

## **I. INTRODUCTION**

On this chapter, the following points were described: background of the problems, identification of the problems, limitation of the problems, formulation of research questions, objectives and uses of the research, and definition of terms.

### **1.1 Background of the Problems**

There were four basic language skills, one of them reading. Reading was one of the most important skills in the process of language learning. Readers would get the information and new knowledge from reading. At the school, comparing to other skills, reading might be considered as the most frequently used skill.

Reading is essential in learning English in order to get information from the text. In reading activity, the reader should interpret the meaning of the text, because comprehension was the centre of understanding. Sometimes the readers got 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 presented the information but reader was difficult to interpret the intent and purpose of the author.

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

Pre-survey score:

**Table 1. The result of pre-survey**

No.	Name	Student Score
1.	MWUM	75
2.	APS	70
3.	AA	65
4.	ARP	60
5.	CN	50
6.	SN	50
7.	DSP	50
8.	MRD	40
9.	MSU	40
10.	YA	40

Based on the pre-survey, the student's score did not achieve the target. The KKM for English subject in this school was 70 but the students' reading comprehension still under 70. The Average of pre-survey result is 60. The researcher had interviewed the students who got low score when the pre-survey was conducted. The researcher found the reason, why the students got difficulties in

comprehending or answering the question of reading text was due to the fact that their ability in reading skills was very low. Students were lack of motivation to read the reading text before they answered the question. So that the students got difficulties in comprehending the text and they could not interpret the meaning of the text well.

Having no background knowledge about the text was also a problem encountered when the researcher interviewed the students who have low reading skills. The students had no background knowledge about the text so they could not use their schemata to interpret the meaning of the texts and they got difficulties to comprehend and answer the questions from the text.

When person learns, his/her mind would 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 was found in some text could be matched on an existing cognitive structure that exists in students' schemata.

The failure of a reader in understanding the precise readings might be caused by several things. According to Rumelhart (1980: 47-48), failures to understand the reading text might 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 would not understand a concept if the input had been screened by schema which is too simple a fallacy or even clearly wrong. It was usually relating to abstract concepts scientific as opposed to simple concept that had been received by readers first through a concrete experience. A schema was expected of students to have relation with their reading comprehension. Thus, schemata were 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 intended to examine if there was a significant correlation between schemata and reading comprehension ability and also to know what type of schemata mostly used by students in first grade student of Senior High School. In the guideline of School Based Curriculum, (Indonesian KTSP) (Depdiknas, 2006:297), It was stated that there were several objectives of teaching reading for the first grade of Senior High School, They were:

1. The students were able to identify the main idea of the whole texts or in each paragraph of reading texts.
2. The students were able to identify the vocabularies of reading texts
3. The students were able to identify some specific information of reading texts.

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

From that statement, the researcher intended to investigate whether or not there was 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.

## **1.2 Identification of the Problems**

Based on the background above, the researcher identified the problems in SMAN

2 Kotabumi as follows:

1. The students' scores did not achieve the target of KKM.
2. Students lack of a means for supporting the process of learning reading skills.
3. Students got difficulties to interpret the meaning of the text.
4. The students rarely read anything outside school hours.
5. The students less motivated to read when answered the question of the test.
6. The students did not have good self confidence in learning English.

## **1.3 Limitation of the problem**

The researcher was interested to investigate whether there was any correlation between students' schemata and their reading comprehension ability in narrative text, and what the type of schemata mostly used by students' in comprehending narrative text is.

## **1.4 Formulation of Research Questions**

Based on background of the problems, the researcher formulated the following research questions:

1. Is there any correlation between students' schemata and their reading comprehension ability in narrative text?

2. What is the type of schemata mostly used by students' in comprehending narrative text?

### **1.5 Objectives of the Research**

1. To investigate whether there was any correlation between students' schemata and their reading comprehension ability in narrative text.
2. To find out what the type of schemata most used by students' in comprehending narrative text.

### **1.6 Uses of the Research**

The findings of this research were expected to be beneficial not only theoretically but also practically.

1. Theoretically

To support the existing theory on schemata and reading comprehension.

2. Practically

2.1 As a contribution to English teachers concerning on how to encourage the students to use schemata especially in reading narrative text.

2.2 As information for teachers and students on how schemata related to reading comprehension

### **1.7 Scope of the Research**

This research was conducted on the first grade student of SMAN 2 Kotabumi. It was focused on investigate correlation between students' schemata and their reading comprehension ability in narrative text. The researcher chose the first grade of SMAN 2 Kotabumi because narrative text was one of reading text that was mostly used in reading test. Beside, students of First grade of senior high school learn narrative text.

### **1.8 Definition of Terms**

1. *Reading comprehension* is an active process which involves readers, material of reading and the readers' previous knowledge in order to get meaning of the text they read (Nuttal, 1996).
2. *Schemata* (Cook, 1997: 86) state that schemata is a way of organizing the past experience to be remembered and used.
3. *Narrative text* as a story based on the plot, with the plot consisting of events, person, and conflict (Marahamin, 1999:96). Events tell about what happens in the story; person tells about the character(s) that is involved in the story; and conflict tells about the problem that needs to be resolved.