

The Contribution of Students Schemata Toward Students Reading Comprehension Achievement at Fourth Semester of Lakidende University Learners

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ABSTRACT

The contribution of Schemata toward Reading Comprehension: A Case of their contribution at fourth semester of Lakidende University learners. Schemata have an important role in the process of reading. With regard to reading in a foreign language, one crucial determinant of reading comprehension is the amount of background knowledge readers have. Although readers can turn printed symbols into sounds and word accurately, it cannot guarantee their comprehension. Inadequate background knowledge especially cultural one can have an effect on reading comprehension.

The objective of this study are to find out the contribution of students schemata toward students reading comprehension achievement at fourth semester of Lakidende University learners. The population of this research are all the fourth semester of lakidende university learners who enrolled in academic year 2020/2021 with 17 students. The data will collect through questionnaire and tests. After collecting the data, the data will analyze by statistically. The first step in analyzing data are checked the normality, homogeneity and linearity of the data as requirement to apply the inferential statistic on non inferential statistic parameters. In testing the hypothesis, T-Test analysis will apply by using SPSS 16 version.

Keywords: Students Schemata, Reading Comprehension

INTRODUCTION

Reading is important academic language skill for second language students. In academic setting, reading is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretations. Reading texts provide opportunities to study parts of language such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Good reading texts can introduce interesting topic, stimulate discussion, exciting imaginative responses and fascinating lessons.

Comprehension is the goal of reading. To comprehend English text, the reader should draw information from text and combine with knowledge that the readers already have. There are few reasons why the students have poor reading comprehension. *The first*, learning to read English can be struggle for some students, since they assume that reading is difficult and make them suffer from low self esteem causing demotivated to read English. Low self esteem is caused by lack of vocabulary and incompetent to read English. It also reduces the students' motivation to continue the challenge. *The second*, the students are unable to decode the written word. It means that the students can not understand the meaning of written word. Without being able to decode the written word, reading comprehension is impossible. To decode the written word, the readers must be able to integrate what they are reading with their prior knowledge.

According to schema theory, proficient readers gain comprehension of a text by activating the schemata. Schemata is the knowledge achieved in previous reading or learning. Activating background knowledge refers to students' recalling what they know about the topic of text before reading and during reading. By doing such strategy, students will comprehend the text. The students will try to understand what they read by seeing how it fits with the text and their prior knowledge. So, the role of teacher is very important to guide students making connection before, during, and after reading.

Research has been conducted to provide activities or strategies to assist students activating their schemata. Some studies examine at three possibilities to activate students' schemata. First, they concern on activating readers' schemata before reading. Second, they build readers' schemata during reading. The last, they provide review after reading.

Based on the description above. The researcher think that the research urgent to apply because to early know the contribution of schemata toward the students reading comprehension for Lakidende University learners. The researcher his self would like to know the contribution of students' schemata toward students reading comprehension at fourth semester of English Education.

REASEARCH METHODS

1. Sampling Technique

The target population of this study were all of the students at fourth semester students at Teacher Training and Education Faculty of Lakidende University who are registered in academic year 2020/2021. The researcher used cluster sampling. The researcher apply this technique because the the level of reading especially reading comprehension more deeply discuss in fourth semester or other word programmed reading III subject.

2. Research Instrument

There were two kinds of instrument that will be used to collect data in test form. They were schemata test and reading comprehension test. The model of schemata test was essay test consist of 30 items. Meanwhile, in reading test, the writer prepare reading comprehension test in kind of multiple choices which consist of 30 items.

3. Technique of Data Collection

The researcher were designed the tests according to: (a) the related literature, particularly procedures of similar studies; and (c) the textbook series *reading for College Students*. The reading test target are the following sub-skills: (1) understanding functions: reading for specific information (focusing on meaning rather than form) through multiple choice items in order to observe the students' ability to comprehend a text, (2) guessing meaning from context by reading to short and choosing the correct definition to answer the question.

The researcher prepared 30 items test of each variable. Whole the items of test need for testing to comparing class to the find valid and reliable test. In applied the process of collecting data in this study, the researcher applied following procedures: 1) The researcher will getting approval to the university in order to get permission from the rector to carry out the study. 2) After having the approval from the university, the researcher will request the lecturer of the reading to help the writer to conduct this study. 3) The researcher will inform to the students about the test that given to them in order to lead them into the same perception about the test. 4) The researcher will collect, tabulating and measuring all of the students' answer sheets to analyze. 5) The researcher distributed the test of schemata and reading comprehension to the sample of this study and shall ask them to do it base on the instruction. 6) The researcher collected all of the students' answer sheets to analyze.

FINDINGS AND DISCUSSION

A. Findings

Following table is summary of the distribution of descriptive analysis of two variables analyzed by SPSS Program released 16.

Table 1. Summary of Descriptive Analysis
Statistics

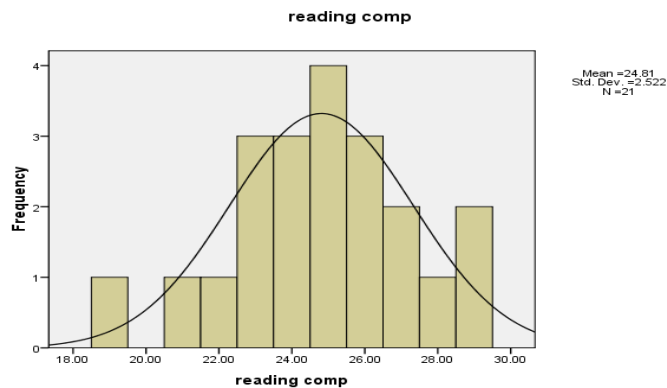
	reading comp	schemata
N Valid	21	21
Missing	0	0
Mean	24.8095	86.3333
Std. Deviation	2.52228	6.03600
Minimum	19.00	74.00
Maximum	29.00	95.00

The frequency of students' reading comprehension achievement ranged from the lowest to highest score which is 19 to 29 where the minimum score of students schemata was 74 and the maximum score was 95. Out from 21 students, there were 10 various of total score obtained of reading comprehension score. The 10 various can be seen as follows

Table 2. Summary of Reading Comprehension score
reading comp

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 19	1	4.8	4.8	4.8
21	1	4.8	4.8	9.5
22	1	4.8	4.8	14.3
23	3	14.3	14.3	28.6
24	3	14.3	14.3	42.9
25	4	19.0	19.0	61.9
26	3	14.3	14.3	76.2
27	2	9.5	9.5	85.7
28	1	4.8	4.8	90.5
29	2	9.5	9.5	100.0
Total	21	100.0	100.0	

The distribution of students' reading comprehension was varied but it could be considered having normal distribution if it was noticed based on histogram showing in figure below.



Meanwhile, for total score obtained of students schemata there were 16 various score that can be seen as follows:

Table3. Summary of Schemata score
schemata

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 74	1	4.8	4.8	4.8
78	1	4.8	4.8	9.5
79	2	9.5	9.5	19.0
80	1	4.8	4.8	23.8
82	1	4.8	4.8	28.6
84	1	4.8	4.8	33.3
85	3	14.3	14.3	47.6
86	1	4.8	4.8	52.4
87	1	4.8	4.8	57.1
89	1	4.8	4.8	61.9
90	1	4.8	4.8	66.7
91	1	4.8	4.8	71.4
92	2	9.5	9.5	81.0
93	2	9.5	9.5	90.5
94	1	4.8	4.8	95.2
95	1	4.8	4.8	100.0
Total	21	100.0	100.0	

The distribution of students' schemata also was varied but it could be considered having normal distribution if it was noticed based on histogram showing in figure below.

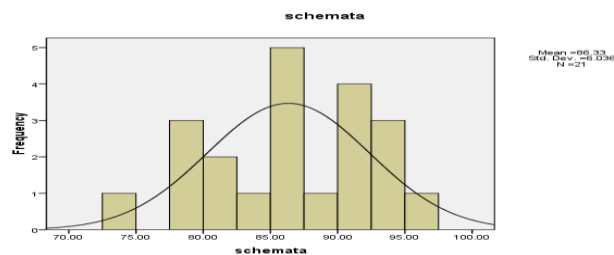


Table 4. The Correlation summary of X and Y
Model Summary

Model	R	R Square	Status
1	.109 ^a	.012	Very weak

a. Predictors: (Constant), reading comp

it was found that the correlation of students' schemata and reading comprehension was 0.109 with level of significance 0.05. It indicates that there was a very weak correlation between these variables. From the table above R values was 0.109 . It means there was a very weak correlation between students' schemata and reading comprehension and has negative linear correlation. Since R square was 0.012 it means 1,2% of the students' reading comprehension was associated with or could be explained by the students schemata variable. Thus, 98.8% of reading comprehension achievement might be influenced or explained by other factors/variables.

Table 5. Summary of Regression Analysis of Students' schemata and Reading Comprehension score
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	79.834	13.605		5.868	.000
	reading comp	.262	.546	.109	.480	.637

a. Dependent Variable: schemata

Table above shows that $\hat{Y} = 79.834 + 0.262 X + e$ where

1. Constant in number 79.834 indicated that if there had been no students schemata , students' reading comprehension achievement would have been 79.834
2. Coefficient regression X in number 0.262 indicated that every one additional point of students' reading schemata would improve 0.262 point.
3. Schemata had positive linearly had some influences or contributions on students' reading comprehension achievements to amount to 26,2 %. It means students schemata had positive influence on their achievement in reading comprehension.

The finding could be interpreted that there was a strong relationship between students' schemata and their reading comprehension although descriptive data of students schemata result showed that the students love reading because they can enhance their schemata in English and they claimed that reading is not boring activity (from items of number 4, 9, 13, 20 in schemata questionnaire) .

Therefore, If it is shown from the result of students' response related to schemata, this study claims that the positive correlation happened might be due to the rich of their interest in reading practices of the students or they read a lot of English articles.

B. Discussion

In line with the problem of this study, it was found that out of the 21 students, only one students (4,8%) who got scored under 20 correct answer or other words having poor achievement in reading comprehension and twenty out of that number found that they had positive achievement in reading, nonetheless,. Thus, this study

advocates the finding of Nassaji (2003) who found that students with the highest schemata had higher reading comprehension score. Then, the findings also showed that about 4,8% or just one students had score under seventy five score or other words 21 students having positive score in schemata and about 95,2% of the samples having good score in reading comprehension. This finding was same with many previous researcher who stated that in second language research, there is evidence that having this prior knowledge plays a significant role in comprehension (Hammadou, 1991, 2000; Nassaji, 2003; Pulido, 2004, 2000)

In other words, there is no wonder if R square value between X2 and Y shows small correlation (0.012%) since the number of students getting low score with high schemata score is higher than students having good achievement in reading comprehension with high reading comprehension score.

One theory concerning why prior knowledge effects comprehension is the ability of the students to make inferences. According to Hammadou (1991), inference refers to a cognitive process used to construct meaning through a thinking process that involves reasoning beyond the text through generalization and explanation. In the study, Hammadou (1991) examines inference strategies used by students and finds that background knowledge affects the comprehension process. The results of the study show that beginner readers use a greater amount of inference in recall than advanced readers. Because greater inference is used by novice readers, this is an indication that the readers' background knowledge affects the comprehension process and that recall and comprehension are not the products of the text alone.

CONCLUSION

Based on the result of the study and the discussion , two conclusions can be drawn. First, students schemata had a weak correlation toward reading comprehension achievement. Second. Reading attitude had high contribution toward students' achievement in reading. The affective side of the schemata is considered as one of the fundamental factors that promotes and probably has big influences on language learning success or failure Hammadou (1991). Two of them can work well or be used in line with the students' need and depend much on the individual language development, schematic or experiential background, situation of the students' reading environment. Students should have enough proficiency to comprehend reading text. Moreover, reading comprehension skill might be developed if students want to seek reading practice opprtunity to devices themselves to develop their language skill. Where it found that it was highly related to students' affective side.

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