Abstract

THE CORRELATION BETWEEN STUDENTS’ SCHEMATA AND THEIR READING COMPREHENSION ABILITY IN MAKING SENSE OF NARRATIVE TEXT AT THE FIRST YEAR OF SMAN 2 KOTABUMI

By

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Knowledge which was acquired by someone through reading would be stored in memory. A variety of knowledge or information would form a schema. This research was conducted because students have difficulties in comprehending reading material. The objectives of this research were to find out 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 quantitative research. 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 from the students of the first year of SMA N 2 Kotabumi, North Lampung. Class X.3 was taken as the sample class of this research which consists of 38 students. 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 type of schemata mostly used by students. This research showed that the students who had good schemata also had good reading comprehension ability.