

CHAPTER II

REVIEW OF 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 play 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. 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.

a. 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 cultural specific, 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 appropriate 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

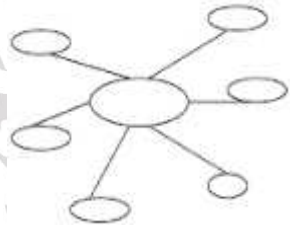
The Basic Organizational of Expository Text

<p>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).</p>
<p>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.)</p>
<p>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.</p>

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • first • second • third • later • next • before • then • finally 	<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____

		<ul style="list-style-type: none"> • after • when • later • since • now • previously • actual use of dates 	
Comparison	Information is presented by detailing how two or more events, concepts, theories, or things are alike and/or different	<ul style="list-style-type: none"> • 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 	<pre> graph TD A[] --- B[Alike] A --- C[Different] B --- B1[] B --- B2[] B --- B3[] C --- C1[] C --- C2[] C --- C3[] </pre>

		<ul style="list-style-type: none"> • in comparison • where as • yet 	
Cause and Effect	The author presents ideas, events in time, or facts as causes and the resulting effect(s) or facts that happen as a result of an event.	<ul style="list-style-type: none"> • if/then • reasons why • as a result • therefore • because • consequently • since • so that • for • hence • due to • thus • this led to 	<pre> graph LR Cause --> Effect1[Effect #1] Cause --> Effect2[Effect #2] Cause --> Effect3[Effect #3] </pre>
Problem and Solution	The author presents a problem and one or more solutions to the problem	<ul style="list-style-type: none"> • problem is • dilemma is • if/then • because • so that • question/answer • puzzle is solved 	<pre> graph TD Problem --> Solution </pre>

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.

2.4 Relevant Research

In order to avoid plagiarism, the writer states two researches dealing with content schemata and reading comprehension, those are from:

1. 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.
2. A research by Syafni Eliza (2011) an alumna 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 tehniqe 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.

