 40 (6.7%), 3 students obtained 43 (10%), 1 student obtained 45 (3.3%), 2 students obtained 48 (6.7%), 1 student obtained 51 (3.3%), 1 student obtained 52 (3.3%), 1 student obtained 55 (3.3%), and 1 student obtained 64 (3.3%).

It could be seen that the total number of the students was 30 students. The highest score was 64 and the lowest score was 27. The highest frequency was 4 at the score of 31. While, the statistics of result of this data is on the following table:

Table IV.3
Pre-Test Statistics of Experimental Class

N	Valid	30
	Missing	0
Mean		37.53
Std. Error of Mean		1.782
Median		34.50
Mode		31
Std. Deviation		9.762
Minimum		27
Maximum		64
Sum		1126

Histogram IV.1
Pre-Test Score of Experimental Class
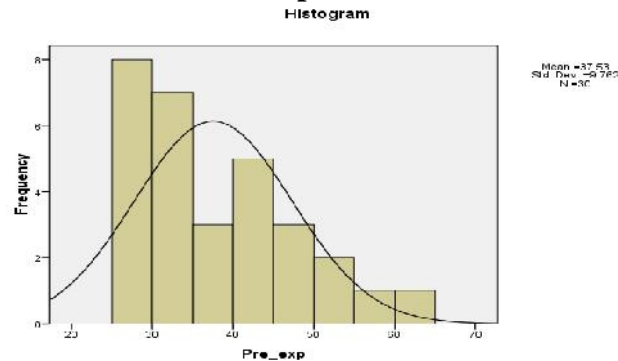
From the histogram above, it can be analyzed that the data of students' pre-test on experimental class was normal.

2) Post-Test of Experimental Class

Table IV.4
The Students' Score of Post-Test of Experimental Class

No	Name	Content	Organizing	Vocabulary	Grammatical Features	Spelling and Punctuation	TS
1	S-1	80	80	80	73	80	79
2	S-2	80	80	80	73	80	79
3	S-3	80	67	80	80	80	77
4	S-4	80	67	80	67	80	75
5	S-5	80	60	80	80	73	75
6	S-6	80	60	80	73	67	72
7	S-7	80	73	80	60	67	72
8	S-8	80	67	73	60	80	72
9	S-9	80	67	73	60	80	72
10	S-10	80	60	80	60	80	72
11	S-11	73	67	80	60	80	72
12	S-12	80	60	80	60	80	72
13	S-13	80	60	67	60	80	69
14	S-14	80	60	67	60	80	69
15	S-15	73	60	80	47	80	68
16	S-16	80	60	67	60	73	68
17	S-17	80	60	67	60	73	68
18	S-18	73	60	67	47	80	65
19	S-19	67	60	67	60	67	64
20	S-20	73	60	73	53	67	65
21	S-21	67	60	60	60	80	65

No	Name	Content	Organizing	Vocabulary	Grammatical Features	Spelling and Punctuation	TS
22	S-22	67	60	67	47	60	60
23	S-23	73	53	60	47	67	60
24	S-24	67	60	60	60	60	61
25	S-25	60	60	60	47	67	59
26	S-26	60	60	67	47	60	59
27	S-27	73	40	67	47	73	60
28	S-28	53	47	53	47	80	56
29	S-29	53	40	47	60	80	56
30	S-30	40	60	47	60	80	57
Mean		72	61	70	59	74	67

Among the five components that have been mentioned, the mean score of content was 72, organization was 61, vocabulary was 70, grammatical feature was 59, and spelling and punctuation was 74. Referring to that assessment, the mean score of students' writing above was 67. It was categorized into average. The description of frequency of students' pre-test score is on the following table:

Table IV.5
The Description of Frequency of Students' Post-Test Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	2	6.7	6.7	6.7
	57	1	3.3	3.3	10.0
	59	2	6.7	6.7	16.7
	60	3	10.0	10.0	26.7
	61	1	3.3	3.3	30.0
	64	1	3.3	3.3	33.3
	65	3	10.0	10.0	43.3
	68	3	10.0	10.0	53.3
	69	2	6.7	6.7	60.0
	72	7	23.3	23.3	83.3
	75	2	6.7	6.7	90.0
	77	1	3.3	3.3	93.3
	79	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Based on that IV.5, it could be seen that there were 2 students obtained 56 (6.7%), 1 student obtained 57 (3.3%), 2 students obtained 59 (6.7%), 3 students obtained 60 (10%), 1 student obtained 61 (3.3%), 1 student obtained 64 (3.3%), 3 students obtained 65 (10%), 3 students obtained 68 (10%), 2 students obtained 69 (6.7%), 7 students obtained 72 (23.3%), 2 students obtained 75 (6.7%), 1 student obtained 77 (3.3%), 2 students obtained 79 (6.7%).

It found that the total number of students was 30 students. The highest score was 79, and the lowest score was 56. The highest frequency was 7 at score 72. While, the statistics of result of this data is on the following table:

Table IV.6
Post-Test Statistics of Experimental Class

N	Valid	30
	Missing	0
Mean		67.27
Std. Error of Mean		1.257
Median		68.00
Mode		72
Std. Deviation		6.883
Minimum		56
Maximum		79
Sum		2018

Histogram IV.2
Post-Test Score of Experimental Class
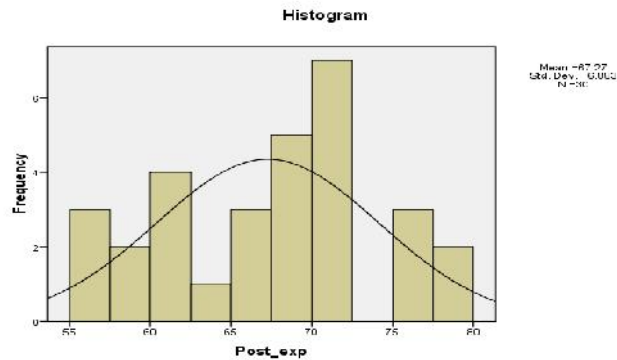
From the histogram above, it can be analyzed that the data of students' pre-test on experimental class was normal.

3) Pre-Test of Control Class

Table IV.7
The Students' Score of Pre-Test of Control Class

No	Name	Content	Organizing	Vocabulary	Grammatical Features	Spelling and Punctuation	TS
1	S-1	73	60	60	60	73	65
2	S-2	33	33	40	33	47	37
3	S-3	80	73	73	73	60	72
4	S-4	33	33	40	33	47	37
5	S-5	40	33	40	40	53	41
6	S-6	33	33	33	33	40	35
7	S-7	40	47	47	40	47	44
8	S-8	60	53	60	53	53	56
9	S-9	60	40	53	33	47	47
10	S-10	53	40	40	40	40	43
11	S-11	67	67	80	60	60	67
12	S-12	60	53	60	47	53	55
13	S-13	33	33	40	40	40	37
14	S-14	40	40	40	47	40	41
15	S-15	47	33	47	40	47	43
16	S-16	40	33	40	40	53	41
17	S-17	53	33	47	40	53	45
18	S-18	33	33	33	33	33	33
19	S-19	33	33	33	33	40	35
20	S-20	60	60	60	53	53	57
21	S-21	33	33	33	33	40	35

No	Name	Content	Organizing	Vocabulary	Grammatical Features	Spelling and Punctuation	TS
23	S-23	33	33	33	33	27	32
24	S-24	47	40	53	53	60	51
25	S-25	40	33	40	40	53	41
26	S-26	67	67	73	60	60	65
27	S-27	47	47	53	47	40	47
28	S-28	47	40	40	47	53	45
29	S-29	27	20	27	20	40	27
30	S-30	33	33	33	33	40	35
Mean		47	42	47	43	48	45

Based on the Table IV.7, it could be seen that the lowest mean score (42) was content and organizing, and the highest mean score (48) was spelling and punctuation. In addition, the students' vocabulary was 47, and a grammatical feature was 43. So, these indicated that the students had very poor ability in using those components that had important role in writing English. However, the total of mean score of students' writing ability at the experimental class' pre-test was 45. The descriptive statistics of this data can be seen on the following table:

Table IV.8
The Description of Frequency of Students' Pre-Test Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	2	6.7	6.7	6.7
	57	1	3.3	3.3	10.0
	59	2	6.7	6.7	16.7
	60	3	10.0	10.0	26.7
	61	1	3.3	3.3	30.0
	64	1	3.3	3.3	33.3
	65	3	10.0	10.0	43.3
	68	3	10.0	10.0	53.3

69	2	6.7	6.7	60.0
72	7	23.3	23.3	83.3
75	2	6.7	6.7	90.0
77	1	3.3	3.3	93.3
79	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Based on the table above, it could be seen that there was 1 student obtained 27 (3.3%), 1 student obtained 32 (3.3%), 1 student obtained 33 (3.3%), 4 students obtained 35 (13.3%), 3 students obtained 37 (10%), 4 students obtained 41 (13.3%), 2 students obtained 43 (6.7%), 1 student obtained 44 (3.3%), 2 students obtained 45 (6.7%), 2 students obtained 47 (6.7%), 1 student obtained 49 (3.3%), 1 student obtained 51 (3.3%), 1 student obtained 55 (3.3%), 1 student obtained 56 (3.3%), 1 student obtained 57 (3.3%), 2 students obtained 65 (6.7%), 1 student obtained 67 (3.3%), and 1 student obtained 72 (3.3%).

Based on that table, it found that the total number of students was 30 students. The highest score was 72, and the lowest score was 27. The highest frequency was 4 at score 35 and 41. The statistics of result of this data is on the following table:

Table IV.9
Pre-Test Statistics of Control Class

N	Valid	30
	Missing	0
Mean		45.27
Std. Error of Mean		2.073
Median		43.00
Mode		35[a]
Std. Deviation		11.353
Minimum		27
Maximum		72
Sum		1358

a. Multiple modes exist. The smallest
value is shown

Histogram IV.3
Pre-Test Score of Control Class
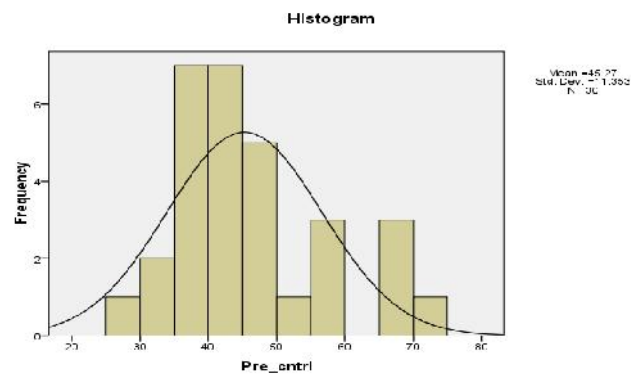
From the histogram above, it can be analyzed that the data of

students' pre-test on experimental class was normal.

4) Post-Test of Control Class

Table IV.10
The Students' Score of Post-Test of Control Class

No	Name	Content	Organizing	Vocabulary	Grammatical Features	Spelling and Punctuation	TS
1	S-1	80	67	73	60	80	72
2	S-2	80	67	73	53	80	71
3	S-3	80	67	80	53	67	69
4	S-4	80	67	73	60	67	69
5	S-5	80	67	67	60	73	69
6	S-6	80	67	67	60	73	69
7	S-7	80	67	73	53	73	69
8	S-8	73	73	60	60	80	69
9	S-9	80	67	67	53	73	68
10	S-10	73	80	53	53	80	68
11	S-11	73	53	73	53	80	67
12	S-12	67	60	67	73	73	68
13	S-13	73	53	67	53	67	63
14	S-14	67	60	60	60	67	63
15	S-15	73	53	60	53	73	63
16	S-16	60	47	73	53	80	63
17	S-17	67	67	60	47	73	63
18	S-18	67	73	60	40	73	63
19	S-19	60	67	73	40	60	60
20	S-20	80	53	60	47	60	60
21	S-21	73	60	60	40	67	60
22	S-22	67	47	60	40	73	57
23	S-23	73	53	60	40	60	57
24	S-24	80	47	60	40	60	57
25	S-25	60	60	60	40	53	55
26	S-26	60	47	60	33	73	55
27	S-27	60	60	60	33	60	55
28	S-28	73	40	60	33	67	55
29	S-29	60	40	53	40	60	51
30	S-30	60	47	60	27	60	51
Mean		71	59	64	48	70	63

Based on Table IV.10 above, it could be seen that the lowest mean score (48) was grammar features, and the highest mean score (71) was content. On the other hand, the students' organization was

59, vocabulary was 64 and spelling and punctuation was 70. So, these indicated that the students had poor ability in writing. However, the total of mean score of students' writing ability at control post-test was 63. The descriptive statistics of this data can be seen on the following table:

Table IV.11
The Description of Frequency of Students' Post-Test Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	51	2	6.7	6.7	6.7
	55	4	13.3	13.3	20.0
	57	3	10.0	10.0	30.0
	60	3	10.0	10.0	40.0
	63	6	20.0	20.0	60.0
	67	1	3.3	3.3	63.3
	68	3	10.0	10.0	73.3
	69	6	20.0	20.0	93.3
	71	1	3.3	3.3	96.7
	72	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on Table IV.11, it could be seen that there was 2 students obtained 51 (6.7%), 4 students obtained 55 (13.3%), 3 students obtained 57 (10%), 3 students obtained 60 (10%), 6 students obtained 63 (20%), 1 student obtained 67 (3.3%), 3 students obtained 68 (10%), 6 students obtained 69 (20%), 1 student obtained 71 (3.3%) and 1 student obtained 72 (3.3%).

It could be seen that the total number of students was 30 students. The highest score was 72 and the lowest score was 51. The

highest frequency was 6 at score 63 and 69. The statistics of result of

this data is on the following table:

Table IV.12
Post-Test Statistics of Control Class

N	Valid	30
	Missing	0
Mean		62.63
Std. Error of Mean		1.138
Median		63.00
Mode		63[a]
Std. Deviation		6.234
Minimum		51
Maximum		72
Sum		1879

a. Multiple modes exist. The smallest
value is shown

Histogram IV.4
Post-Test Score of Control Class
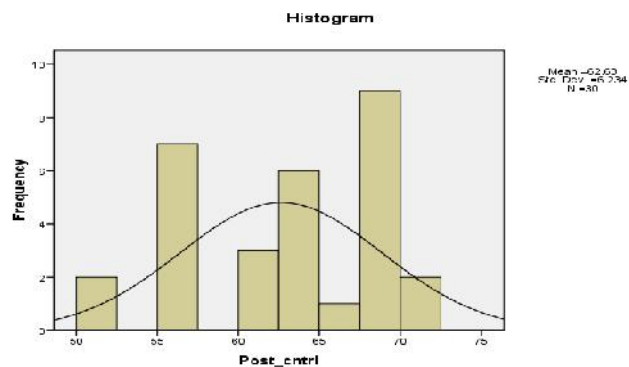
From the histogram above, it can be analyzed that the data of

students' pre-test on experimental class was normal.

b. The Improvement of Students' Ability in Writing Report Paragraph

Normal-gain (N-Gain) was calculated by using Microsoft Excel program by dividing the difference of post-test score and pre-test score with the difference of ideal score and pre-test scores.

1) Normal Gain of Experimental Class

Table IV.13
Normal Gain of Experimental Class

No	Name	S.pre	S.post	S.post-S.pre	S.max	S.max-S.pre	N-Gain	Category
1	S-1	64	79	15	100	36	0.4	Middle
2	S-2	48	79	31	100	52	0.6	Middle
3	S-3	43	77	34	100	57	0.6	Middle
4	S-4	40	75	35	100	60	0.6	Middle
5	S-5	45	75	30	100	55	0.5	Middle
6	S-6	36	72	36	100	64	0.6	Middle
7	S-7	48	72	24	100	52	0.5	Middle
8	S-8	51	72	21	100	49	0.4	Middle
9	S-9	40	72	32	100	60	0.5	Middle
10	S-10	52	72	20	100	48	0.4	Middle
11	S-11	43	72	29	100	57	0.5	Middle
12	S-12	43	72	29	100	57	0.5	Middle
13	S-13	31	69	38	100	69	0.6	Middle
14	S-14	55	69	14	100	45	0.3	Middle
15	S-15	28	68	40	100	72	0.6	Middle
16	S-16	27	68	41	100	73	0.6	Middle
17	S-17	31	68	37	100	69	0.5	Middle
18	S-18	27	65	38	100	73	0.5	Middle
19	S-19	31	64	33	100	69	0.5	Middle
20	S-20	32	65	33	100	68	0.5	Middle
21	S-21	32	65	33	100	68	0.5	Middle
22	S-22	37	60	23	100	63	0.4	Middle
23	S-23	28	60	32	100	72	0.4	Middle
24	S-24	29	61	32	100	71	0.5	Middle
25	S-25	27	59	32	100	73	0.4	Middle
26	S-26	29	59	30	100	71	0.4	Middle
27	S-27	36	60	24	100	64	0.4	Middle

No	Name	S.pre	S.post	S.post-S.pre	S.max	S.max-S.pre	N-Gain	Category
28	S-28	31	56	25	100	69	0.4	Middle
29	S-29	33	56	23	100	67	0.3	Middle
30	S-30	29	57	28	100	71	0.4	Middle
Mean							0.5	Middle

According to the table above, the normal gain of experimental class was 0.5. It indicated that the improvement of students' writing ability in experimental class was middle.

2) Normal Gain of Control Class

Table IV.14
Normal Gain of Control Class

No	Name	S.pre	S.post	S.post-S.pre	S.max	S.max-S.pre	N-Gain	Category
1	S-1	65	72	7	100	35	0.2	Low
2	S-2	37	71	34	100	63	0.5	Middle
3	S-3	72	69	-3	100	28	-0.1	Low
4	S-4	37	69	32	100	63	0.5	Middle
5	S-5	41	69	28	100	59	0.5	Middle
6	S-6	35	69	34	100	65	0.5	Middle
7	S-7	44	69	25	100	56	0.4	Middle
8	S-8	56	69	13	100	44	0.3	Low
9	S-9	47	68	21	100	53	0.4	Middle
10	S-10	43	68	25	100	57	0.4	Middle
11	S-11	67	67	0	100	33	0.0	Low
12	S-12	55	68	13	100	45	0.3	Low
13	S-13	37	63	26	100	63	0.4	Middle
14	S-14	41	63	22	100	59	0.4	Middle
15	S-15	43	63	20	100	57	0.4	Middle
16	S-16	41	63	22	100	59	0.4	Middle
17	S-17	45	63	18	100	55	0.3	Middle
18	S-18	33	63	30	100	67	0.4	Middle
19	S-19	35	60	25	100	65	0.4	Middle
20	S-20	57	60	3	100	43	0.1	Low
21	S-21	35	60	25	100	65	0.4	Middle
22	S-22	49	57	8	100	51	0.2	Low
23	S-23	32	57	25	100	68	0.4	Middle

No	Name	S.pre	S.post	S.post-S.pre	S.max	S.max-S.pre	N-Gain	Category
24	S-24	51	57	6	100	49	0.1	Low
25	S-25	41	55	14	100	59	0.2	Low
26	S-26	65	55	-10	100	35	-0.3	Low
27	S-27	47	55	8	100	53	0.2	Low
28	S-28	45	55	10	100	55	0.2	Low
29	S-29	27	51	24	100	73	0.3	Middle
30	S-30	35	51	16	100	65	0.2	Low
Mean							0.3	Low

According to Table IV.14 above, the normal gain of control class was 0.3. It indicated that the improvement of students' writing ability in that class was low.

Summary of normal gain was presented in Table IV.15 below:

Table IV.15
Normal Gain

Class	N	N-Gain	Category
Experimental Class	30	0.5	Middle
Control Class	30	0.3	Low

From the table IV.5, it can be seen that the calculated value of normal gain for experimental class was 0.5 and for control class was 0.3. It meant that the improvement of students' ability in writing report paragraph at the experimental class was middle, while at the control class was low. It can be concluded that the improvement of students' ability in writing report paragraph at the experimental class was better than the control class.

However, generally the statistical description of data could be seen on the following table description:

Table IV.16
Overall Statistics

	Pre_exp	Pre_contr	Post_exp	Post_contr
N Valid	30	30	30	30
Missing	0	0	0	0
Mean	37.53	45.27	67.27	62.63
Std. Error of Mean	1.782	2.073	1.257	1.138
Median	34.50	43.00	68.00	63.00
Mode	31	35[a]	72	63[a]
Std. Deviation	9.762	11.353	6.883	6.234
Minimum	27	27	56	51
Maximum	64	72	79	72
Sum	1126	1358	2018	1879

a. Multiple modes exist. The smallest value is shown

Based on the statistical description table above, it showed the detail description of all the data. It could be seen the differences mean, std. error of mean, median, mode, std. deviation and other data of both experimental and control class.

c. **The Reliability and Validity of the Test**

The following table will describe the correlation between score of ratter 1, the score of the ratter 2, and also the score of ratter 3 by using Pearson product moment correlation formula through SPSS 16 Version:

Table IV.17
Correlation

		Rater_1	Rater_2	Rater_3
Rater_1	Pearson Correlation	1	.893[**]	.794[**]
	Sig. (2-tailed)		.000	.000
	N	30	30	30
Rater_2	Pearson Correlation	.893[**]	1	.888[**]
	Sig. (2-tailed)	.000		.000
	N	30	30	30
Rater_3	Pearson Correlation	.794[**]	.888[**]	1
	Sig. (2-tailed)	.000	.000	
	N	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

From the output above, it could be seen that r calculation was correlated to r table, df=57. The researcher took df=60 to be correlated either at level 5% or 1% because df=57 was not found from the r table. At level 5% r table was 0.250, while at level 1% r table was 0.325. Thus, the $r_{calculated} > r_{table}$ either at level 5% or 1%. So, the researcher concluded that there was significance correlation between score of ratter 1, ratter 2 and ratter 3. In the other words, the writing test was reliable. The reliability of writing test was high.

To know the validity of the test, the researcher used content validity. The materials of the test had been taught at the second year students of SMA YKPP Dumai. It was familiar materials and near to the students' daily life. It was appropriate to the students' knowledge,

insight and experience. Moreover, the material was provided on students' hand book and other related resources.

C. The Data Analysis

The data analysis presented the statistical result followed by the discussion about the effect of using Knowledge Chart strategy toward students' ability in writing report paragraph at the second year students of SMA YKPP Dumai. The data were divided into two classes; experimental and control classes. The researcher used Regression formula from SPSS.16 version to analyze the data.

Table IV.18
Descriptive Statistics

	Mean	Std. Deviation	N
Post_contr	62.63	6.234	30
Post_exp	67.27	6.883	30

From the table above, the mean of post-test of control class from 30 students is 62.63 and the standard deviation is 6.234, meanwhile the mean of post-test of experimental class from 30 students is 67.27, and the standard deviation is 6.883.

Table IV.19
Correlation

		Post_contr	Post_exp
Pearson Correlation	Post_contr	1.000	.975
	Post_exp	.975	1.000
Sig. (1-tailed)	Post_contr	.	.000
	Post_exp	.000	.
N	Post_contr	30	30
	Post_exp	30	30

From the table above, it can be seen the correlation between post-test score of control class and post-test score of experimental class. The correlation is 0.975. It means that there is a positive correlation between two classes.

Table IV.20
Variables Entered/ Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Post_exp[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: Post_contr

Table IV.21
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.975[a]	.950	.948	1.416

a. Predictors: (Constant), Post_exp

From the table above, R = 0.975. It means that correlation between post-test score of control class and post-test score of experimental class is 0.975. Then, R square is 0.950. It is the quadrate result of the coefficient

correlation (0.975 x 0.975 = 0.950). Moreover, Standard Error of the Estimate

is 1.416.

Table IV.22
Anova^b

| Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1070.852	1	1070.852	534.328	.000^a
	Residual	56.115	28	2.004		
	Total	1126.967	29			

a. Predictors: (Constant), Post_exp

b. Dependent Variable: Post_contr

From the table above, it can be seen that Ftable/0.05 = df (1/28) =

4.20. Then, $F_{calculated}$ = 534.328. It means that $F_{calculated}$ > F_{table} or 534.328 >

4.20. Moreover, the analysis can be seen from the value of Sig.= 0.000. It

means that Sig.=0.000 <   =0.05. The histogram below was also shown the

normal data.

Histogram IV.5
Regression
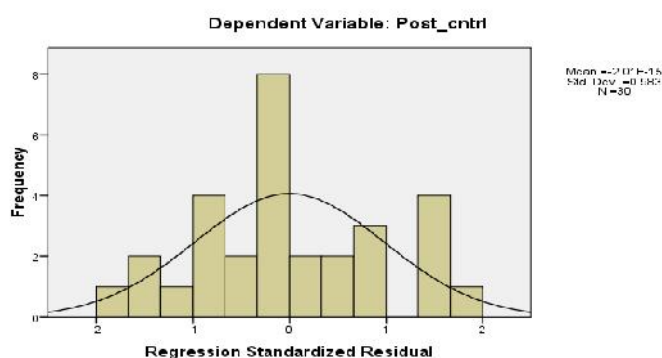
It can be concluded that H$_0$ is rejected and H$_a$ is accepted. In other

words, there is a significant effect of using Knowledge Chart strategy toward

students' writing ability in writing report paragraph at the second year
students of SMA YKPP Dumai.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and data presentation explained at the chapter IV, the researcher concludes that:

1. The students' ability in writing report paragraph taught by using Knowledge Chart strategy at the second year students of SMA YKPP Dumai is middle.

2. The students' ability in writing report paragraph taught by using conventional strategy at the second year students of SMA YKPP Dumai is low.

3. There is significant effect of using Knowledge Chart strategy toward students' ability in writing report paragraph at the second year students of SMA YKPP Dumai.

B. Suggestion

Based on the research finding, the researcher would like to give some suggestions, especially to the teacher, students and the school. From the conclusion of the research above, it is found that using Knowledge Chart strategy can give significant effect toward students' ability in writing report paragraph. The suggestions are as follows:

1. It is hoped that the teacher at SMA YKPP Dumai can implement this strategy in teaching writing because this strategy can make improvement in students' ability in writing.

2. The teacher should support the strategy used by using interesting topic that is suitable to the students' level and presents the lesson objective clearly in order to make the students motivated in learning activity.

3. The teachers should support their teaching activity with the interesting media.

4. For the students, they have to have hard effort to improve their writing ability and take a part actively in learning process in order to support their writing mastery.

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