

II. FRAME OF THEORIES

This chapter concerned the review of the previous related research, review of the related literature, theoretical assumption and the hypothesis.

2.1. Review of Previous Research

Concerning to the topic under discussion, there were several studies that had been carried out, was discussed below:

1. Alfiah (2011) from Lampung University investigated the correlation between students' understanding of sentence pattern, vocabulary mastery and their reading comprehension achievement at the second year of SMAN 1 Pagelaran. She investigated that students had difficulties in comprehending the text or answering the question of the text, and some factor that probably played important role in building the students' reading skill such as reading sub skills mastery and vocabulary mastery. The researcher applied one group and two variables; the result showed that there was positive correlation between students' understanding of sentence pattern, vocabulary mastery and their reading comprehension achievement.

2. Based on the previous research made by M. Khadafi (2011) from Lampung University that the title was increasing students' reading comprehension achievement of narrative text. This research was conducted in the second year students of SMA PERSADA Bandar Lampung. The study investigated that the use of CTL was in increasing students' reading comprehension ability of narrative text. The researcher applied one group pretest posttest design and the result showed that there was significant increase on students reading comprehension after being taught through Contextual Teaching and Learning (CTL).

The researcher has seen that Khadafi could increase reading comprehension ability of narrative text by using CTL. The researcher concluded that narrative text was also one factor to increase reading ability student beside CTL. According to Alfiah's statement that students had difficulties in comprehending the text or answering the question of the text, and some factor that probably played important role in building the students' reading skill such as reading sub skills mastery and vocabulary mastery.

The researcher interested to investigate the correlation between students' schemata and their reading comprehension ability because the researcher was confident that the schema also was one of important factors in building students' reading skills. The researcher had read a theory of schemata expressed by Nunan that we interpret something depending on the schemata that were activated by the

text; and what if interpreted with success depends on whether our schemata were sufficiently similar to the author schemata (Nunan1989: 7).

Therefore, the researcher found that there was any correlation between students' schemata and their reading comprehension ability in narrative text. So in this case the researcher also wanted to know whether what type of schemata mostly used by students' in comprehending text. The researcher would like to prove that in the use of schemata on the narrative text could make students better understand and comprehend the meaning that is implied in the text. In this research, the researcher would be focused on a narrative text. The researcher preferred to focus on a narrative text than other texts that are used as learning materials because the narrative text was stated in KTSP for the first grade of Senior High School. Through narrative text, students would be told the events of the past. According to Bartlett, a schema was a way of organizing the experience of the past to be remembered and used (Cook, 1997: 86).

2. 2. Concept of Reading Comprehension

Reading was the process includes an interaction between the reader and the writer. The reader tried to interpret the meaning presented by the writer. Nuttal (1985: 42) defined reading as the meaningful interpretation of printed or writing verbal symbols.

It means that the readers tried to understand and got the meaning in the written text which was read through many aspects; symbol, letter, etc. Reading comprehension was a complex construction process in which reading comprehension skill was needed. Suparman (2012) stated 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.

In addition, Howart (2006) said that reading was just as communicative as any other form of language. It means that in reading there was an interaction between the writer and the readers through the texts. The writer tried to encode the messages to the readers. Then the readers try to decode the messages that sent by the writer.

According to Doyle (2004), comprehension was a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection. All comprehension revolves around the reader's ability in finding and determining main idea and topic sentence from the text.

That was why comprehension was one important part in reading because the readers cannot understand the meaning of the text without comprehension.

One of ways how the readers got a comprehension in reading was by relating their background knowledge. As Suparman (2005) stated that who views that comprehending the content of the reading texts was a process of gathering the

meaning of the text by relating the students' background knowledge to the writers' knowledge poured out in the text.

It could be concluded from all theories that reading is an active process of getting meaning or information from printed or written language transferred by the writer where was reading comprehension was the level of passage or text understanding while reading.

2.3 Concept of Reading Aspect

In this research, the researcher used five reading aspects in conducting the research, they were:

1. Main Idea

The main idea was the most important piece of information the author wants you to know about the concept of that paragraph. In line with Mc. Whother (1986: 36) the sentence which stated this main idea was called the topic sentence. She added that topic sentence told what the rest paragraph is about. In some paragraphs, the main idea was not explicitly stated in any one sentence. Instead, it was left to reader to infer, or reason out.

2. Specific Information

Supporting sentence or specific information developed the topic sentence by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation.

3. References

Reference was the intentional use of one thing to indicate something else in which provided the information necessary to interpret the other. Finding reference meant interpreting and determining one linguistic expression to another.

4. Inferences

Inference was a good guess or conclusion drawn based on logic passage. Finding inference meant the reader implied the sentence/ passage understand and concluded it logically.

5. Vocabulary

According to Wallace (1987: 30) vocabulary was the stock of word used by the people or even person. Understanding vocabulary means comprehend what the words mean. When vocabulary mastery improved, comprehension would be deeper. Since comprehension was the ultimate goal of reading, the reader could not overestimate the importance of vocabulary development.

The researcher was covered main idea, specific information, references, inferences and vocabulary on reading test.

2. 4 Schemata

Human beings had the ability to think equally as well background knowledge or that which was also known as schemata has to be possessed of all human that different only how they turned on or used the ability of thinking or schemata they had.

Barlett argues that a schema was a way of organizing your past experience to be remembered and used (cook, 1997: 86). Referring to the statement schemata came from the human experience in their life that could be used in the future.

Carrel and Eisterhold (1983: 572-573) argued that the schemata were abstract structures which described concepts that are stored in the memory. That was why schemata were one important part to build a comprehension because interactions that occur between the concept in mind and the information from the text could build a comprehension.

Human did not need great effort to get the schemata because the schemata had been stored in human memory. Yule (1996: 87) stated that a schema was existing knowledge structures in memory of human. Someone had a different memory, therefore the schemata that owned of human is definitely different. Memory that is obtained from human past experiences made someone had different schemata.

Carrell and Eisterhold (1983: 560) categorized types of schemata, i.e. content schemata and formal schemata. Content Schemata would relate to the initial knowledge in regards to the topic of the text, such as knowledge of the Mexican economy, Canadian history, physics, etc. Meanwhile formal schemata regarded to the background knowledge of the organizational structure of the various types of formal text.

In this research, the researcher used 3 types of schemata to students' schemata test; they were content schemata, formal schemata and linguistic schemata. According to Aebbersol and Field (1997: 16-17) there were three types of schemata, contents schemata, formal schemata, and linguistic schemata.

1. *Contents schemata* might give the Foundation a comparison. For example, a person had knowledge of a wedding party been then compared with the wedding party she ever attended and also compared with the general pattern of a wedding party. In this case the content of schemata were formed from the comparison of Foundation grants, so in the thought or knowledge someone had previously pushed to compare something which he knew beforehand with the new knowledge could be.

Example text for content schemata:

Once upon a time, there was a powerful man. People called him Si Pahit Lidah, his real name is Serunting Sakti. He lived in area of South Sumatra and Lampung province border. Serunting had an enemy. He was Mata Empat. They fought in long time to be the strongest one. Because of the fighting was always drawing, so they made agreement. Serunting Sakti said, "I want to make agreement to fight in Ranau Lake in the future time. Before the fighting, we

must increase our power". The Mata Empat agreed and then they went to increase their power.

The student ever read the story, and the example question for content schemata was "where Serunting Sakti Lived?". The questions taken from the content of the story.

2. *Formal schemata* directly referred to the discourse. For example, the style of writing language that was used on a scientific book was different with the style of writing language that was used on a story book or novel. In this case the reader would use the schemata that they had to see the difference between the style of writing language that used on a scientific book with the style of writing language that was used on a story book or novel they ever read.

Example question for formal schemata derived from narrative text ever read by having structure, then in making questions about formal schemata pertaining to structure of narrative text itself or sequence of events time that were found on narrative text. For example, the students ever knew about the structure of narrative text. So, the question for formal schemata was "the last paragraph of narrative text is?" or "when did Sidapaksa's baby into river?". The underline word from the question could interpret the event in an example narrative text had been given before.

3. *Linguistic schemata* include encoding was needed in recognizing words and how the words were arranged correctly in a sentence. Background knowledge that someone would make such people question what the content and purpose of the text they had ever read. If a reader found an encoding in a sentence that

newly discovered then stored the results of recent findings that someone in his brain, it would become a new schemata which belongs to someone who would use it at any time when necessary.

Example the question of linguistic schemata made of vocabulary or grammar which was found in reading ever students read. For example:

“.... Two year passed and Sidapaksa returned from his journey....”

The examples question of linguistic schemata was “his grandson from his finding”. The question was created from vocabulary or grammar that had already been read in narrative text students who had been given before or information that they ever got before. Then schemata would be formed and used of something information student get, or they might have before.

In this research, the researcher covered 3 types of schemata on schemata test. Because the researcher thought to comprehend a text from schemata test includes three types of schemata. According to Aebersol and field (1997: 16-17) schemata had three types, and the researcher wanted to know what the type of schemata mostly used by students.

2.5 Concept of Narrative text

Many texts that were used as learning materials on a first grade of Senior High School based on KTSP, one of which was a narrative text. Narrative text was a text that was derived from past experience. According to Marahamin (1999:96) defines narrative as a story based on the plot, with the plot consisting of events, person, and conflict. Events told about what happens in the story; person told about the character(s) that was involved in the story; and conflict told about the problem that needs to be resolved.

Semi (2003:29) stated that narrative is a conversation or writing the purpose of telling about actions or human experience based on the development of a time. According D' Angelo (1980:196) said narration is a pattern of thought, comprising the act of following a sequence of actions or events in time. Based on the explanation above in Sahjaya's script entitled the correlation between students' learning strategies in composing narrative text and students' narrative writing competence at the first grade of SMAN 5 Bandar Lampung states that the chronological factor is the important aspect in narrative text (2011:10).

Semi in Hasani (2005:27) stated that another characteristic of narrative is aesthetics; it should have imagery to increase the reader's interest. In short, conflict and resolution (the way to solve the problem) are important points of narrative. It can differ narrative from other text such a descriptive, spoof, and son.

But as well as bearing those two elements, narrative also needs time sequences in order to make the story systematic and run in chronological order.

Keraf (1991:136) defined two types of narrative: expository and suggestive. Expository narrative usually tells the information about the event based on factual data. It also tells about the steps of event to the reader. The object in expository narrative is beginning the first until the end; it means that the writer tells the story from the first until the end. Suggestive narrative can be unsuitable with factual data because it emphasize the suggestive sense.

Hasani (2005:209) states that suggestive narrative is a narrative that tries to give a certain purpose, telling an explicit message to readers or listeners, so they feel that they are involved in the story. In line with the definition of narrative text, here are the example of genres that fit the narrative structure; they are (1) folktale, i.e., very old traditional story from particular place that was originally passed on to people in a spoken form, e.g., *Bandung Bondowoso and Roro Jonggrang*. (2) Fairy tale, i.e., and old story about magic things happened intended for amusing and giving lessons, meanings, and moral value, e.g., *Cinderella*. (3) Fables, i.e., traditional short story that teaches moral lesson, especially one with animal as characters. (4) Myth, i.e., a story from ancient times, especially one that was told explains about natural events or to describe the early history of place or people, e.g., *Tangkuban Perahu*.

2. 5.1 Purpose of Narrative text

To achieve the purpose of narrative text, the students should move through a different set of stages:

- Orientation : introduce the setting and figures in the story
- Complication/crisis : expand the conflict and the problems that appear
- Resolution : problem solving or action that taken to respond the Problem
- Reorientation : the end of the story
- Evaluation : Conclusion of the story

The stages above were the generic structure/text organization of the narrative genre. Besides generic structure, narrative text also had language features (lexicogrammatical features). The following were the features of narrative text:

1. Focus on specific participants: a particular person or thing.
2. Use simple past tense
3. In the beginning text usually use: one day, once upon a time, in the beginning, and so on.
4. Use action verb: walk, talk, read, and run.
5. Use adjective

The following was the example of narrative text:

Snow White

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| Orientation | : Once upon a time there lived a little girl, named Snow White. She lived with her aunt and uncle because her parents had died. |
| Complication | : One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they did not have enough money to take Snow White with them. |
| Resolution | : Snow White did not want her uncle and aunts do this. So she decided to run away. The next morning she ran away from home when her aunt and uncle were having breakfast, she ran away into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep. |
| Reorientation | : Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs said; "What is your name?" Snow White said; "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow White and the seven dwarfs lived happily ever after. |

2.5 The Correlation between Schemata and Reading Comprehension

Much information obtained a person with a lot of reading; the information made someone having the knowledge about many topics. Knowledge acquired someone through reading would be stored in memory. A variety of knowledge or information would form a schema. In this case was not related to how much someone was reading, but whether or there was not the understanding and knowledge of specific topics of reading.

Even someone read a lot but he has not read a topic specifically, then the reader did not complete knowledge about the topic such as recitation or not having

schemata enough to understand it. All the knowledge created in the unity which also contained information on how that knowledge should be used.

The knowledge that owned by someone would already had contributed in understanding the text readings. With the knowledge that had been owned before, then the reader would easily understand new information obtained. The understanding occurred because the existence of those elements that are identical between the topics ever read with reading topic that was being read. It would be connected indirectly through your schemata that had previously owned.

Davies (1995: 24) claimed that reading comprehension was usually measured by means of retrieval rate from memory. It means that reading comprehension correlate with memory of human. According to Yule (1996: 8) a schema was existing knowledge structures in memory of human. It supposed that there was correlation between schemata and reading comprehension.

2.6 Theoretical Assumption

According to the theories previously presented, the researcher assumed that a schema was good input from the experiences of the past that belonged to everyone. Someone could interpret a meaning in the well must be supported with the schemata of the experience during the past. Someone could not interpret a text because someone had not had prior knowledge or schemata of the text that they would be read and the researcher assumed that the type schemata mostly used by students content schemata.

2.7 Hypothesis

Based on the theoretical assumption, the hypothesis of this research was formulated as follows:

H_0 : There is no correlation between students' schemata and their reading comprehension ability in narrative text.

H_1 : There is a correlation between students' schemata and their reading comprehension ability in narrative text.