APPENDIX 1

QUESTIONNAIRES

1. I Remember My Previous Knowledge When I Read Expository Text
2. I Like to Read News with Opinions, and Arguments
3. I Like to Read Expository Text Related to My Experience
4. I Like to Read Expository Text Related to My Culture
5. I Like to Give Comment When I Read an Expository Text
6. I Recall My Prior Knowledge to Get New Information When I am Reading Expository Text
7. I Choose Topic That Familiar with Me
8. I Imagine That Topic in Expository Text is about Experience
9. I am Interested in Reading Expository Text That Deals with My Environment
10. I Can Imagine the Information That I Get from Reading an Expository Text
11. I Use My Prior Knowledge to Comprehend Expository Text
12. I Would Like to Share My Idea about Topic of Expository Text to My Friends
13. I and My Friend Discuss Topic in Expository Text about Life Experience
14. I Prefer to Read Expository Text Related to Topic about My Country
15. I Imagine That Topic in Expository Text is about Phenomena Around
16. I and My Friend Prefer to Discuss about our Previous Knowledge When We Identify the Main Idea of Expository Text
17. I and My Friend Prefer to Discuss Topic in Expository Text That Familiar with Us
18. I Prefer to Preview My Experience in Comprehending Expository Text
19. I and My Friend Prefer to Choose Domestic Topic than Foreign Topic
20. I and My Friend Assume That the Topic on Expository Text about Environment

Strongly Disagree = **1**
Disagree = **2**
Undecided = **3**
Agree = **4**
Strongly = **5**

READING COMPREHENSION (EXPOSITORY TEXT)

This text is for question 1-9

Text 1

If we can agree that government has some role to play in our lives, then let's at least make it a positive one. Consider the benefits of free, fully-subsidized public transportation. First, **it** will **motivate** more people to leave their cars at home. Think of the reduction in pollution and traffic jam and insurance costs due to accidents. Greener cities, safer cities, more livable cities. More room for parks and trees. Think of the money we'll all save by consuming less gas, spending less frequently on car repairs, and so on. That money will stay in our wallets and we could then turn around and give the economy a boost by spending it on other consumer goods or services. More jobs.

Secondly, we must consider the health benefits. We'll all walk a little more. This will reduce visits to doctors' offices and hospitals because we'll be healthier. We'll have improved blood pressure, lower stress and possibly a better complexion.

Then, think about some of the other social benefits: imagine how much we'll learn from each other when we share rides instead of sitting in isolation in our cars. Talking to the neighbors might come back into fashion. More people will meet and talk and maybe even help each other.

No more fumbling for change, just hop on and off the streetcar or bus wherever and whenever you like. What a great idea, especially for those who live in crowded, polluted cities. It will renew life on our streets.

So **I can't agree** more with this proposition. Let's go for it!

(*Source: Interlanguage: English for senior high school students XI.* Grasindo)

1. What is the main idea of the text?
   a. Public Transportation should be Free
   b. Transportation
   c. Public information
   d. source of public transportation

2. Which of the following would be the best title for this passage?
   a. The public transportation should be free
   b. The source of transportation

c. The controversy of public transportation

d. The source of public transportation

3. The type of the text is ….
    a. Analytical Exposition
    b. Discussion
    c. News
    d. Explanation

4. "First, it will **motivate** more people to leave their cars at home."(1st Paragraph line 5) The underlined word means ….
    a. pressure   c. stress
    b. encourage d. push

5.   " So **I can't agree** more with this proposition.Let's go for it."
    The underlined sentence most nearly means..

    a. the author agree with the problems occured
    b. the author disagree
    c. the author can not keep calm with the government progress
    d. all agree with author's statement

6. Paragraph 1 tells us about...
    a. statement of position of the author
    b. argument from people
    c. conclusion of author view
    d. two contrasting idea

7. The organization of the text above is ….
    a. orientation, complication, resolution, re-orientation
    b. statement of position, argument, reiteration
    c. newsworthy event, background even,sources
    d. identification, description

8. The social function of the text above is ….
    a. to deal with actual or vicarious experience in different ways
    b. to explain the process involved in the information
    c. to propose her/his point of view
    d. to present information and opinions about more than one side of an issue

9. The text above mainly tells us about ….
    a. the author arguments of government action
    b. people arguments of public transportation
    c. two points of views
    d. public transprtation should be expensive

Text 2

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc.

Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money.

So, from now on we should consume fresh local groceries to reduce global warming.

(*Source: Interlanguage: English for senior high school students XI.* Grasindo)

10. which of the following is not the way how to reduce global warming...
   a. a people have to change the way of their lives such as: buying and consuming fresh local groceries
   b. a people have to use a green house
   c. a people have to eat organic food
   d. a people have to buy an expensive house

11. **An author' point of view is …**
 a. To receive all of the evidence about global warming
 b. To provoke the readers to solve the global warming with her/his view
 c. To know the way to solve global warming
 d. To live with his/her natural parents

12. The writer's purpose in writing the text above is…
   a. To tell readers how to solve the global warming
   b. To describe the way solving global warming
   c. To explain to readers how to solve the global warming
   d. To persuade people to solve the global warming

13. Which of the following is the most improbable reason why the author wants a people to buy and consume a fresh local groceries?
a. She/he wants to solve the problem of global warming
b. She/he wants to use fresh local groceries
c. She/he wants to elaborate the way to use fresh local groceries.
d. She/he wants to know anything

14. The topic of this passage could best be described as...
a.   The way to solve global warming
b.   Use and Consume fresh local groceries
c.   All about global warming
d.   Global warming effect

15. What is the suitable title of the text above?
a.Solving global warming
b.Argumentation about consuming fresh groceries
c.Disadvantage of global warming
d.The positive effect of global warming

This text is for question 16-21

Text 3

A needle or Reuse Needles

A needle exchange program would only encourage more people to use drugs, in my opinion, and many would still share needles or reuse needles even if there was a program.

Giving needles out for addicts to prevent the spread of disease, will only encourage them and others to do drugs more often. Furthermore, **it** may even encourage people who have never tried certain types of drugs, to try them because now they will get their needles for free. Do we really want to encourage this type of behavior? I wouldn't think so.

Moreover, by giving needles to addicts, we are also taking away from other programs that are already low on funding. The money for needle exchange would take away from Medicare programs that are there to help the elderly and disabled. There have already been enough Medicare cuts without the extra cuts this would bring about.

In the early 1990's, states started requiring that syringes be kept behind the counter in drugstores and requiring prescriptions for syringes were needed. This was a way to cut down on illegal drug use and reusing of needles. This was also an effort to stop the further epidemic of aids. It has not worked either, but the answer

to the drug problem and the spread of diseases through used needles is not to equip addicts tools with which to continue their illegal activities.

We must spend the money that the needle **exchange** program would cost in other areas tohelp stop the use of drugs altogether.

(*Source: Interlanguage: English for senior highschool students XI.* Grasindo)

16. What is the main idea of the second paragraph?
a. A needle exchange program
b. disagreement of the author
c.a lot of interesting things to do
d.advantages of an exchange program

17. According to the passage, what way we can stop an illegal drugs?
a. syringes be kept behind the counter in drugstores
b. destroy all addicter
c. giving money to addicter
d. stopping from our heart

18.Which of the following is NOT true about "a needle exchange program"?
   a.   by giving needles to addicts, we are also taking away from other programs
b. requiring that syringes be kept behind the counter in drugstores
c. requiring prescriptions for syringes were needed
d. not giving needles out for addicts to prevent the spread of disease

19.The pronounce "it" in line 7 , 2nd paragraph refers to
a. Giving needles
b. addicts
c. disease
d. drugs

20.   The second paragraph tells us about?
a. statement of position
b. first argument
c. elaboration of argument
d. reiteration

21.   "We must spend the money that the needle exchange program (Last Paragraph)
The underlined word means…
a.switch
b.alter
c.move
d.cross

Text 4

Should Americans be Forced to Use Public Transportation?

First, let **me** define what the question is and isn't asking. It isn't asking if we should we all abandon cars right now, nor is it asking if we should abandon them completely, nor is it asking if every American should do so. It is asking whether some Americans should have to take public transit some of the time, and I would say yes.

Oil use and pollution aside, in some cities like Los Angeles and New York there just isn't room for any more roads, so in order for large cities to grow, they need more people to take public transit or risk permanent traffic jam. One bus can safely hold 40 people, so even at half capacity that's nearly 20 cars' worth of space in traffi c cleared up, and nearly 20 parking spaces that don't need to be built.

There are a lot of people that can take public transit with little **inconvenience** but simply don't because they never have in the past. If residents in areas with plenty of transit had to buy transit passes as part of their property taxes then they would have little excuse not to bus occasionally. A number of universities already bundle a 'U-Pass' with their tuition fees, forcing their students to take the bus. When given the chance the majority of those students have voted to keep these programs.

A similar system in apartments where a portion of the tenants are not issued parking spaces in exchange for a discount on their rent would also be forcing people to use public transit. This is already being done with the assignment of one community car to several apartment tenants that arrange a schedule for the car, and this program gets many positive reviews.

So yes, I would say that Americans should be forced to use public transit, as Americans whom are already forced to do so find that it works well for them. (*Source: Interlanguage: English for senior high school students XI.* Grasindo)

22.   It is implied in the passage that
a. Public transit
b. the big city is too crowded and untidy
c. Americans be forced to use public transportation
d. the transportasion is easy to get

23.   The word "inconvenience" in line 17 is closest in meaning to
a. free
b. not convenience
c. nothing to do
d. unassociated with

24. Where in the passage does the author discuss the first argument of public transit?
a. Lines 1-4
b. Lines 4-5
c. Lines 6-8
d. Lines 8-10

25. The type of the text is ….
a. Analytical Exposition   c. News Item
b. Discussion e. Explanation

26. The organization of the text above is ….
a. orientation, complication, resolution, re- orientation
b. statement of position, argument, reiteration
c. newsworthy event, background even, sources
d. identification, description

27. The writer's purpose in writing the text above is…
a. To tell readers how to solve public transit
b. To describe the detailed information
c. To explain to readers how the way americans abandons the cars
d. To provoke the readers to agree with her/his statement

28. The pronounce "me" in line 1 , 1st paragraph refers to....
a. Americans
b. The writer
c. The readers
d. author and readers

29. "So yes, I would say that Americans should be forced to use public transit"
This sentence means that the author   Americans should
be forced.
a. loves
b. satisfy
c. agree
d. disagree

30. Which of the following is not mentioned in the passage about television
a. Los Angeles and New York there just isn't room
for any more roads
b. the tenants are not issued parking spaces in exchange
c. they need more people to take public transit
d. there is no risk to traffic jam

This text is for question 31-40

Text 5

The government has just published a report which suggest that television is partly responsible for the serious increase in crime over the last ten years. The exposure of violence or pornography harmfully effects on children.Many people who are alive today know what it is like to live in a world without television. Television as we know is only about forty years old. Yet it is so much a part of our lives that it seems as if it had always existed.

Some people think that the years before the invention of television were a better time. They claim that families talked more and did more things together. More books were read. People used their imaginations more fully. People got more outdoor exercises.

But others disagree. They claim that television is a powerful educational tool. It informs us of what is going on in the world, from a famine in Africa to a local politics and fashion. It helps us understand how people live, work, and struggle. In 1961, Newton Minow, a government official, called prime-time schedules " a vast wasteland."

Television is credited with being a great teacher, but it is also blamed for the poor reading and writing skills of our population. Television gets praised for helping us understand the people of the world. But it has been accused of helping to destroy family life. Television keeps us informed about the political issues of the day.

Experts will probably continue to argue about television's value. But everyone agrees that it is one of the most significant inventions of the twentieth century.

(Source: Interlanguage: English for senior high school students

XI. Grasindo)

31.   What type of information is included in the third paragraph?
a. The advantages of the television
b. The detailed of television argument
c. The discussion of bad effect of the television
d. An outline of the type of parents who prefers the interactionist view of televesion

32.   The writer wants to tell …..
a. the development of television
b. the advantages of television program
c. how television improves people's knowledge
d. the influence of television on people's daily life

33. Many people claim that television is a powerful educational tool. From this statement we know that they ….. with the existence of television.
a. love
b. agree
c. prefer
d. satisfy

34. Which of the following is good for children in watching TV?
a. The children should watch the violence on TV
b. Children may watch TV whenever they like
c. Children should spend all their time to watch TV program
d. Children should be accompanied by their parents in watching TV

35. " ….. Television is credited with being a great
teacher …" (Paragraph 4)
The underlined word means lack of ….
a. appreciated
b. claimed
c. proposed
d. administered

36. what type of the text is.....
a. explanation
b. a report text
c. an exposition text
d. news items

37. the pronoun "it" in line 8 refers to
a. the television
b. educational tool
c. educational
d. tool

38. which of the following is not mentioned in the passage about television
a. a television is an educational tool
b. television is only about forty years old
c. Television is credited with being a great teacher
d. television helps the learner being good reader and good in writing.

39. Newton Minow, a government official, called prime-time schedules " a vast wasteland" in
a. 2015
b. 1996
c. 1999
d. 1961

40. what is "significant invention" in the last
paragraph?
a. a promotion
b. a reward
c. a punishment
d. an agreement

APPENDIX 3

READING COMPREHENSION TEST ACHIEVEMENT

No	Kelas	Nama Siswa	Score
1	IPA 1	Adetya Fadlurrahman	85
2	IPA 1	Nuriska Naufal Ramadhan	81
3	IPA 1	I Made Dhena Radya Padmana	81
4	IPA 1	Mukhammad Luthfi Satriagung Manggala Putra	69
5	IPA 1	Galuh Taufan Ardiansyah	61
6	IPA 1	Rafli Wahyu Oktaryan	85
7	IPA 1	Ragil Kusnandar Miftakhurrozaq	74
8	IPA 1	Khansa Fernanda Fa'Iq Praptama	74
9	IPA 1	David Yosafat Yoel	85
10	IPA 1	Mukhamad Dinda Manis Yulianto	81
11	IPA 1	Nanda Saputra	81
12	IPA 1	Ilham Agus Mufajar	69
13	IPA 1	Muhammad Ainun Rofiq	61
14	IPA 1	Achmad Hanif	85
15	IPA 1	Ibrahim Asmorodina	74
16	IPA 1	Mohammad Rifqi Ramadhan	74
17	IPA 1	Mohammad Dicky Herdiansyah	85
18	IPA 1	Falakhul Wijianto	81
19	IPA 1	Mohammad Haris Irsyansyah	81
20	IPA 1	Wildan Abdillah	69
21	IPA 2	Fragil Vanisya	61
22	IPA 2	Yenni Zanubach Arifin	85
23	IPA 2	Imanda Safina Adenia	74
24	IPA 2	Laila Masyithahul Azizah	74
25	IPA 2	Renita Silvi Armanda	75
26	IPA 2	Resita Dewiningrum	66
27	IPA 2	Sanda Ikmaya Safina	58
28	IPA 2	Siti Nur Chasa	85
29	IPA 2	Dini Fitriyanti	81
30	IPA 2	Faridatussaniyyah	81
31	IPA 2	Ratih Dewi Anggraini	69
32	IPA 2	Shafa Naila Maharani Madjid	61
33	IPA 2	Shinta Kurniasari	85
34	IPA 2	Tarisa Febi Mutiasari	81
35	IPA 2	Erika Dwi Anjani	81
36	IPA 2	Friska Elsya Anggraini	69

37	IPA 2	Jesed Rene Sugesti	61
38	IPA 2	Lintang Rahadhini Kusumastuti	85
39	IPA 2	Mayla Faizah	74
40	IPA 2	Salma Azka Nurbaity	74
41	IPA 2	Siti Al Khumairoh Annadziroh Nurshokh	75
42	IPS 1	Rafid Nugroho	66
43	IPS 1	Bagas Ramadhani	58
44	IPS 1	Muhammad Rafli	80
45	IPS 1	Irwan Apriyanto	80
46	IPS 1	M Faozi Rahman	66
47	IPS 1	Wahyu Satrio	81
48	IPS 1	Ghifari Muhammad	35
49	IPS 1	Brilian Adi	85
50	IPS 1	Ahmad Roziqi	85
51	IPS 1	Ardiansyah Nur Rohman	81
52	IPS 1	Indra Mahardika	81
53	IPS 1	Rifqi Nabil	69
54	IPS 1	Rio Damar Amirudin	61
55	IPS 1	Mahendra Yogie Putra	85
56	IPS 1	Muhammad Iqbal	74
57	IPS 1	Yofi Yudistian	74
58	IPS 1	Adzrian Bintang	85
59	IPS 1	Saverio Davin	81
60	IPS 1	M Adrian Rashad	81
61	IPS 1	Gaza Yanuar Iman	69
62	IPS 1	M Savin Armawan	61
63	IPS 2	Fatikha Ani Makrufah	85
64	IPS 2	Karlina Wijayanti	74
65	IPS 2	Lutmitha Nisaul Siffahk	74
66	IPS 2	Nur Azizah Wahyunia Putri	75
67	IPS 2	Rizki Tri Utami	85
68	IPS 2	Yuliana Putri Harsilananda Wahyuningmildu	81
69	IPS 2	Fatimah Wijayanti	81
70	IPS 2	Ilmia Nur Qoyyimah	69
71	IPS 2	Intan Endita Danarta	61
72	IPS 2	Lucky Arizar	85
73	IPS 2	Nikhrir Abidah Yusyfiani	74
74	IPS 2	Ajeng Putri Praptiwi	74
75	IPS 2	Nauroh Royyani	75
76	IPS 2	Nindi Irmaya	85
77	IPS 2	Nisrina Ron Arum	81

78	IPS 2	Putri Marifatul Janna	81
79	IPS 2	Risma Augustina Sholikhah	69
80	IPS 2	Wardhany Dwi Annisa Lindayana	61
81	IPS 2	Alya Rahma Putri	85
82	IPS 2	Ferika Dwi Fadita	74
83	IPS 2	Laila Aprilina	74

ANALYSIS DATA OF QUESTIONAIRE

No	Nama Siswa	Number of Questions																				TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	14	14	15	16	17	18	19	20	
1	Adetya Fadlurrahman	5	3	4	5	3	5	3	3	4	5	4	5	4	5	5	5	4	5	5	3	85
2	Nuriska Naufal Ramadhan	3	1	2	4	4	5	4	4	4	5	5	5	4	4	4	5	4	4	4	5	81
3	I Made Dhena Radya Padmana	2	1	4	3	4	4	4	5	5	5	5	4	4	4	4	5	5	5	4	4	81
4	Mukhammad Luthfi Satriagung Manggala Putra	1	2	1	2	4	4	5	4	4	4	5	5	5	4	4	4	1	2	4	4	69
5	Galuh Taufan Ardiansyah	1	2	1	2	4	4	5	3	1	2	4	4	5	4	4	4	1	2	4	4	61
6	Rafli Wahyu Oktaryan	5	3	4	5	3	5	3	3	4	5	4	5	4	5	5	5	4	5	5	3	85
7	Ragil Kusnandar Miftakhurrozaq	3	1	2	4	4	5	4	4	4	5	5	5	4	4	4	5	1	2	4	4	74
8	Khansa Fernanda Fa'Iq Praptama	2	1	4	3	4	4	4	5	5	5	5	4	4	4	4	5	1	2	4	4	74
9	David Yosafat Yoel	1	2	4	4	5	4	4	4	5	5	5	4	4	4	5	4	1	2	4	4	75
10	Mukhamad Dinda Manis Yulianto	1	1	2	4	4	1	2	4	4	5	4	4	4	5	5	5	1	2	4	4	66
11	Nanda Saputra	1	1	2	4	4	1	2	4	4	5	3	1	2	4	4	5	1	2	4	4	58
12	Ilham Agus Mufajar	5	3	4	5	3	5	3	3	4	5	4	5	4	5	5	5	4	5	5	3	80
13	Muhammad Ainun Rofiq	3	1	2	4	4	5	4	4	4	5	5	5	4	4	4	5	4	4	4	5	80
14	Achmad Hanif	3	1	2	4	4	5	3	1	2	4	4	5	4	4	4	5	5	3	1	2	66
15	Ibrahim Asmorodina	5	3	4	5	3	5	5	3	4	5	3	5	3	3	4	5	4	5	3	4	81
16	Mohammad Rifqi Ramadhan	1	2	2	1	1	3	1	2	2	1	1	3	2	2	2	2	2	1	2	2	35
17	Mohammad Dicky Herdiansyah	5	3	4	5	3	5	3	3	4	5	4	5	4	5	5	5	4	5	5	3	85
18	Falakhul Wijianto	3	4	2	4	4	5	4	4	4	5	5	5	4	4	4	5	4	4	4	5	83
19	Mohammad Haris Irsyansyah	5	3	4	5	3	5	3	3	4	5	4	5	4	5	5	5	4	5	5	3	85
20	Wildan Abdillah	1	2	2	1	1	3	2	2	2	2	2	2	4	5	2	2	3	3	4	2	47

No	Nama																					Skor
21	**Fragil Vanisya**	3	3	2	4	4	5	4	4	4	5	5	5	4	4	4	5	4	4	4	5	82
22	**Yenni Zanubach Arifin**	2	4	4	3	4	4	4	5	5	5	5	4	4	4	4	5	5	5	4	4	85
23	**Imanda Safina Adenia**	5	3	4	5	3	5	3	3	4	5	4	5	4	5	5	5	4	5	5	3	85
24	**Laila Masyithahul Azizah**	3	5	2	4	4	5	4	4	4	5	5	5	4	4	4	5	4	4	4	5	84
25	**Renita Silvi Armanda**	2	5	4	3	4	4	4	5	5	5	5	4	4	4	4	5	5	5	4	4	85
26	**Resita Dewiningrum**	5	3	4	5	3	5	3	3	4	5	4	5	4	5	5	5	4	5	5	3	85
27	**Sanda Ikmaya Safina**	3	4	2	4	4	5	4	4	4	5	5	5	4	4	4	5	4	4	4	5	83
28	**Siti Nur Chasa**	2	1	4	3	4	4	4	5	5	5	5	4	4	4	4	5	5	5	4	4	81
29	**Dini Fitriyanti**	5	5	4	5	3	5	3	3	4	5	4	5	4	5	5	5	4	5	5	3	74
30	**Faridatussaniyyah**	3	2	2	4	4	5	4	4	4	5	5	5	4	4	4	5	4	4	4	5	74
31	**Ratih Dewi Anggraini**	2	3	4	3	4	4	4	5	5	5	5	4	4	4	4	5	5	5	4	4	75
32	**Shafa Naila Maharani Madjid**	3	2	2	4	4	5	4	4	4	5	5	5	4	4	4	5	4	4	4	5	58
33	**Shinta Kurniasari**	5	3	4	5	3	5	3	3	4	5	4	5	4	5	5	5	4	5	5	3	58
34	**Tarisa Febi Mutiasari**	3	1	2	4	4	5	4	4	4	5	5	5	4	4	4	5	4	4	4	5	85
35	**Erika Dwi Anjani**	2	1	4	3	4	4	4	5	5	5	5	4	4	4	4	5	5	5	4	4	80
36	**Friska Elsya Anggraini**	1	2	1	2	4	4	5	4	4	4	5	5	5	4	4	4	1	2	4	4	66
37	**Jesed Rene Sugesti**	1	2	1	2	4	4	5	3	1	2	4	4	5	4	4	4	1	2	4	4	81
38	**Lintang Rahadhini Kusumastuti**	5	3	4	5	3	5	3	3	4	5	4	5	4	5	5	5	4	5	5	3	35
39	**Mayla Faizah**	3	1	2	4	4	5	4	4	4	5	5	5	4	4	4	5	1	2	4	4	74
40	**Salma Azka Nurbaity**	2	1	4	3	4	4	4	5	5	5	5	4	4	4	4	5	1	2	4	4	74
41	**Siti Al Khumairoh Annadziroh Nurshokh**	1	2	4	4	5	4	4	4	5	5	5	4	4	4	5	4	1	2	4	4	75
42	**Rafid Nugroho**	1	1	2	4	4	1	2	4	4	5	4	4	4	5	5	5	1	2	4	4	58
43	**Bagas Ramadhani**	1	1	2	4	4	1	2	4	4	5	3	1	2	4	4	5	1	2	4	4	58
44	**Muhammad Rafli**	5	3	4	5	3	5	3	3	4	5	4	5	4	5	5	5	4	5	5	3	85

No	Nama																					Total
45	Irwan Apriyanto	3	1	2	4	4	5	4	4	4	5	5	5	4	4	4	5	4	4	4	5	80
46	M Faozi Rahman	3	1	2	4	4	5	3	1	2	4	4	5	4	4	4	5	5	3	1	2	66
47	Wahyu Satrio	5	3	4	5	3	5	5	3	4	5	3	5	3	3	4	5	4	5	3	4	81
48	Ghifari Muhammad	1	2	2	1	1	3	1	2	2	1	1	3	2	2	2	2	2	1	2	2	35
49	Brilian Adi	5	3	4	5	3	5	3	3	4	5	4	5	4	5	5	5	4	5	5	3	85
50	Ahmad Roziqi	3	4	2	4	4	5	4	4	4	5	5	5	4	4	4	5	4	4	4	5	83
51	Ardiansyah Nur Rohman	5	3	4	5	3	5	3	3	4	5	4	5	4	5	5	5	4	5	5	3	85
52	Indra Mahardika	1	2	2	1	1	3	2	2	2	2	2	2	4	5	2	2	3	3	4	2	82
53	Rifqi Nabil	3	3	2	4	4	5	4	4	4	5	5	5	4	4	4	5	4	4	4	5	82
54	Rio Damar Amirudin	2	4	4	3	4	4	4	5	5	5	5	4	4	4	4	5	5	5	4	4	84
55	Mahendra Yogie Putra	5	3	4	5	3	5	3	3	4	5	4	5	4	5	5	5	4	5	5	3	85
56	Muhammad Iqbal	3	5	2	4	4	5	4	4	4	5	5	5	4	4	4	5	4	4	4	5	84
57	Yofi Yudistian	2	5	4	3	4	4	4	5	5	5	5	4	4	4	4	5	5	5	4	4	85
58	Adzrian Bintang	5	3	4	5	3	5	3	3	4	5	4	5	4	5	5	5	4	5	5	3	85
59	Saverio Davin	3	4	2	4	4	5	4	4	4	5	5	5	4	4	4	5	4	4	4	5	83
60	M Adrian Rashad	2	1	4	3	4	4	4	5	5	5	5	4	4	4	4	5	5	5	4	4	81
61	Gaza Yanuar Iman	5	5	4	5	3	5	3	3	4	5	4	5	4	5	5	5	4	5	5	3	87
62	M Savin Armawan	3	2	2	4	4	5	4	4	4	5	5	5	4	4	4	5	4	4	4	5	47
63	Fatikha Ani Makrufah	1	2	2	1	1	3	2	2	2	2	2	2	4	5	2	2	3	3	4	2	47
64	Karlina Wijayanti	3	3	2	4	4	5	4	4	4	5	5	5	4	4	4	5	4	4	4	5	82
65	Lutmitha Nisaul Siffahk	2	4	4	3	4	4	4	5	5	5	5	4	4	4	4	5	5	5	4	4	84
66	Nur Azizah Wahyunia Putri	5	3	4	5	3	5	3	3	4	5	4	5	4	5	5	5	4	5	5	3	85
67	Rizki Tri Utami	3	5	2	4	4	5	4	4	4	5	5	5	4	4	4	5	4	4	4	5	84
68	Yuliana Putri Harsilananda Wahyuningmildu	1	2	2	1	1	3	2	2	2	2	2	2	4	5	2	2	3	3	4	2	47
69	Fatimah Wijayanti	1	2	2	1	1	3	2	2	2	2	2	2	4	5	2	2	3	3	4	2	47
70	Ilmia Nur Qoyyimah	3	3	2	4	4	5	4	4	4	5	5	5	4	4	4	5	4	4	4	5	82

87

No	Name																					Total
71	Intan Endita Danarta	1	2	2	1	1	3	2	2	2	2	2	2	4	5	2	2	3	3	4	2	47
72	Lucky Arizar	3	3	2	4	4	5	4	4	4	5	5	5	4	1	4	5	4	4	4	5	43
73	Nikhrir Abidah Yusyfiani	1	2	2	1	1	3	2	2	2	2	2	2	4	1	2	2	3	3	4	2	43
74	Ajeng Putri Praptiwi	3	3	2	4	4	5	4	4	4	5	5	5	4	4	4	5	4	4	4	5	82
75	Nauroh Royyani	2	4	4	3	4	4	4	5	5	5	5	4	4	3	4	5	5	5	4	4	83
76	Nindi Irmaya	5	3	4	5	3	5	3	3	4	5	4	5	4	5	5	5	4	5	5	3	85
77	Nisrina Ron Arum	3	5	2	4	4	5	4	4	4	5	5	5	4	5	4	5	4	4	4	5	85
78	Putri Marifatul Janna	2	5	4	3	4	4	4	5	5	5	5	4	4	5	4	5	5	5	4	4	86
79	Risma Augustina Sholikhah	5	3	4	5	3	5	3	3	4	5	4	5	4	3	5	5	4	5	5	3	83
80	Wardhany Dwi Annisa Lindayana	3	4	2	4	4	5	4	4	4	5	5	5	4	3	4	5	4	4	4	5	82
81	Alya Rahma Putri	2	1	4	3	4	4	4	5	5	5	5	4	4	5	4	5	5	5	4	4	82
82	Ferika Dwi Fadita	5	5	4	5	3	5	3	3	4	5	4	5	4	5	5	5	4	5	5	3	82
83	Laila Aprilina	3	2	2	4	4	5	4	4	4	5	5	5	4	5	4	5	4	4	4	5	82

APPENDIX 5

PEARSON'S CORRELATION COEFFICIENT

Correlations

		VAR00027	VAR00005
VAR00027	Pearson Correlation	1	.244[*]
	Sig. (2-tailed)		.026
	N	83	83
VAR00005	Pearson Correlation	.244[*]	1
	Sig. (2-tailed)	.026	
	N	83	83

*. Correlation is significant at the 0.05 level (2-tailed).

APPENDIX 6

CLASSIFICATION OF LEVEL CORRELATION

The "r" Value	Interpretation
0.00–0.19	Considered as No correlation
0.20-0.39	Low correlation
0.40-0.59	Medium correlation
0.60-0.79	High correlation
0.80-1.00	Perfect correlation

(*Arikunto,2008*)

SURAT KETERANGAN

Nomor : 079/KET/II.3.UMG/P.Ing /J/2022

Bismillahirrohmaanirrohiim

Yang bertanda tangan dibawah ini :

Nama	: **Riska Widiyanita Batubara, S.Hum, M.Pd**
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Jabatan	: **Ketua Program Studi Pendidikan Bahasa Inggris**
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Berdasarkan hasil *Plagiarism Checker* X menyatakan bahwa :

Nama	: **Tutut Wahyuningsih**
N.P.M	: 16431003
Judul	: *The Correlation Betwen Content Schemata and Reading Comprehension on Expository Text of The Second Year Students at MAN 2 Jombang*

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CHAPTER I INTRODUCTION 1.1. Background of the Problem English language has four skills that must be mastered by learners. There are listening, speaking, reading, and writing. In this case, reading is one of them whether or not the learner can understand the symbol of printed words. Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/ her knowledge.

In other words, reading can help reader to improve their knowledge, experience, and to get much information from the written materials. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress.

On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study. According to Burhan (2012: 9), reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It says a physic activity because the parts of the body, our eyes particularly, do it.

And it says mental activity because perception and memory as parts of mind are involved in it. He then concludes that the main goal of reading is a process of comprehending written texts. Nuttal (1982: 42) defines reading as the meaningful interpretation of printed or writing verbal symbols.

In reading activity, the reader should interpret the meaning of the text, because comprehension is the centre of understanding. Suparman (2012) states many sub skills on reading comprehension, e.g., analyzing visual context clues, identifying analogies, categorizing information, identifying main idea, interpreting problems, interpreting grids, predicting and so on.

Sometimes the readers get difficulties to interpret the contents of the text, so that sometimes they are hard to understand a message to be transmitted by the author in reading text. Many reading texts present the information but reader is difficult to interpret the intent and purpose of the author. As Suparman (2005) state that who views that comprehending the content of the reading texts is a process of gathering the meaning of the text by relating the students' background knowledge to the writers' knowledge poured out in the text. Yule (1996: 87) stated that a schema is existing knowledge structures in memory of human.

Having no background knowledge about the text is also a problem encountered when

the researcher interviewed the students who have low reading skills. The students have no background knowledge about the text so they could not use their schemata to interpret the meaning of the texts and they get difficulties to comprehend and answer the questions from the text.

When person learning, their mind will try to solve the new matter into the meaningful grains and deal with an existing cognitive structure to be one whole. In the other words, a new matter to be understood and bound only if the stimulus that is found in some text can be matched on an existing cognitive structure that exists in students schemata. Schema theory is believed to have been introduced by Bartlett (Cook, 1997; Razi, 2004).

Bartlett (1932), one of the oldest schema theorists, defines schema as a reference "to an active organization of past reactions, or of past experiences, which must always be supposed to be operating in any well-adapted organic response"; i.e. one will have responses akin to what he/she had before in a similar situation (p. 201). Gradually, the notion of schema expanded as far as it can be adapted with different situations, without altering its essential nature (Rumelhart, 1980).

Ahmad Al-Isa, in his article defined reading as a multileveled and interactive process in which readers construct a meaningful representation of text using their background knowledge. Rumelhart in Murcia states that the importance of learning as much as possible about the student's cultural backgrounds and experiences. It means that uses various methods to activate the student's schemata, their knowledge and beliefs about events, situations, and actions, based upon their experiences.

As a result, they are facilitated by their schemata to construct new information by accommodating and assimilating it with their certain knowledge stored in their memory. This activity can help them comprehend text easily Rumelhart describes Schema theory is basically a theory about how knowledge is presented and how the representation promotes the use of knowledge in a specific way. According to pattern theory, all knowledge is packed in units called patterns.

These knowledge packs contain information on how to use this knowledge. The failure of a reader in understanding the precise readings may be caused by several things. According to Rumelhart (1980: 47-48), failures to understand the reading text may be due to three things as follow: a. The readers do not have the appropriate schemata. When this happens, the reader will not be able to grasp the concept conveyed by reading text. b.

The Readers have appropriate schemata but a clue there might not be enough. It also

may cause the reader not to understand the recitations, except when given an additional clue. c. The Readers may be able to find the interpretation of the discourse consistently but they may not find out what is desirable of a writer.

In this case, the reader will understand the text reading, but the understanding is not the same as what the writer meant. According to the Good and Brophy (1990:229) a failure of someone in understanding a text called by student misconception effect. The readers will not understand a concept if the input has been screened by schema which is too simple a fallacy or even clearly wrong.

It is usually relating to abstract concepts scientific as opposed to simple concept that has been received by readers first through an concrete experience. A schema is expected of students to have relation with their reading comprehension. Thus, schemata is all the knowledge, information and experience of someone which can be used to interpret something new, easily on reading text comprehension.

According to Aebersol and Field (1997: 16-17) there are three types of schemata, contents schemata, formal schemata, and linguistic schemata. In this research, the researcher uses 3 types of schemata to testing the students'schemata. They are content schemata, formal schemata and linguistic schemata. Based on the issues above, the researcher intends to examine if there is a significant correlation between content schemata and reading comprehension by students in second grade of Senior High School.

Based on the School-Based Curriculum (K13) of Senior High School, students are required to be able to comprehend many kinds of genre, such as: descriptive, narrative, recount, report, expository, etc. One of reading with genre that is familiar and taught to the second year at MAN 2 Jombang is reading comprehension on expository text.

Since students are always faced with reading comprehension, they must connect their memory to previous experiences so that they are able to comprehend the text especially on expository text. Reading is not simple subject in learning English. In fact, many students still had difficulties in reading. The difficulties are also faced by the students at MAN 2 Jombang.

Meanwhile, the school has been using the School-Based Curriculum (K13) in teaching learning process but it is not effective fully. Generally, teacher always asks the students to read materials, translate the text, find out the difficulty words, answer the questions based on the reading passage and finally asks them to collect the task. This teachers' technique will not build up the students' background knowledge about what they read.

Meanwhile, some of the students do not fulfill the minimum criteria of passing score (KKM). The passing score of KKM for English subject is 70. Therefore, the writer concludes that some of the students of the second year at MAN 2 Jombang do not achieve the KKM target stated by the school. It is because of some problems in their learning English, one of the problems is the students are not able to comprehend expository text.

From that statement, the researcher intends to investigate whether or not there is correlation between content schemata and their reading comprehension ability in expository text at the second grade of MAN 2 Jombang. By understanding the fact above, the writer is interested in rising up this problem in a research entitled: "The Correlation between Content Schemata and Reading Comprehension on Expository Text of the Second Year Students at MAN 2 Jombang".

1.2.

Research Problem The problems in this research can be formulated into research questions below: Is there any significant correlation between content schemata and reading comprehension on expository text of the second year students at MAN 2 Jombang? 1.3. Objective of the Research To find out whether or not there is a significant correlation between content schemata and reading comprehension on expository text of the second year students at MAN 2 Jombang.

Hypothesis The Alternative Hypotheses (Ha) There is significant correlation between content schemata and reading comprehension on expository text of the second year students at MAN 2 Jombang. The Null Hypotheses (H0) There is no significant correlation between content schemata and reading comprehension on expository text of the second year students at MAN 2 Jombang. 1.5.

Significance of the Research This research can give contribution and insight to the English lesson (especially in reading comprehension), the teacher, the school, and also to the researcher himself, The finding can be current information especially in terms of teaching and learning English as a foreign language to the respondents of the research and institution where they conduct the research, and, The research is to fulfill one of the requirements to finish the writer's undergraduate study at University of Muhamadiyah Gresik. 1.6. Definition of the Key Terms 1.

Content Schemata Content schemata refers to the background knowledge of the content area and cultural background of a text, or the topic a text talks about. Content schemata deals with the knowledge relative to the content domain of the text. It means that, Content schemata is the students' background knowledge about topic in comprehension on expository text of the second year students at MAN 2 Jombang.

2. Reading Comprehension Reading comprehension is the process by which the meaning of a written text is understood. The understanding that results is reading comprehension.8 In conclusion, reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It is important skill that must be skilled by English learner.

The intended skills are included understanding and inferring what the text is or what the writer means. In other words, reading comprehension means the interactive process of understanding the text in order to get information and meaning from printed page. 3. Expository Text Expository text is giving information; it explains why and how, clarifies a

process, or defines a concept.9

On the other hand, it is kind of reading text which gives information to the reader. In this research, expository text is one of the reading texts in senior high school that will be researched by researcher. Thus, the researcher focuses on reading comprehension of expository text of the second year students at MAN 2 Jombang.

RELATED LITERATURE 2.1. Theoretical Framework 2.1.1. The Concept of Content Schemata Another theory closely related to top-down processing is called schema theory. According to Hudson the term schema is sometimes used as a singular term with schemata as the plural noun form.

However, the literature also often uses the term schema in generic or non-count sense as in term such as 'schema theoretic' or 'type of schema'. Schema theory also has a major impact on reading instruction. It describes in detail how the existing knowledge of the learner interacts with the reading task and illustrates how a student's knowledge and previous experience with the world is crucial to deciphering a text.

The ability to use this schemata, or existing knowledge, seems to plays a fundamental role in one's trial to comprehend a text. It is Bartlett who provides firstly experimental demonstration of the importance of meaning and knowledge on memory towards the modern cognitive approach to memory.2 He investigated the way that his subjects remembered a short story, using a very simple design in which each subject asked the participants to write down all they could remember from it.

Then, Bartlett was the first person to propose the concept of schema, although Piaget had referred to the similar concept as cognitive structure and mental model. Rumelhart further developed the schema concept and described schema theory as a basically theory of how knowledge is mentally represented in the mind and used. Regarding to reading comprehension, Adams and Collins, in Xiubo Yi's journal, explained the goal of schema theory as "to specify the interface between the reader and the text –to specify how the reader's knowledge interacts with and shapes the information on the page and to specify how that knowledge must be organized to support the interaction".

The given text does not carry meaning by itself, it only provides directions and clues for readers to retrieve or reconstruct meaning from their previous knowledge. This assumes that comprehension occurs when readers successfully connect the new information from the text with the information in their memory. If the new information does not fit to the readers' schemata, it could be misunderstood or ignored, or the original schemata will be revised.

Schema theory has three types according to Carrell, they are, Linguistic Schemata, Formal Schemata, and Content Schemata, which are closely related to reading comprehension. Linguistic Schemata Linguistic Schemata refers to readers' existing language proficiency in vocabulary, grammar, and idiom. They are the foundation of other schemata. As is known linguistic knowledge plays an essential part in text comprehension.

Without linguistic schemata it is impossible for the reader to decode and comprehend a text. Therefore, the more linguistic schemata a reader has in his mind, the faster the reader acquires information and the better understanding the reader may get. b. Formal Schemata Formal schemata are the organizational forms and rhetorical structures of written texts.

They include knowledge of different text types and genres, and also include the knowledge that different types of texts use text organization, language structures, vocabulary, grammar and level of formality differently. c. Content Schemata Content Schemata refers to the background knowledge of the content area of a text, or topic of a text.

They include topic familiarity, cultural knowledge and previous experience with a field. The third types of schema theory above showed that how existing knowledge of the reader is crucial to get comprehension well. However, the studies proved that readers' content schemata influence their reading comprehension greatly than others.

Content schemata deals with the knowledge related to the content domain of the text, which is the key to understand texts. Weaver states content schemata is the background knowledge, "a reader brings to a text." it means that a reader need to use schemata to bring the background knowledge to the text.

Content schemata is all the chunks of information that a reader has gained through a lifetime of direct and indirect experience. Therefore, this experience and an individual's content schemata will have been profoundly influenced by his mother culture.6 Meanwhile, Brown in Al- Issa journal defines content schemata is what we know about people, the world, culture, and the universe.

In other words, the readers need to use their background knowledge or content schemata regarding to the topic of a text and to know the content area of a text in order to comprehend it. Besides content schemata refers to the familiarity and the culturalspecific, content schemata is part of the individual's cultural orientation since culture affects all aspects of life. It certainly has a major impact on all elements of reading.

Some of these elements include things such as what types of text do people read? What is the purpose of reading? How is reading perceived? What topics are worthy of reading?, the answers to all these questions are usually culturally determined, learned, understood, and put into practice. One cultural orientation appears to be a dominant

force in shaping ones' reading habits.

Therefore, a reader is most likely to fail if his/her cultural schemata is different from the one proposed by the text. As pointed out by Carrell & Eisterhold "one of the most obvious reasons why a particular content schema may fail to exist for a reader is that the schema is culturally specific and is not part of a particular reader's cultural background." Alderson distinguishes three components of content schemata in Dalby's paper, they are: a.

Subject Knowledge Alderson points out that we will comprehend a text better if we have prior knowledge of the subject being discussed. Someone with no knowledge about the topic being discussed would be unlikely to have pragmatic competence of the passage and would have difficulties in pronouncing the words. Reading texts provide to study vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts.

However, good reading texts must be able to introduce interesting topics, stimulates discussion. On the other hand, when readers face with a text, he/she should be able to construct their prior knowledge regarding the subject or topic of the text being discussed.

b. Knowledge of the World Hoey describes schema as a way of organizing knowledge and experience in the brain.

He suggests that when one aspect of a schema is activated, the whole schema becomes available to the reader and, in turn, affects the interpretation of the text. Gilbert calls this phenomenon 'filling in perception' and it has to do with the way our brains store experiences - not as a whole but instead as main ideas which can later be reweave, rather than recalled. Briefly, it is about perception to something.

If someone has more knowledge about something around, he/she certainly are able to comprehend a text related to the something he/she has known. c. Cultural Knowledge Schema theory holds strongest in the area of background cultural knowledge. Bartlett was one of the first to write about the effect of cultural on recall of information.

He suggests that teaching English based on cultural context is provided to help student to overcome problems of comprehension. The study also proved that cultural context can increase the students' ability to make inference. In other words, cultural context is needed in learning process. When students face with comprehension, they have to use content schemata while reading the text.

The three components of content schemata above explained how crucial it works in readers' mind. Readers need prior knowledge, cultural knowledge, experiences, perception and also familiar with topic in order to get comprehension as well as possible. Furthermore, Shellyakins describes in her paper to activating background knowledge or content schemata of the topic is important for several reasons, they are: a.

It gives students the opportunity to bring their minds of information that is relevant to the text are about to read. Doing will help students make connections while reading. b. It gives students the opportunity to learn from one another. When students hear what other students know about a topic, they are often reminded of ideas and experiences of their own related to the topic of the text. c.

It provides the teacher with the opportunity to identify serious background knowledge gaps or misconceptions that might actually get in the way of comprehension. In this research, the writer focused on content schemata because it is more effective in reading comprehension. Carrell (1987) proved it by conducting an experimental study to examine the simultaneous effects of both culture-specific content schemata and formal schemata.

The results indicated that content schemata affected reading comprehension to a

greater extent than formal schemata. Moreover, Joag-dev, and Anderson (1979) investigated two groups of subjects with different cultural heritages, a group of Asian Indians living in the United States and a group of Americans. In short, he showed the clear and profound influence of cultural content schemata on reading comprehension.

Johnson (1982) also investigated the effects of content schemata on 46 Iranian university students. In his study, half of the participants read a text with familiar content while the other half read a text with unfamiliar content. Participants were tested on their comprehension of explicit and implicit information in the texts by answering multiple-choice questions.

Results showed that the text with familiar content was better understood by ESL students than the one with unfamiliar content. Hence, it can be concluded that content schemata is useful for students in understanding reading text. 2.1.2. The Concept of Reading Reading can be seen as an interactive process between reader and a text.

In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning. There are three main theories which explain the nature of learning to read, first, the traditional theory or bottom up processing which focuses on the printed form of a text; second, the cognitive view, or top-down processing enhances the role of background knowledge in addition to what appeared on the printed page; third, the metacognitive view, which is based on the control and manipulation that a reader can have on the act of comprehending a text, and, emphasizes involvement of the reader's thinking about what he is doing in reading. The three main theories can be described by Karlin (1984) as follow: a.

Traditional Bottom-Up View According to Nunan, reading in this view is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text. He referred to this process as the 'bottom-up' view of reading. Basically, behaviorism which influenced the traditional approach became the basis of the audio-lingual method, which sought to form second language "habits" through drilling, repetition, and error correction.

Today, the main method associated with the bottom-up approach to reading is known as phonics, which requires the learner to match letters with sounds in a defined sequence in which reading become a linear process by which readers decode a text word by word, linking the words into phrases and then sentences. Phonics emphasizes on repetition and on drills using the sounds that make up words. The traditional bottom up model has only one interaction between sounds and word.

Information is received and processed beginning with the smallest sound units, and proceeded to letter blends, words, phrases, and sentences. Thus, novice readers acquire a set of hierarchically ordered subskills that sequentially build toward comprehension ability. Having mastered these skills, readers are viewed as experts who comprehend what they read.

In other words, language is viewed as a code and the reader's main task is to identify graphemes and convert them into phonemes. Consequently, readers are regarded as passive recipients of information in the text; meaning resides in the text and the reader has to reproduce it. This model of reading has almost always been under attack as being insufficient and defective for the main reason that it relies on the formal features of the language, mainly words and structure. However, it must be confessed that knowledge of linguistic features is also necessary for comprehension to take place.

To counteract over-reliance on form in the traditional view of reading, the cognitive view was introduced. b. Cognitive View (Top-Down View) In the 1960s a paradigm shift occurred in the cognitive sciences. In this view, reading is not just extracting meaning from a text but a process of connecting information in the text with the knowledge the reader brings to the act of reading which is reading defined as a dialogue between the reader and the text which involves an active cognitive process in which the reader's background knowledge plays a key role in creating meaning.

Rumelhart has described schemata as "building blocks of cognition" which are used in the process of interpreting sensory data, in retrieving information from memory, in organizing goals and sub goals, in allocating resources, and in guiding the flow of the processing system. If our schemata are incomplete and do not provide an understanding of the incoming data from the text we will have problems processing and understanding the text.

In short, reading is a psycholinguistic guessing game, a process in which readers sample the text, make hypotheses, confirm or reject them, make new hypotheses, and so forth. Furthermore, Grabe in Murcia argues that reading is a complex which has six components. One of them is about content/world background knowledge; it is prior knowledge of text-related information and a shared understanding of the cultural information involved in text. In other words, reading is cognitive process that needs background knowledge of the reader in order to understand text. c.

Metacognitive View In the context of reading, meta-cognition involves thinking about what one is doing while reading. Strategic readers do not only sample the text, make hypotheses, confirm or reject them, and make new hypotheses while reading. They also

involve many activities along the process of reading, whose stages can be divided into three, i.e. before reading, while reading, and after reading.

The activities involved before reading are to identify the purpose of the reading, identify the form or type of the text. In the second stage (while reading), they think about the general character and features of the form or type of the text, such as trying to locate a topic sentence and follow supporting details toward a conclusion, project the author's purpose for writing the text, choose, scan, or read in detail, make continuous predictions about what will occur next based on information obtained earlier, prior knowledge, and conclusions obtained within the previous stages.

Finally, in the last stage, they attempt to form a summary, conclude, or make inference of what was read. In conclusion, the three main theories above are the based concept in reading process. Every point points out the way of reading by teacher or students as reader. The writer assumes that reading has important role in our life, therefore, before going to reading, the reader should consider about how crucial the three theories of reading above. 2.1.3.

The Nature of Reading Comprehension According to Nunan (2003), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. On the other hand, it has been called as a passive activity that involves reader's eyes move forwards and backwards across a text depending upon comprehension and intent. However, he controls his speed and relies on schemata and expectation to understand what the writer has written.

Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood. Comprehension is the final goal of reading instruction which needs contributions from one's schemata or prior knowledge. To succeed it, comprehension entails three components of comprehension, they are: a. The reader who is doing the comprehending b.

The text that is to be comprehended c. The activity in which comprehension is a part Reading is a process whereby a reader brings meaning to and gets meaning from printed page. To complete it, he should understand material. However, there is dilemma in comprehending the material.

A student can read the words in the text, but do not understand what he is reading. The problems might be derived from the material, the students, the teachers, or even the strategies applied in teaching and learning reading. So, to teach reading comprehension

effectively, teacher needs to consider the strategies.

Before going to have the strategies, it is better to know taxonomy of reading comprehension. Taxonomy of reading comprehension was designed by Barrett (1968). This taxonomy provides an orderly presentation of categories of reading comprehension, they are:

a. Literal comprehension Literal comprehension refers to an understanding of the straightforward meaning of the text.

Questions of literal comprehension can be answered directly and explicitly from the text, such as asking facts, vocabulary, dates, times, and locations. It is used to make sure that students have understood the basic or surface meaning of the text. b. Reorganization The next type of comprehension is reorganization. Reorganization is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding.

Questions that address this type of comprehension are important because they teach students to examine the text in its entirety, helping them move from a sentence-by-sentence consideration of the text to a more global view. The students may utilize the statements of the author verbatim, or they may paraphrase or translate the author statements. It can be done by classifying, outlining, summarizing, and synthesizing them. c. Inference Making inferences involves more than a literal understanding.

Students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions. They may infer supporting details, main ideas, sequence, comparisons, cause and effect relationships, characters traits, predicted outcomes, and figurative language (meaning inferred). d. Evaluation Evaluation requires the learner to give a global or comprehensive judgment about some aspects of the text.

Evaluative thinking may be demonstrated by asking them to make judgments, such as reality or fantasy fact or opinion; adequacy or validity; appropriateness; worth, desirability, and acceptability. They may compare ideas presented in the reading selection with external criteria provided by the teacher, other authorities, or written sources with internal criteria provided by the students' experiences, knowledge, or values. e.

Appreciation (Affective Domain) Appreciation is like a personal response, it requires readers to respond with their feelings for the text and the subject. The answers are not found in the text; they come strictly from the readers. While no answers are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understanding of the material.

Moreover, Hughes explained that teaching reading must teach about as follows; Identify

pronominal references, main ideas, what kind text involve, topic, supporting details, recognize writer's intention, and making references.16 In this study, the writer uses principle from Hughes. Therefore, it will be foundation and indicators variable Y because it is more complete than the others.

Furthermore, According to Kalayo (2007), there are some activities utilized to facilitate reader comprehend the material in reading comprehension class. They are prereading, while-reading, and post-reading. a. Pre-Reading Activities Pre-reading activity is an activity to prepare students to read the material. In other words, it is aimed to activate existing schemata, build new schemata, and provide information to the teacher about what the students know.

The students can draw on their current knowledge and develop schemata to read given text. The technique can be as simple as brainstorming on the black board. The teacher writes a keyword on the blackboard and then elicits associated words from the students. There are some strategies in pre-reading activities, they are: 1) Predicting Firstly, the teacher should examine the cover illustration and read the title of new book. Then, students are asked to predict what it might be about based on the cover picture, the title, or both.

The reasoning behind their prediction should be discussed. 2) Activating Schema Schema is all existing knowledge and experiences that one has to have. The teacher can ask students to tell about what he or she knows about the subject of the story. Ask them to recall any experiences they have had that might relate to the story. For example by saying "You said you have a cat.

Tell me what your cat does all day and the things it likes to do. What do you think the cat in this story will do?" These activities can then help students understand what the text is about by activating their formal and content schemata and making them familiar with the topic before they begin reading. 3) Conducting Picture Walk This strategy can be used for early readers.

When doing a picture walk, flip through the pages of the book without reading. Use the pictures to give you a general idea of what is going to happen in the book. If there is vocabulary that may not be familiar to child such as "cupboard" or "bonnet" point the words out and explain them in connection with the pictures and the context of the story.

4) Noticing Structure of the text It is an optional one; if there is a need to point out or help the children notice the structure of the text, such as repeated phrase, encourage them to connect it with other similarly structured texts they have read. 5) Forming

Purpose for Reading It can be done by formulating and encouraging the student to come up with two or three predictions or questions before reading. b.

During Reading After students are ready to read the material, they come up to during reading activity. There is interaction between readers and the text. In case, successful independent reading involves integrating three sets of cues (meaning and semantics, syntax or language structure, and visual information). Efficient readers use all three to predict, confirm, and self correct as they read.

c.

Post-Reading While in post reading activity, they do some thing related to the text. It can be a discussion and questions on the text or the issues arose in it to clarify understanding during and after reading. One way to begin this dialogue is through asking questions that elicit responses reflecting the student's thoughts and understandings about the reading.

Moreover, engaging students in a dialogue about something they are about to read can clarify their thinking and help teacher find out what they already know or expect from the material. Based on the explanation above, the writer concludes that comprehension is the important one in reading. Without comprehension, the readers are not able to find out the meaning of the text.

Thus, the students must use the knowledge, skill, and strategies what the meaning of the text talks about. 2.1.4. Factors that Influence Reading Comprehension According to Irwin (1986), To get good comprehension in reading, someone must have many skills and knowledge because in reading text many aspects involved. In this case, Judith states that there are several factors that influence reading comprehension. a.

Prior Knowledge Prior knowledge is so necessary for comprehension that some speculates can often account for a large portion of the difference between successful and unsuccessful comprehension. On the other hand, prior knowledge is needed in comprehending texts. Briefly, when the readers face with reading text, they need to recall their prior knowledge in order to get new information in their memory. b.

Motivation and Interest Comprehension is also improved when the students are motivated and interested. To some extent, teachers facilitate motivation each time they make the task easier by making sure that the students have the requisite skills and schemata. Being interested in the material leads to more motivation and the students read interesting material with greater comprehension than uninteresting material, even when readability level is the same for each. c.

Cultural differences Teachers should be aware of how cultural differences influence the comprehension of individual students. Cultural differences can clearly be related to the differences in prior knowledge, vocabulary, and interest. d. Decoding fluency Finally, students can not be expected to comprehend passage when they are devoting large amounts of attention to identify individual words.

They should be given material they can decode fluently if they develop their

comprehension skill. From the explanation above, it can be concluded that students' comprehension on reading the text can be influenced by considering several factors that has been described above. The factor is also related to students' content schemata. Thus, the teacher should be more attention about the factors to make successful comprehension. 2.2.

Content Schemata and Reading Comprehension According to Al-Issa (2006) Research on the theory of schema had great impact on understanding reading comprehension in ESL and EFL. It made clear the case that understanding the role of schema in the reading process provides insights into why students may fail to comprehend text material.

Research in this area seem to agree that when students are familiar with the topic of the text they are reading (i.e., possess content schema), aware of the discourse level and structural make-up of the genre of the text (i.e., possess formal schema), and skillful in the decoding features needed to recognize words and recognize how they fit together in a sentence (i.e.,

possess language schema), they are in a better position to comprehend their assigned reading. Deficiency in any of the above schemas will result in a reading comprehension deficit. The process of content schemata refers to the knowledge that relative to the content domain of reading materials, which is the key to the understanding of a text.

As a language is not only consisted of vocabulary, grammar and sentence structures, it is also the carrier of different levels of culture. Studies proved that content schemata affect comprehension and remembering more than formal schemata do for text organization. Readers remembered the most when both the content and rhetorical forms were familiar to them while unfamiliar content may cause more difficulties in correct comprehension.

Based on their studies, found that familiar content schemata helped subjects enhance the quality of recall in a story. They suggested that ESL and EFL reading teachers should help students acquire appropiate content and formal schemata for better comprehension of text.20 The appropriate schemata could give them good interpretation about the text.

On the other hand, content schemata has relation toward reading comprehension because when the reader moves back their memory about one topic, it will build the prior knowledge in their memory. Thus, the readers are easier to comprehend the text. Freire and Macedo in Hudson also argue that reading does not consist merely of decoding the written word of language; rather it is preceded by and intertwined with

knowledge of the world. Language and reality are dynamically interconnected.

The understanding attained by critical reading of a text implies perceiving the relationship between text and content. Theoretically, there is great deal of evidences that indicates a relationship between content schemata and reading comprehension. Thus, it can be said that content schemata has an important role in reading process since the readers have awareness to construct and recall their background knowledge of the topic in the text especially on expository text. 2.3.

The Nature of Expository Text Expository text means a text that express the opinion, idea, or argument of the writer based on the phenomena or the topic. Syafi'i et al state that exposition mean the way to give explanation or analyzing to the text or paragraph that supported by controlling idea with information, facts, and illustration. Besides, they also mention the methods to organize exposition text as follows:

a. Explaining processes and procedures; b.

Giving comparison or pro and contra; c. Analyzing cause and effect relationship; d. Criticizing; etc. Furthermore, very common types of exposition text are divided into two types, namely; hortatory exposition text and analytical exposition text. 2.3.1. Writing Expository Paragraph Expository is to give information, to explain why and how.

Most of reading will also be the expository type, such as newspaper, magazine, literature-novel etc. The basic organizational plan for an expository report, essay, or article, is as follows: Table II. 1 The Basic Organizational of Expository Text Introduction Paragraph - The first paragraph in which the author grabs the reader's attention (lead) and tells the reader what the entire piece will be about (topic sentence).

_ _ Body of the Piece - A number of paragraphs, each with a broad yet distinct main idea sentence, which explains what the paragraph is about, followed by a variety of supporting details. (Often times teachers require three paragraphs in the body of the piece, however, two well-developed paragraphs, or 4, 5, or 6, paragraphs work equally as well - the key is for the author to write as many paragraphs as needed to fully explore the topic.

Requiring three paragraphs can result in a formulaic, one size fits all approach that limits the author.) _ _Conclusion Paragraph - The final paragraph which creatively reiterates the main ideas and restates the thesis or topic sentence in a general way. This may be accomplished in a straightforward, although not literal repetition, or it may be implied.

_ _ Furthermore, Meyer states that knowledge of the rhetorical relationship of the ideas-main idea, major ideas, and supporting details-helps readers with their comprehension of the expository texts. He classified these text structures as follows: Table II. 2 Five Expository Text Structures and Their Associated Signal Words Pattern _Description _Cue Words (Signal Words) _Graphic Organizer _ _Description _The author describes a topic by listing characteristics, features, attributes, and examples _for example characteristics for instance such as is like including to illustrate _ / _ _Sequence _The author lists items or events in numerical or chronological sequence, either explicit or implied _first second third later next before then finally after when later since now previously actual use of dates _ 1. 2. 3. 4.

_ _Comparison _Information is presented by detailing how two or more events, concepts, theories, or things are alike and/or different _however nevertheless on the other hand but similarly although also in contrast different alike same as either/or in the same way just like just as likewise in comparison where as yet _ _ _Cause and Effect _The

author <mark>presents ideas, events in time, or facts as causes and the resulting effect(s) or facts that happen as a result of an event.</mark>

_if/then reasons why as a result therefore because consequently since so that for hence due to thus this led to _ _ _Problem and Solution _The <mark>author presents a problem and one or more solutions</mark> to the problem _problem is dilemma is if/then because so that question/answer puzzle is solved _ / _ _

In conclusion, the expository text has five types; they are description, sequence, comparison, cause-effect, and problem solving. They have same purposes to give information to reader.

The closer the match between the reader's schema and the text, the more comprehension occurs. Comprehension depends on knowledge; that is, relating what we don't know to what we already know. Our understanding of a text depends on how much related schema we possess while reading.

Therefore, failure to make sense of a text is caused by the lack of an appropriate schema that can fit within the content of the text. This missing of an appropriate schema can be content, formal or linguistic ones. Content schema refers to the familiarity of the subject matter of the text. It includes an understanding of the topic of the text and the cultural-specific elements needed to interpret it.

Content schema is part of the individual's cultural orientation, and since culture affects all aspects of life, it certainly has a major impact on all elements of reading. Some of these elements include things such as types of text, the purpose of reading, the perception of reading, the views of readers in relation to the writers of the text, the level of textual engagement, the value of the spoken word in relation to the written word, types of reading topics.

One's cultural orientation seems to be a dominant force in shaping one's reading habits. One of the most obvious reasons why a particular content schema may fail to exist for a reader is that the schema is culturally specific and is not part of a particular reader's cultural background.

Relevant Research In order to avoid plagiarism, the writer states two researches dealing with content schemata and reading comprehension, those are from: Ismi Mariati (2005), in her research, she focused on "The Effect of Activating Schemata on Reading Comprehension at the First Year of SMAN 1 Bangkinang". Activating schemata was one of the good techniques, in which having schemata before reading activities is very important because it helped the readers to understand and improve their reading comprehension.

A Schemata needs to diagnose student's prior knowledge and provide necessary background knowledge so they will be prepared to understand what they will read. At the end of her research, she concluded that there were significant differences between the students' reading comprehension taught by activating schemata pre reading plan and not activating schemata through pre-reading.

A research by Syafni Eliza (2011) an alumnus State Islamic University of Sultan Syarif Kasim Riau entitled "The Correlation between Students' Formal Schemata and Their Reading Comprehension of Narrative Text at Science Class of the Second Year of State Senior High School 3 Pekanbaru". It showed that strength of correlation was 0.565. It was categorized as middle correlation.

The result of this research was a positive significant correlation between students' formal schemata and their reading comprehension of narrative text at science class of the second year of state senior high school 3 Pekanbaru. Based on some previous research above, The similarities some previous research that focused on using schemata tehnique to investigate the reading comprehension.

While for the differences, some previous research is focused on narrative text , at the same time the author focus on Expository text. of all the similarities and differences above, essentially it will be very useful to investigate students' abilities especially in reading and proven to have been widely applied to students.

CHAPTER III RESEARCH METHODOLOGY Research Design Research design is commonly defined as the way how the researcher gets the valid data of the research.

This research is quantitative research, it is focused on the product (result of the test) not the process of teaching learning and the objective is to find out the correlation between students schemata and their reading comprehension. According to Ary (2010:22) quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses.

It generally requires a well-controlled setting. In addition, Creswell (2012:619) correlational research are quantitative designs in which investigators use a correlation statistical technique to describe and measure the degree of association between two or more variables or sets of scores.

This kind of correlation is Pearson Correlation because the kind of data correlation is ordinal and interval. There were two variables in this research, independent and dependent variables. Hartono said that independent variable is a variable that gives influence, and dependent variable is the one that is affected by independent variable.

The independent variable is students' content schemata (X) and dependent variable is reading comprehension (Y). (X) (Y) Population and Sample of the Research Arikunto (2010: 72) said the overall population is the subject of research. Agreeing with this notion, Sugiyono (2010:117) states that population is a generalization region involves an object or a subject that has quality and special characteristics in which chosen by the researcher to investigate and make conclusion. It means that population refers to large group.

The population of this research was the second year students of MAN 2 Jombang with total number 104 students. They were divided into 4 classes, XI IPA1, XI IPA 2, XI IPS1, XI IPS 2. Slovin formula was used to choose as the participant. Slovin formula is a formula or formula to calculate the minimum sample size if the behavior of a population is not known with certainty.

This formula was first introduced by Slovin in 1960. This Slovin formula is commonly used in survey research where the number of samples is usually very large, so a formula is needed to get a small sample but can represent the entire population.

One of the methods used to determine the number of samples is using the Slovin formula, the Slovin formula is used if the total population is known. $n = N/(1+Ne^2)$ n : number of samples N : population e : fault tolerance limit (Error tolerance) Based on the

notation of the minimum research sample size formula by Slovin above, if we have 104 people in a population, we can determine the minimum sample to be studied. The set margin of error is 5% or 0.05.

$n = N/(1+Ne^2)$ n = 104 / (1 + (104 x 0,05²) n = 104 / (1 + (104 x 0,0025)) n = 104 / (1 + 0,26) n = 104 / 1,26 n = 82.5396 So If rounded off, the minimum sample size of 104 populations at a margin of error of 5% is 83. The amount of the sample is ==shown in the table== as follows: Table III.1 Population and Sample of the Research No.

_Class _Population _ _1 _XI IPA 1 _20 _ _2 _XI IPA 2 _21 _ _3 _XI IPS 1 _21 _ _4 _XI IPS 2 _21 _ _TOTAL _83 _ _ Technique of the Data Collection After the design of the research was designed, the next step was to draw up the instrument. Research instrument occupies the most important position on the field to obtain the data. Research instrument was defined as tool to measure the nature or social phenomena being observed (Sugiyono, 2014:148). Here, it is purpose as a tool to get the data.

There are two instruments used to conduct this research. They are: Questionnaire To determine the students' content schemata, the instrument used questionnaire. The items of the questionnaire were constructed based on the indicators. The questions consisted of 20 items adopted from Al-Jahwari, & Al-Humaidi (2015). The questionnaire represented the students' answers.

According to Rensis Likert, Likert scale is the most widely used scale in survey research and certainly the one that has found its way into popular culture. The classic use of the Likert scale was to pose questions or items to participants and have them respond using an agreement scale by selecting a number that best represented their response.

Therefore, to determine students' content schemata can be scaled into five categories as follows: Strongly Disagree _Disagree _Undecided _Agree _Strongly Agree _ _1 _2 _3 _4 _5 _ _Multiple Choice Test The test was used to measure students' ==reading comprehension on expository== text. In teaching reading in our curriculum (K13), if the students are able to achieve goal, this means that assessment of reading ability needs to be correlated with purposes of reading. According to Hughes, there are many techniques that can assess the students' comprehension but the writer used multiple choices technique.

Multiple choices technique is a technique that will be designed by using four choices and the respondent chooses one based on the question. This technique can assess the student's reading comprehension. In this research, the writer gave twenty five questions for the respondent. They were based on the indicators of reading comprehension in operational concept.

There were five indicators in reading comprehension and for each indicator the writer made 5 questions. Due to the Covid-19 virus, the expository text test was carried out by the teacher concerned and monitored by the researcher. Validity and Reliability Validity of the Test Every test, whether it is a short, informal classroom test, or a public examination should be as valid as the test constructor can make it. The instrument of the test must aim at providing a true measure.

The instrument of the test is valid if the instrument used can measure the thing that will be measured. The researcher administered try out twice, the researcher carried out in other class that was not included in sample. The purpose of try out was to obtain validity and reliability to the test. It was determined by finding the difficulty level of each item.

= Where: = Correlation product moment x and y ? / = Total x and y X2 = X quadrant Y2 = Y quadrant In the previous study the validity test of this instrument is in 0.768, it means that the validity is Good. According to Arikunto the ranges of validity are: Table III.9 The Classification of Validity No _Classification _Score _ _1 _Excellent _0,800-1,00 _ _2 _Good _0,600-0,800 _ _3 _Fair _0,400-0,600 _ _4 _Poor _0,200-0,400 _ _5 _Very Poor _0,00-0,200 _ _(Arikunto,2010) A test can be said valid if the test measures the object which can be measured and it is suitable for the criteria.

Because of the questionnaire has been tested previously, the researcher tested a new set of questionnaire about content schemata test using SPSS software version 16.0 for windows programme. The items of the questionnaire is valid if the value of the coefficient of the validity is higher than r table or lower than significant tolerance 5% or 0.05.

This validity test used 83 students as a population. 3.4.2. Reliability A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of good test. According to Brown, a reliable test is consistent and dependable. Reliability has to do with accuracy of measurement. The test was reliable when an examinee's result was consistent on repeated measurement.

To obtain the reliability of the test given, the researcher used Kuder Richardson 20 (K-R 20) formula to calculate the reliability of the test. The formula is as follows:
= Where: = Reliability P = Proportion the correct scores q = Proportion the incorrect scores ? / = Total of p times q n = Total items S = Variance total of the test To know the test is reliable or not, the value of r11 must be compared with r product moment.

The value of r11 must be higher than rtable. From the previous study, the value of r11 is 0.977. Then the rtable at 5% grade of significance is 0.381. While rtable at 1% grade significance is 0.487. So, it can be concluded that 0.444<0.977>0.561. In other words, the instrument is reliable because the value of r11 is higher than rtable.

According to (Ary et al, 2010) said that the reliability of measuring instrument is the degree of consistency with measures whatever it is measuring. To make sure that the questionnaire is reliable, the writer uses Cronbach's Alpha Coefficient between 0 and 1. The result of the Content Schemata questionnaire showed that the alpha is 0.922 (a>0.7). It can be concluded that the Content Schemata questionnaire was reliable.

Table 4.2 Reliability of Content Schemata Reliability Statistics _ _Cronbach's Alpha _N of Items _ _.922 _20 _ _ 3.4.3. Normality Because of the sample taken are 83 respondents, so the normality testing uses manual computation by using One-Sample Kolmogorov-Smirnov test that calculate by SPSS 16.0 for windows.

Table 4.5 One-Sample Kolmogorov-Smirnov Test _ _ _ _Unstandardized Residual _ _N _83 _ _Normal Parametersa _Mean _.0000000 _ _ _Std.

Deviation _8.99636132 _ _Most Extreme Differences _Absolute _.145 _ _ _Positive _.069 _ _ _Negative _-.145 _ _Kolmogorov-Smirnov Z _1.324 _ _Asymp. Sig. (2-tailed) _.060 _ _a. Test distribution is Normal. _ _ _ _ _ _ _ From the data computation above, can be interpret that if the significance score is > 0.05 it means that the normality data is normal distribution. If the significance score is < 0.05 it means that the normality data is not normal distribution.

From the data computation above, we can see that the significance score of One-Sample Kolmogorov-Smirnov test is 1.324, it means that the normality data is normal distribution. Technique of the Data Analysis For the technique of data analysis, the researcher applied a quantitative analysis.

According to David Nunan(2002), quantitative research describes a research problem thought a description of trends or a need for an explanation of the relationship among variables by collecting numeric data from a large number of people using instruments with present question and responses. Considering both variables as ordinal and interval data, thus, the writer used Pearson Correlation formula in analyzing and calculating the data.

The collective data were analyzed by using the following formula:

rser = Where: rser : Serial Correlation Coefficient SD : Standard Deviation Or : The Lower Ordinate Ot : The Higher Ordinate M : Mean Score p : Individual Furthermore, to categorize how big strength of correlation between content schemata and reading comprehension on expository text of the second year students at MAN 2 Jombang, the researcher used categories in Hartono's book. They are: Table III.2

Interpretation of Correlation Coefficient Coefficient Interval _Level of Correlation _ _0.00-0.200 _Very Low _ _0.200-0.400 _Low _ _0.400-0.700 _Middle _ _0.700-0.900 _Strong _ _0.900-1.00 _Very Strong _ _(Hartono,2008) The data of students' content schemata should be calculated by formula below: P = F x 100%

N Where : P : Percentage F : Frequency N : Number of items Furthermore, the data of reading comprehension should be scored by formula below: S = R x 100%

N Where: S : Individual Score R : Number of Correct Answer N : Number of Items Table III.3

The Classification of Students' Score The Score Level _Category _Level _ _80-100 _Very Good _High _ _66-79 _Good _Middle _ _56-65 _Enough _Low _ _40-55 _Less _Very Low _ _30-39 _Fail _Bad _ _(Arikunto,2010) Meanwhile, in order to get easy in analyzing the data, the researcher used SPSS 17.0 program to Windows. The product moment correlation coefficient was obtained by considering the degree of freedom (df) = N-nr; (N=number of sample, nr= number of variable) Statistically, the Hypotheses are: Ha: > r table Ho: ro< r table Ha is accepted if ro> r table or there is a significant correlation between the students' content schemata and reading comprehension on expository text.

Ho I s accepted if ro<r table or there is a significant correlation between the students' content schemata and reading comprehension on expository text.

CHAPTER IV RESEARCH FINDINGS In this chapter, the researcher presented his research finding that was obtained through analyzing the data. It was about correlation between content schemata and reading comprehension on expository text of the Second Year Students at MAN 2 Jombang.

The researcher found that there were two variables in this research, variable X and variable Y. To test these variables, the researcher gave questionnaire to determine the students' content schemata (X) and multiple choices test (Y) to test the students' reading comprehension on expository text. 4.1. Research Finding 4.1.1.

Descriptive Statistic of Students' Content Schemata To analyse the data easier the questionnaire uses the Likert scale to measure the level of students' content schemata. Therefore, to determine students' content schemata can be scaled into five categories as follows: Strongly Disagree _Disagree _Undecided _Agree _Strongly Agree _ _1 _2 _3 _4 _5 _ _ To get data of students' content schemata, the researcher gave them questionnaire which consisted of 20 items.

It was developed from five indicators of content schemata in operational concepts. Every indicator had four questions. The score was categorized based on the formula and the category presented at the end of chapter III. To know the percentage of students' content schemata, it can be seen in the following table. Table 4.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Content Schemata	83	35.00	87.00	74.1446	14.48054	209.686
Expository Text	83	35.00	85.00	75.0843	9.27783	86.078
Valid N (listwise)	83					

The analysis of the scores on the Content Schemata revealed that the minimum score is 35, the maximum score is 87, and the mean score is 74.14. This score shows that the students MAN 2 Jombang from XI class learn best when they do the Content Schemata Test.

The analysis of the scores on the Expository text test revealed that The minimum score is 35, the maximum score is 85, and the mean score is 75.08. its seems that the students reading comprehension to learn expository text was average. 4.1.2. Data Presentation of Students' Content Schemata Questionnaires The researcher analyze all items used SPSS 25 program to check frequency of the students' answer of the self-esteem questionnaire. The result can be seen on the following table.

No	Statement	SD	D	N	A	SA
1	I Remember My Previous Knowledge When I Read Expository Text	22.9%	18.1%	32.5%	0%	26.5%
2	I Like to Read News with Opinions, and Arguments	22.9%	22.9%	31.3%	10.8%	12%
3	I Like to Read Expository Text Related to My Experience	4.8%	48.2%	0%	47%	0%
4	I Like to Read Expository Text Related to My Culture	10.8%	4.8%	18.1%	39.8%	26.5%
5	I Like to Give Comment When I Read an Expository Text	10.8%	0%	26.5%	60.2%	2.4%
6	I Recall My Prior Knowledge to Get New Information When I am Reading Expository Text	4.8%	0%	10.8%	25.3%	59%
7	I Choose Topic That Familiar with Me	2.4%	13.3%	26.5%	50.6%	7.2%
8	I Imagine That Topic in Expository Text is about Experience	2.4%	10.8%	28.9%	39.8%	18.1%
9	I am Interested in Reading Expository Text That Deals with My Environment	2.4%	13.3%	0%	63.9%	20.5%
10	I Can Imagine the Information That I Get from Reading an Expository Text	2.4%	10.8%	0%	4.8%	81.9%
11	I Use My Prior Knowledge to Comprehend Expository Text	2.4%	8.4%	4.8%	31.3%	53%
12	I Would Like to Share My Idea about Topic of Expository Text to My Friends	2.4%	8.4%	2.4%	25.3%	61.4%
13	I and My Friend Discuss Topic in Expository Text about Life Experience	0%	4.8%	2.4%	88%	4.8%
14	I Prefer to Read Expository Text Related to Topic about My Country	2.4%	2.4%	6%	51.8%	37.3%
15	I Imagine That Topic in Expository Text is about Phenomena Around	0%	10.8%	0%	60.2%	28.9%
16	I and My Friend Prefer to Discuss about our Previous Knowledge When We Identify the Main Idea of Expository Text	0%	10.8%	0%	7.2%	81.9%
17	I and My Friend Prefer to Discuss Topic in Expository Text That Familiar with Us	16.9%	2.4%	8.4%	54.2%	18.1%
18	I Prefer to Preview My Experience in Comprehending Expository Text	2.4%	16.9%	10.8%	27.7%	42.2%
19	I and My Friend Prefer to Choose Domestic Topic than Foreign Topic	2.4%	2.4%			

_2.4% _68.7% _24.1% _ _20 _I and My Friend Assume That the Topic on Expository Text about Environment _0% _13.3% _24.1% _34.9% _27.7% _ _ To make clearer about the category of students' content schemata, the researcher provided distributive frequency of students' content schemata as follows: Table IV.20 Frequency of Students' Content Schemata Based on Questionnaire The Score Level _Level _Frequency _Percentage _ _80-100 _High _56 _67% _ _66-79 _Middle _10 _12% _ _56-65 _Low _6 _7% _ _40-55 _Very Low _8 _10% _ _30-39 _Bad _3 _4% _ _ 4.1.3. Analysis Statistics a.

Validity Arikunto (Suharsimi Arikunto, 2013) states that validity is a condition that describes the instruments are able to measure what will be measured. In this section, the researcher used Pearson Product Moment formula trough SPSS 25 program. Level of error at 5% (a = 0.05) with minimum coefficient > 0.213 for 84 sample. The formula in the following table: Table 4.13 The Criteria of Validity Formula _Conclusion _ _r count = r table _Valid _ _r count < r table _Invalid _ _(George & Mallery, 2003) Table 4.14 Validity of Questionnaire Item _r count _r table _Conclusion _ _1 _0.448 _0.213 _Valid _ _2 _0.382 _0.213 _Valid _ _3 _0.399 _0.213 _Valid _ _4 _0.531 _0.213 _Valid _ _5 _0.498 _0.213 _Valid _ _6 _0.506 _0.213 _Valid _ _7 _0.518 _0.213 _Valid _ _8 _0.429 _0.213 _Valid _ _9 _0.550 _0.213 _Valid _ _10 _0.643 _0.213 _Valid _ _11 _0.608 _0.213 _Valid _ _12 _0.553 _0.213 _Valid _ _13 _0.308 _0.213 _Valid _ _14 _0.300 _0.213 _Valid _ _15 _0.566 _0.213 _Valid _ _16 _0.647 _0.213 _Valid _ _17 _0.409 _0.213 _Valid _ _18 _0.565 _0.213 _Valid _ _19 _0.347 _0.213 _Valid _ _20 _0.395 _0.213 _Valid _ _ Reliability In this research, the researcher used Cronbach's Alpha technique using SPSS 25 to find out the reliability of the instrument.

Muijs (2004) states that the instrument is reliable if the alpha is more than 0.7. The formula and result of Cronbach's Alpha testing for reliability in the following table. Table 4.15 Range of Reliability Coefficient of Cronbach' Alpha _Reliability Level _ _ a = 0.9 _Excellent _ _0.8 = a < 0.9 _Good _ _0.7 = a < 0.8 _Acceptable _ _0.6 = a < 0.7

_Questionable _ _0.5 = a < 0.6 _Poor _ _ a < 0.5 _Unacceptable _ _(Hatcher, 1994) Table 4.16 Reliability Statistics Result Reliability Statistics _ _Cronbach's Alpha _N of Items _ _.922 _20 _ _ Based on statistical analysis above, the result of the reliability is 0.933 or higher than a >0.7.

Thus, the researcher concluded if the instrument of questionnaire was reliable or trustworthy. Normality Test Normality testing is to measure whether the data is distributed normally or not. This testing is a requirement before the data is analysed. The researcher used Kolmogorov-Smirnov normality testing.

Dahlan (2009) in Oktavia and Notobroto (2014) states that Kolmogorov-Smirnov

normality testing is appropriate for research with samples more than 50. Therefore, it is appropriate for this research because the number of samples is 83. The data is normal if probability (Sig.) more than 0.05 and data is not normal if probability (Sig.) is less than 0.05 (Tamam: 2015). Table 4.17 Normality Test One-Sample Kolmogorov-Smirnov Test _ _ _ _Unstandardized Residual _ _N _83 _ _Normal Parametersa _Mean _.0000000 _ _ _Std. Deviation _8.99636132 _ _Most Extreme Differences _Absolute _.145 _ _ _Positive _.069 _ _ _Negative _-.145 _ _Kolmogorov-Smirnov Z _1.324 _ _Asymp. Sig. (2-tailed) _.060 _ _a.

Test distribution is Normal. _ _ _ _ _ _Based on table 4.17, it showed probability (Asymp. Sig) of self-esteem & speaking ability are 0.06 or > 0.05 which means that the data distribution is normal.

4.2 The Result of Hypothesis Testing This research is a correlational quantitative research. Thus, to know the correlation between two variables, the researcher used Correlation Product Moment technique which was developed by Carl Pearson.

That formula was used to find out the correlation coefficient "r" product moment between X and Y. The criteria are discussed as follows: 1. Hi (The alternative hypothesis): There is significant correlation between content schemata and reading comprehension on expository text of the second year students at MAN 2 Jombang. 2.

Ho (null hypothesis): There is no significant correlation between content schemata and reading comprehension on expository text of the second year students at MAN 2 Jombang. After collecting all the data needed, the next step is analyzing the data. The data will collect from the total of 83 samples, the sample taken from the XI students from MAN 2 Jombang.

For analyzing the relationship between content schemata and reading comprehension on expository text the researcher uses Pearson Product Moment Formula, because the variables are consists ordinal and interval scale. The correlation will calculate by using SPSS 16.0 windows program. As follows: Table 4.18 Correlations _ _ _ _VAR00027 _VAR00005 _ _VAR00027 _Pearson Correlation _1 _.244* _ _ _Sig. (2-tailed) _ _.026 _ _ _N _83 _83 _ _VAR00005 _Pearson Correlation _.244* _1 _ _ _Sig. (2-tailed) _.026 _ _ _ _N _83 _83 _ _*. Correlation is significant at the 0.05 level (2-tailed). _ _ Depend on the result of Table 4.

above, it can be seen that Content Schemata has Positive relationship with the students reading comprehension on expository text, it can be interpreted that total of sample is 83 students and significance level is 5% or 0,05, rtable for 83 students is 0.213, this is higher than rtable. So it can be compared that rxy is higher than rtable 0.244 > 0.213.

According to Arikunto (2008) said that the level of significant can be divided into some level to describe the strength of the correlation. As follows: Table 4.19 Level of Significance The "r" Value _Interpretation _ _0.00–0.19 _Considered as No correlation _ _0.20-0.39 _Low correlation _ _0.40-0.59 _Medium correlation _ _0.60-0.79 _High correlation _ _0.80-1.00 _Perfect correlation _ _ (Arikunto,2008) From the level of significant above, it can be concluded that Ha (Alternative hypothesis) is accepted and H0 is rejected.

It can be concluded that Content Schemata has Positive correlation with students' reading comprehension on expository text, with categorization of "Low correlation". 4.3 Discussion This part explains the finding by analysing and reflecting of the previous

study to get detail explanation toward the findings. This part the researcher focuses on the correlation between students' content schemata and students' reading comprehension on expository text.

The researcher found that there were two variables in this research, variable X and variable Y. To test these variables, the researcher gave questionnaire to determine the students' content schemata (X) and multiple choices test (Y) to test the students' reading comprehension on expository text. A test can be said valid if the test measures the object which can be measured and it is suitable for the criteria.

The items of the questionnaire is valid if the value of the coefficient of the validity is higher than r table or lower than significant tolerance 5% or 0.05. This validity test used 83 students as a population, so the Rtable that the researcher used is 0.213. To make sure that the questionnaire is reliable, the writer uses Cronbach's Alpha Coefficient between 0 and 1.

The result of the Content Schemata questionnaire showed that the alpha is 0.922 (a>0.7). It can be concluded that the Content Schemata questionnaire was reliable. The normality testing uses manual computation by using One sample Kolmogorov Smirnov that calculate by SPSS 16.0 for windows. If the significance score is > 0.05 it means that the normality data is normal distribution. If the significance score is < 0.05 it means that the normality data is not normal distribution.

The significance score of Content Schemata is 0.06 it means that the normality data is normal distribution. To get data of students' content schemata, the researcher gave them questionnaire which consisted of 20 items. It was developed from five indicators of content schemata in operational concepts. Every indicator had four questions.

The analysis of the scores on the Content Schemata revealed that the minimum score is 35, the maximum score is 87, and the mean score is 74.14. This score shows that the students MAN 2 Jombang from XI class learn best when they do the Content Schemata Test. The analysis of the scores on the Expository text test revealed that The minimum score is 35, the maximum score is 85, and the mean score is 75.08.

its seems that the students reading comprehension to learn expository text was average. For analyzing the relationship between content schemata and reading comprehension on expository text the researcher uses Pearson Product Moment Formula, because the variables are consists ordinal and interval scale. The correlation will calculate by using SPSS 16.0 windows program.

The total of sample is 83 students and significance level is 5% or 0,05, rtable for 83 students is 0.213, this is higher than rtable. So it can be compared that rxy is higher than rtable 0.244 > 0.213. it can be concluded that Ha (Alternative hypothesis) is accepted and H0 is rejected. It can be concluded that Content Schemata has Positive correlation with students' reading comprehension on expository text, with categorization of "Low correlation".

According to Yule (1996:87) stated that a schema is existing knowledge structure in memory of human. Someone has a different memory, therefore the schemata that owned of human is definitely different. It can be seen at the result of content schemata test that the students get a different score because they have a different schemata.

The result showed that there are 20 students got correlation between students' content schemata and their reading comprehesion. Based on the result of the students' content schemata and their reading comprehension. The researcher found that the students who have good content schemata also have good reading comprehension ability too.

However, the previous findings stated that the results of research on content schemata and reading comprehension in expository text were not correlated. Because the sample used previously was too small, namely 32. The less sample used will affect the results of the calculation of the correlation of a study. So the researcher used the Slovin method to determine the new sample, and obtained the results of 83 samples.

When the sample is changed, the previously not correlated results are now positively correlated. A undirectional relationship is called a positive correlation, while a relationship that is in the opposite direction is called a negative correlation. Called Positive Correlation, if two variables (or more) are correlated, running parallel; means that the relationship between two (or more) variables shows the same direction.

In the Previous study, Ismi Mariati (2005), in her research, she focused on "The Effect of Activating Schemata on Reading Comprehension at the First Year of SMAN 1 Bangkinang". Activating schemata was one of the good techniques, in which having schemata before reading activities is very important because it helped the readers to understand and improve their reading comprehension.

A Schemata needs to diagnose student's prior knowledge and provide necessary background knowledge so they will be prepared to understand what they will read. At the end of her research, she concluded that there were significant differences between the students' reading comprehension taught by activating schemata pre-reading plan and not activating schemata through pre-reading.

A research by Syafni Eliza (2011) an alumnus State Islamic University of Sultan Syarif Kasim Riau entitled "The Correlation between Students' Formal Schemata and Their Reading Comprehension of Narrative Text at Science Class of the Second Year of State Senior High School 3 Pekanbaru". It showed that strength of correlation was 0.565. It was categorized as middle correlation.

The result of this research was a positive significant correlation between students' formal schemata and their reading comprehension of narrative text at science class of the second year of state senior high school 3 Pekanbaru. Based on some previous research above, The similarities some previous research that focused on using schemata tehnique to investigate the reading comprehension.

While for the differences, some previous research is focused on narrative text, at the same time the author focus on Expository text. of all the similarities and differences above, essentially it will be very useful to investigate students' abilities especially in reading and proven to have been widely applied to students.

CHAPTER V CONCLUSION AND SUGGESTION Based on the finding and discussion, this chapter presents the conclusion of the research and giving suggestions for teachers, students, and future researchers. The results of the findings and discussion of this study can be presented as a representation as follows: 5.1. Conclusion Reading is an interactive process between reader and a text that needs background knowledge or schemata to better comprehension.

Carrell and Eisterhold states there are several kinds of schemata that can affect reading comprehension. One of them is Content Schemata; the background knowledge of the content area of a text, or topic of a text. They include topic familiarity, prior knowledge, cultural knowledge and previous experience with a field.

Based on the data analysis and research finding in chapter IV, finally the research about the correlation between content schemata and reading comprehension on expository text of the second year students at MAN 2 Jombang can be concluded that the students' content schemata was 0.244. It was categorized Low level. Furthermore, the researcher found that there was significant correlation between content schemata and reading comprehension on expository text of the second year students at MAN 2 Jombang. In conclusion, Ha (Alternative hypothesis) is accepted and H0 is rejected.

It can be concluded that Content Schemata has Positive correlation with students' reading comprehension on expository text, with categorization of "Low correlation".. 5.2. Suggestion a. To student 1. It is better for the students to review the previous lessons at home in accordance with reinforcing their understanding about the subject matters to reinforce their schemata. 2. It is better for the students to try to be active in pre-reading activities and also other activities in English classes. 3.

It is better for the students to have good critical thinking in order to develop their reading comprehension of several types of text, especially narrative text. 4. It is better for the students to realize their needs to develop understanding in studying English. b. To teacher 1. It is better for the English teacher to review the previous lessons in accordance with reinforcing students' understanding about the subject matters to reinforce their schemata. 2. It is better for the English teacher to open the class by pre-reading activities in order to reinforce students' schemata. 3.

It is better for the teacher to provide enough facilities and creative media in order to develop students' reading comprehension of several types of text.

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