

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.

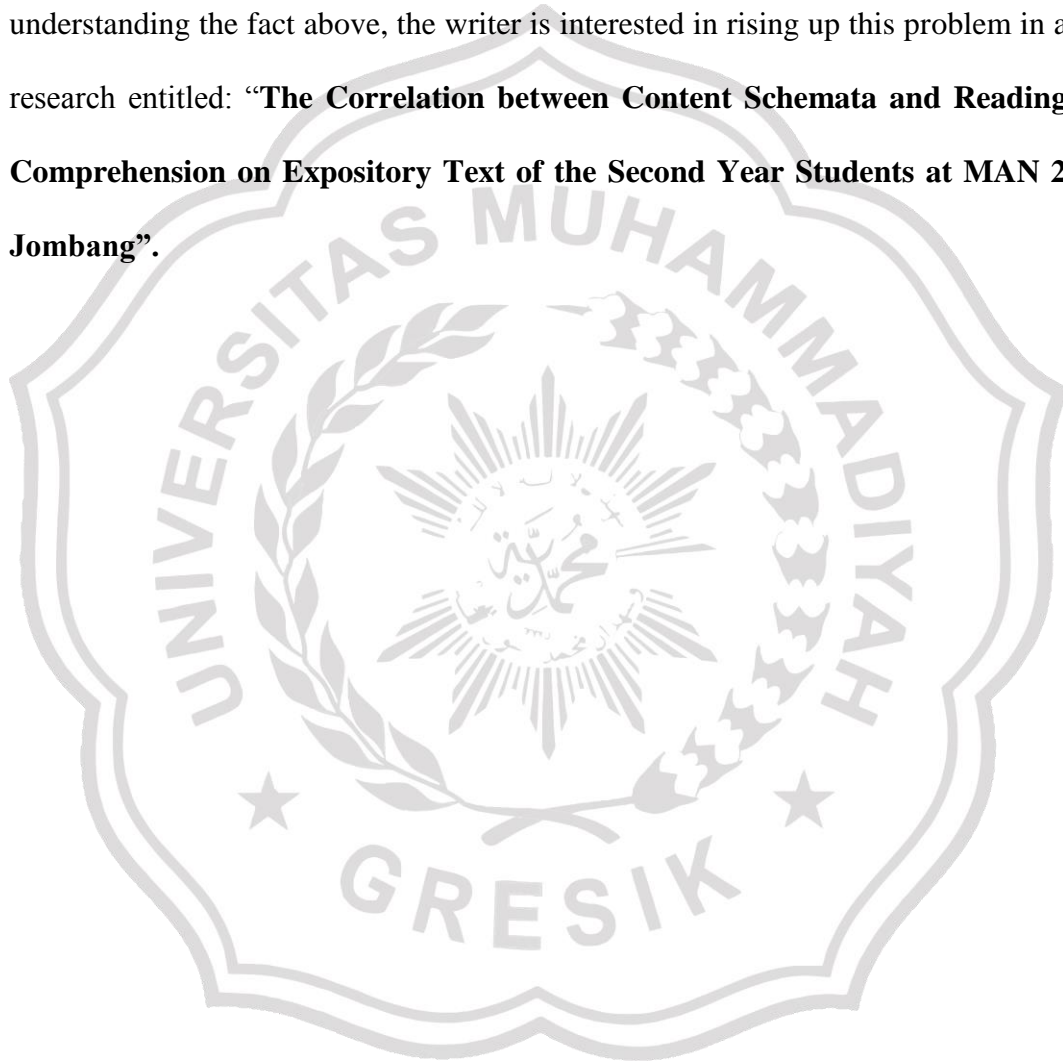
Based on the issues above, the researcher intends to examine if there is a significant correlation between content schemata and reading comprehension by students in second grade of Senior High School.

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

- a. 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.

1.4. Hypothesis

a. The Alternative Hypotheses (H_a)

There is significant correlation between content schemata and reading comprehension on expository text of the second year students at MAN 2 Jombang.

b. The Null Hypotheses (H_0)

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

- a. 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,
- b. 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,
- c. 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.

