

THE CORRELATION BETWEEN SCHEMATA AND READING COMPREHENSION IN MAKING SENSE OF NARRATIVE TEXT

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Abstract: The objectives of this research are to investigate whether there is any significant correlation between students' schemata and their reading comprehension in narrative text; and to find out what type of schemata mostly used by students' in comprehending narrative text. This research was a quantitative by nature. The research design used a co-relational design of ex post facto design. The samples of the research were selected by using simple random sampling. The data were collected by means of test and were analyzed by using SPSS at the significant level 0.01. Based on the data analysis, the result showed that there was a significant correlation between students' schemata and their reading comprehension. The result showed that r_{xy} is 0.841 with N 36, degree of freedom (df) N-2 to the real level $\alpha = 0.01$ while r_{table} is 0.4238. Thus, $r_{xy} > r_{table}$; meaning the correlation is significant. Therefore, the research hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. Another result found that content schemata is the most schemata type used by students'. The researcher assumes that the students who have good schemata also have good reading comprehension ability too.

Key words: narrative text, reading comprehension, schemata

KORELASI ANTARA SKEMATA DAN KEMAMPUAN PEMAHAMAN MEMBACA DALAM MEMBUAT ARTI DARI TEKS NARASI

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Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui apakah ada korelasi signifikan antara skemata siswa dan pemahaman membaca mereka pada teks narasi; dan untuk mencari tahu apa jenis skemata yang banyak digunakan oleh siswa dalam memahami teks narasi. Ini adalah sebuah penelitian kuantitatif natural. Desain pada penelitian ini menggunakan desain co-relational yaitu desain ex-post facto. Sampel dari penelitian itu dipilih dengan menggunakan random sampling sederhana. Data yang dikumpulkan dengan cara menguji dan dianalisis dengan menggunakan spss di tingkat nyata 0,01. Berdasarkan data analisis, hasil penelitian menunjukkan bahwa ada korelasi signifikan antara skemata siswa dan pemahaman dalam membaca mereka. Hasil penelitian menunjukkan bahwa r_{xy} adalah 0.841 dengan N 36, derajat kebebasan (df) n-2 tingkat nyata = 0,01., sementara r_{table} adalah 0.4238. Dengan demikian, $r_{xy} > r_{table}$; berarti korelasi signifikan. Karena itu, hipotesis penelitian (H_1) telah diterima dan null hipotesis (H_0) telah ditolak. Hasil lain yang ditemukan adalah bahwa konten skemata adalah yang tipe skemata yang paling sering digunakan atau dijawab oleh siswa. Peneliti berasumsi bahwa para siswa yang mempunyai skemata yang baik maka akan memiliki kemampuan pemahaman dalam membaca yang baik juga.

Key words: pemahaman membaca, skemata, teks narasi.

INTRODUCTION

There are four basic language skills, one of them is reading. Reading is one of the most important skills in the process of language learning. Readers will get the information and new knowledge from reading. At the school, comparing to other skills, reading may be considered as the most frequently used skill. Reading is the process includes an interaction between the reader and the writer. The reader tries to interpret the meaning presented by the writer. 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.

Actually, the students have learnt about reading text, but at the fact there are many students' who are confused about what they have read; especially students in Senior High school. The students' ability to comprehend a reading text of the students is unsatisfactory. It was based on pre-survey at the first year of SMAN 2 Kotabumi, North Lampung. The researcher found that the students get difficulties in comprehending the text or answering the question of the reading text.

Based on the pre-survey, the student's score do not achieve the target. The KKM for English subject in this school is 70 but the student's reading comprehension still under 70. The Average of pre-survey result is 60. The researcher has interviewed the students who get a low score when the pre-survey conducts. The researcher found, why the students get difficulties in comprehending or answering the question of reading text. It is due to the fact that they ability in reading skills is very low. Students are less motivation to read the reading text before they answered the question. So that the students get difficulties in comprehending the text and they cannot interpret the meaning of the text well.

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.

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.

Based on the issues above, the researcher intends to examine if there is a significant correlation between schemata and reading comprehension and also to

know what type of schemata mostly used by students in first grade student of Senior High School. In this research, the researcher uses 3 types of schemata to testing the students' schemata; they are content schemata, formal schemata and linguistic schemata. According to Aebersol and Field (1997: 16-17) there are three types of schemata, contents schemata, formal schemata, and linguistic schemata.

In line with the KTSP requirement, the researcher focused in narrative text. Narrative text is one of reading text that is mostly used in reading test. This is a simple text but many students in the first year of senior high school still have difficulties to find main idea and specific information of narrative text. Based on the interview when the researcher hold pre-survey on SMAN 2 Kotabumi, the students were more interested in reading narrative text because narrative text is a reading text form a story.

From that statement, the researcher intends to investigate whether or not there is correlation between students' schemata and their reading comprehension ability in narrative text and what type of schemata mostly used by students at the first grade of SMAN 2 Kotabumi, North Lampung.

METHOD

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. In this research there is no control group and no treatment to the subject, thus ex-post facto design was used in this research.

Hatch and Farhady (1982: 26) state that ex-post facto design is often used when the researcher does not have control over the selection and manipulation of the independent variable.

The sample of this research is only one group, the data taken by a schemata test and a reading comprehension test on the sample. It can be formulated as follows:

T1 T2

Where:

T1 : the test of schemata

T2 : the test of reading comprehension

The participants of the research were the first-year students of SMAN 2 Kotabumi of 2012/2013 school year. The sample of this research was simple random sampling. Simple random sampling was used to choose which class would be taken as the participant, the name of each class was written on a piece of paper, and then the pieces were rolled and put in a box, the box was shaken and the piece that came out indicated the name of the class that was taken as the sample. The researcher took class X.6 as tryout class and X.3 as sample class of the research.

RESULT AND DISCUSSION

The tests were held on 15th – 18th January 2013 to the 36 students of X.3 class of SMA N 2 Kotabumi. The tests comprised of schemata test and reading test. Before the researcher gave schemata test, the previous day researcher gives the story that can be a story of schemata test.

To know the result of schemata students, the researcher distributed 30 items schemata test consist of three types of schemata. There are 12 items content schemata, 10 items formal schemata, and 8 items linguistic schemata. The result of student's schemata shows that the mean score was 66.6; the highest score was 87 (two students); and the lowest score was 43 (one student). The mode score was 60 (six students), and the median is 67. Besides that, there were 9 students (25%) who got score below 60. So, it can be stated that there were 27 students (75%) who got the score 60-87.

To know the result of reading comprehension students, the researcher was distributed 30 items reading comprehension test consist of identify the main idea, vocabulary, specific information, inference and reference. The result of reading comprehension showed that mean score was 64.9; the highest was 83 (one student); the lowest score was 47 (three students). The mode score was 70 (six students), and median score was 67. Besides that, only 10 students (27.8 %) got score below 60. So it can be stated that 25 students (69.4 %) got score 60-87.

In order to know whether there is any significant correlation between students' schemata and their reading comprehension, the correlation is calculated by using Pearson Product Moment Coefficient Correlation (SPSS 16.0)

Based on the calculation, the researcher found that there is a significant correlation between students' schemata and their reading comprehension at the first year of SMA N 2 Kotabumi. The correlation is significant if $r_{xy} > r_{table}$. The result shows the calculation that the r_{xy} is 0.841 with N 36 to the real level $\alpha = 0.01$ while r_{table} is 0.4238 where degree of freedom (df) 34 at the level of

significant 0.01. Thus, $r_{xy} > r_{table}$; meaning the correlation is significant. Therefore, the research hypothesis (H_1) is accepted and the null hypothesis (H_0) was rejected. The values 0.841 show that there is a positive significant correlation between students' schemata and their reading comprehension.

The coefficient correlation between students' schemata and their reading comprehension is 0.841. It is higher than critical value of the table ($r_{table} = 0.4238$) where degree of freedom (df) 34 at the level of significant 0.01. The result states there is positive significant correlation between students' schemata and their reading comprehension.

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 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' schemata and their reading comprehension but 16 students have not correlation between students' schemata and their reading comprehension.

Based on the result of students' schemata and their reading comprehension, the researcher found that the students who have good schemata also have good reading comprehension ability too.

The researcher administered 30 items schemata for schemata test consist of three type schemata, there are 12 items content schemata (40%), 10 items formal schemata (33.3%) and 8 items linguistic schemata (26.7%). The items get from

previous tryout test that administered 45 items schemata test consist of 15 content schemata, 15 items formal schemata, and 15 items linguistic schemata.

Beside that the researcher found that the result of second research question. The result showed that the type schemata mostly used by students is content schemata. It can be said that students more interesting with content of the text than other type schemata. Students more easily to understand and remember the content of the story, so they most used content schemata.

CONCLUSIONS AND SUGGESTIONS

Based on the result of the data analysis and discussion, the researcher draws two major conclusion.

First, there is positive significant correlation between students' schemata and their reading comprehension. The coefficient correlation between students' schemata and their reading comprehension is found to be very high with index correlation 0.814. It is higher than critical value taken from the table in the significant level.

Second, the researcher found that students mostly used content schemata when they answered the schemata test. The students are good in formal schemata also good to finding information and identify the main idea in reading comprehension test, because finding information and identify main idea related to the content of the story. The students are more easily to understand and remember content of the text ever they read or they heard. Before the researcher administered schemata test, at the previous day the researcher gave a story that can be story of schemata test. The researcher assume that not all student have background knowledge about

the story, so the researcher gave the story before administering schemata test to activating the students schemata.

Besides the researcher found that there is correlation between students' schemata and reading comprehension, the researchers had been seen schemata test results and reading comprehension test result and the researcher assumes that students who have a good score in schemata test also can get good score in reading comprehension.

Based on the discussion and conclusion previously presented, the researcher would like to give some suggestion as follow:

1. Teacher

For English teacher, it is recommended to activate students' schemata by giving some information before giving them some test.

2. Students

- The student should use their schemata to answer reading comprehension test.
- The students should improve their reading ability by doing a lot of practice of reading English text, story, essay, etc. because a schema is gotten by many activities, one of the activities is reading so that it can improve a person's schemata.

3. Further Research

- To further research, it is suggested to investigate correlation between schemata to other skills, such as writing, speaking, or listening skills.

- The researcher suggest for further research to compare schemata with other technique to teaching English.

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