

ABSTRACT

Lina Rosliana : The Correlation Between The Students' Prior Knowledge and Their Writing Achievement (A Case Study at Eight Grade Students' at SMPN 2 Sukahaji Majalengka)

Language has importance role for humankind history. Through language, people can exchange their ideas and experiences. In Indonesia, English is taught from Elementary school up to university level. The purpose of the language teaching is to make the students master the four language skills: listening, speaking, reading and writing. Writing is one of language skills intended to express their idea and their thinking through written expression. There are factors that influence the students' ability in writing English, one of which is prior knowledge. Prior knowledge is the sum of a person's previous learning and development; experiences[s] which precede a learning situation. Prior knowledge influences how the teacher and students interact with the learning materials as both individuals and a group. It is the proper entry point for intruction, which should build on what is already known, and a major factor in comprehension –that is, making sense of our learning experiences.

In this investigation, the writer wants to know the correlation between the students' prior Knowledge and their writing achievement in English at Eight grade students' of SMPN 2 Sukahaji Majalengka. This research is based on the assumption that the students' prior knowledge will affect on their writing achievement in English. The method of this research is descriptive one, while the data used are qualitative and quantitative data. To collect qualitative data observation and interview are used, while to seek the quantitative data the test (multiple choice and written test) are used. The result is analyzed by partial statistical analysis and correlation analysis.

This research shows that the students' ability in prior knowledge have the average score 61.60, and their writing achievement in English is 62.78, and the correlation between variable X and Y is 0,48 which lies on scale 0.41-0.70. This means that the students' prior knowledge influence their writing achievement. The influence students' prior knowledge on their writing achievement is 12% which is medium. It means there are other factors (88%) that influence the students' ability in writing achievement, such as teachers learning methods, students' attitude or habit, and situation in the class.