

II. FRAME OF THEORIES

This chapter explains the concepts that are related to the research dealing with the concept of schemata, types of schemata, concept of speaking and hypothesis.

2.1 Concept of Schemata

Every people have their own experience which become an active knowledge that is stored in their mind. It is in line with Barlett in Drewer and Nakamura (2007: 3) states that schema as an active organization of past reactions, or past experience, which must always be supposed to be operating in any well-adapted organic response. It can be concluded that schema is an active knowledge that is stored in the mind which is believed to be operating in any well-adapted basic response.

Schema is used to store and process an information or knowledge and conceptual understanding in our mind. It is in line with Widdowson (1983: 54) who states that schema concerns of how we organize information to long term memory. In other hand, schema represents the knowledge, information and the conceptual understanding to be interpreted and mastered.

In addition, Carrell and Eisterhold (1983: 537-553) who states that schema is an abstract structure which describe the concept that is stored in mind. The concept in mind will make an understanding of new knowledge. It can be said that schema

is an organization of past knowledge which will relate to the present knowledge to be understanding.

Cook (1997) proposes that schema is a mental representation of a typical instance. Schema theory suggests that people understand new experiences by activating relevant schemas (also called 'schemata') in their minds. They then assume, unless there is evidence to the contrary that the new experience conforms to their schematic representation. Schematic processing allows people to interpret new experiences quickly and economically, making intelligent guesses as to what is likely, even before they have explicit evidence. It can be said that schemata are used to understand and make an assumption of new experience. People will receive the information which fits to their schemata.

People will understand a topic when he or she has schemata on a topic being discussed in the text or it can be said that schemata will help people to connect the thought and concept on the topic being discussed. For example, Students think of the word “motorcycle,” this word does not exist in their brain but in an isolated vacuum. Rather, along with motorcycle, they have an entire web of concepts connected to it that they understand. They know the appearance of motorcycle; it has two wheels, a handlebar, and a muffler. They know the function of the motorcycle and certain people use motorcycle. All of this information connected to the idea of a “motorcycle” is a schema. In other words, schema is like a connection, where some ideas and experiences are united in some ways.

Schema is a framework or plan which is store in mind. Schema is used to prepare what students need to say, what kind of information to be given to their friend. In speaking skill, students always do planning or preparation or rehearsals before perform their speaking .It is in line with Harmer (2007) states that planning and rehearsal has great value for speaking success. Students will perform much better if they have the chance to think about what they are going to say and how to say it. It can be said that when students prepare their speaking they use their schemata of past experience to provide and explore a lot of information to be delivered.

For example, when David Wilson was trying to use German while living in Austria, he found out something that most speakers of foreign languages know. If he was to go into a restaurant and order something, it was much better if he spent some time outside the restaurant, reading the menu and then rehearsing (in his head) what he was going to say. Then when he went in and placed his order, he did it fluently and without panic.

2.2 Types of Schema

The types of schemata for speaking skill is adapted from Carrell's theory in (Zhao and Zhu, 2012: 2-3) who states that there are three kinds of schemata, namely, content schemata, formal schemata and linguistic schemata. The researcher used the types of schemata from Carrel theory because it is more simple and complete.

A. Content Schemata

Content schemata refer to the background knowledge of content area of the topic talks about or the knowledge of the world. They include the topic familiarity about previous experience with a field. Students will easily deliver the idea about the content of the topic given if they have previous knowledge of that topic. They also have a lot of information to be informed to the listener. The existing previous knowledge will enable students to deliver the information fits to the topic given. In short, content schemata are the knowledge, message and information about the topic given which include topic familiarity and previous experience. For example; knowledge about Physics, Indonesia's history and story of Malin Kundang.

B. Formal Schemata

Formal schemata are background knowledge of organizational pattern of different types of texts (i.e. narration, analytical exposition, and recount) has its own conventional structure, which presents a schema of ways speaker include all necessary information in the topic given. By having formal schemata, students can arrange their ideas in logical ways.

Table 1

The following table is the genre of the texts.

No	Genre	Social Function	Generic Structure	Language Features
1	Recount	To retell events for the purpose of informing or entertaining	<ul style="list-style-type: none"> ◆ Orientation: provides the setting and introduces participants ◆ Events: tell what happened in what sequence ◆ Re-orientation: optional closure of events 	<ul style="list-style-type: none"> ◆ Focus on specific participants ◆ Use of material processes ◆ Circumstances of time and place ◆ Use of past tense ◆ Focus on temporal sequence

2	Analytical Exposition	To persuade the reader or listener that something should be the case	<ul style="list-style-type: none"> ◆ Thesis <ul style="list-style-type: none"> - Position : introduces topic and indicates writer's position - Preview: outlines the main arguments to be presented ◆ Arguments <ul style="list-style-type: none"> - Point: restates main arguments outlined in preview - Elaboration: develops and supports each point/argument ◆ Reiteration : restates writer's position 	<ul style="list-style-type: none"> ◆ Focus on generic human and non human participants ◆ Use of simple present tense ◆ Use of relational processes ◆ Use of internal conjunction to state argument ◆ Reasoning through causal conjunction or nominalization
3	Narrative	To amuse, entertain and to deal with actual or vicarious experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution	<ul style="list-style-type: none"> ◆ Orientation: sets the scene and introduces the participants ◆ Evaluation: a stepping back to evaluate the plight ◆ Complication: a crisis arises ◆ Resolution: the crisis is resolved, for better or for worse ◆ Re-orientation: optional 	<ul style="list-style-type: none"> ◆ Focus on specific and usually individualized participants ◆ Use of material processes (and in this text, behavioural and verbal processes) ◆ Use of relational processes and mental processes ◆ Use of temporal conjunctions and temporal circumstances ◆ Use of past tense

C. Linguistic Schemata

Linguistic schemata refer to students' existing language proficiency in vocabulary and grammar. Linguistic knowledge plays an essential part in productive skill. It affects students' fluency in speaking. Students who have a lot of vocabulary will speak without too much effort. While grammar helps students to construct the correct sentences in conversation. In conclusion, the more students have linguistic schemata, the more fluency they have in speaking.

Furthermore, types of Schemata by Al Salmi (2011). Generally, there are three major types of schemata, namely, linguistic schemata, formal schemata and content schemata.

A. Linguistic schemata

Linguistic schemata refer to readers' existing language proficiency in vocabulary and grammar. They are the foundation of other schemata. As is known, linguistic schemata plays an essential part in text comprehension. Without linguistic schemata it is impossible for the reader to decode and comprehend a text. Therefore, the more linguistic schemata a reader has in his mind, the faster the reader acquires information and better understanding the reader may get. Linguistic schemata also used in speaking ability because without linguistic schemata students do not have background knowledge about vocabulary and grammar. The more linguistic schemata the students have, the more fluent their speaking.

B. Formal Schemata

Formal schemata are the organizational forms and rhetorical structure of written texts. They include knowledge of different text types and genres, and also include the knowledge that different types of texts use: text organization, language structures, vocabulary, grammar and level of formality differently. Formal schemata are described as abstract, encoded, internalized, coherent patterns of meta-linguistic, discourse and textual organization that guide expectation in our attempts to understand a meaning a piece of language. Readers use their schematic representations of the text such as fictions poems, essays, newspaper articles in

magazines and journal to help comprehend the information in the text. Studies shows that knowledge of what type and genre of text is can facilitate reading comprehension for readers because they type of text will offer detailed evidence of content of the text (Carrel, 1984). In speaking ability formal schemata is used to provide a schema of ways speaker include all necessary information in the topic given.

C. Content Schemata

Content schemata refer to the background knowledge of the content area of a text, or the topic a text talks about. They include topic familiarity, cultural background knowledge and previous experience with a field. Content Schemata deal with the knowledge relative to the content domain of the text. This is the key to the understanding of texts. Since one language is not only the simple combination of vocabulary, sentence structure and grammar but also the bearer of different levels of the language's culture. To some extent, content schemata can make up for the lack of language schemata. In speaking ability, speaker who have more content schemata are able to deliver the information fit to the topic given. More over they also able to inform a lot of information toward the topic given so their fluency in speaking will be better.

Types of Schemata by Yang (2010). There are several kinds of schemata, including content schemata, formal schemata, and linguistic schemata. First, content schema is a reader's comprehension of cultural background and the whole world, which is a basis of culture comparison. Content schemata play an important role in speaking ability because it is relates to the existing thing.

Speaker may not speak if he or she does not know about thing and event. Second, formal schema, often called text schema, refers to the layout and rhetoric structure of a text; consisting of the literature types, writing style, language structure. Text schema enables students to arrange the argument in correct order of text schema. By having text schema knowledge, students will easily to include the necessary information in each part of the text schema. So they can speak fluently because they able to connect their argument to other argument interrelated. Linguistic schemata refer to vocabulary and grammar which enable students to use the appropriate diction and construct the grammar both in written and spoken form.

2.3 Concept of Speaking

Speaking is one of important skill that should be though to students. In this section the researcher tries to present the definition of speaking and component of speaking.

2.3.1 Definition of Speaking.

Speaking is an oral production in which a speaker utters the spoken message to the listener and the listener receives the information from the speaker. This is in line with Byrne (1984: 8) who mentions that speaking or oral communication is a two way process between speaker and listener and involves the productive skills and the receptive skill of understanding. Therefore, there are two processes in speaking, the process of giving information and receiving the information.

Speaking is the primary thought in communication. Through speaking the interaction between people in the society will run well. According to Harris

(1974:81-82), speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. The fundamental concern in speaking is the ability to communicate in formally on everyday subjects with sufficient ease and fluency to hold the attention of the listener.

Further more Haris in Lamsiah (2011:7) state that speaking as the encoding process whereby we communicate our ideas, thought and feeling orally. It means that communication is delivering our idea that contain message to persuade people and give the information. The content of the information should be based on the situation. So, here, speaking is a communication process where the thought, idea, and message flow orally to give the information to other individual.

Speaking skill has main role in people life as a society. Because people needs to interact with other people using spoken language. They can express their ideas, thoughts and feelings through spoken language. In accordance with Chaney (1998:3) speaking describe as a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking can take place if the speaker uses verbal symbols like words and sentences and non-verbal symbols like gesture or sign to convey the meaning. Meanwhile Brown (2001:250) state that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

In short, speaking defines as the communication tool which plays an important role in daily life. It means that speaking is delivering our idea that contain

message to persuade people and give the information. The speaker uses appropriate sentences in order to give clear message to the listener.

Brown (2001: 251) also classifies the types of spoken language. Those types are as follows:

1. Monologue

In monologue, when a speaker uses spoken language like speech, lectures, readings, news broadcast and the like. The listener must process long stretches of speech without interrupting the stream of the speech will go on whether or not the listener comprehends.

2. Dialogue

Dialogue involves two or more speakers and can be subdivided into interpersonal and transactional dialogue. In a dialogue involves two or more speakers to convey propositional or factual information.

A. Transactional dialogue is a dialogue that speaker simply need to do if he or she wants to get something done. In addition, transactional dialogue is carried out for the purpose of conveying or exchanging specific information. For example: to get vegetables, we need to speak to merchant. In transactional dialogue usually use some of expressions: sympathy, selling and buying, asking forgiving, making appointment, regret, and hope. The following conversation is the example of transactional dialogue.

X: what is the main idea of the first paragraph of this text?

Y: The United Nations should have more authority.

X: More authority than what?

Y: Than it does right now.

X: what do you mean?

Y: well, for example, the united Nation should have the power to force a country like Iraq to destroy its nuclear weapons.

X: you do not think the United Nation has that power?

Y: Obviously not. Iraq is still manufacturing nuclear bombs.

- B. Interpersonal dialogue is a dialogue that speaker simply do because there is somebody around her or him. Furthermore, it carried out more for maintaining social relationship than for the transmission of the facts and information. For example: someone talk for the shake of talking, so it can be chatting, gossiping and etc. interpersonal dialogue is done by the speaker with purpose: to get intimate, to kill the time, to talk as matter of politeness, and to sustain or keep the conversation long. The following dialogue is the example of interpersonal dialogue.

Jeny : Hi, Jordan How's it going?

Jordan : oh, so-so.

Jeny : Not a great weekend, huh?

Jordan : well, far be it from me to criticize, but I'm pretty miffed about last week.

Jeny : what are you talking about?

Jordan : I think you know perfectly well what I'm talking about.

Jeny : oh that...how come you get so bent out of shape over something like that?

Jordan : well, whose fault was it, huh?

Jeny : oh wow, this is great, wonderful. Back to square one. For crying out loud, Jordan, I thought we would settle this before. Well, what more can I say?

In relevance with the curriculum of class XI, the researcher used transactional dialogue to measure students' speaking ability.

2.3.2 Component of Speaking

Syakur (1987: 3) states that there are five component of speaking as follows:

a. **Comprehension**

For oral communication, it certainly requires a subject to respond to speech as well as to initiate it.

b. **Grammar**

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978:5) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. This utility of grammar is also to learn to the correct way to gain expertise in a language in oral and written form.

c. Vocabulary

One can not communicate effectively or express their ideas both oral and written from if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

d. Pronunciation

Pronunciation is the way for the students' produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

e. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "urns or ers. These signs indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message (Brown, 1997:4).

Furthermore, Haris (1974: 75) says that speaking has some aspects as described below.

1. Pronunciation refers to be the person's way of pronunciation words. One who learns English as foreign language must be able to use English pronunciation as well as other skill (Oster, 1985:431)
2. Grammar is the study of rule of language inflection. It is a system of units and patterns of language (Lado,1969:221).

3. Vocabulary refers to the words used in language. Phrases, clauses, and sentences are built up by vocabulary. In short, vocabulary is very important because without words we can not speak at all (wilkins, 1983:111)
4. Fluency refers to the one who express quickly and easily (Ostler, 1985:210). It means that when a person making a dialogue with another person can give respond well without difficulty.
5. Comprehension denotes the ability of understanding the speaker's intention and general meaning (Heaton, 1991: 35). It means that if person can answer or express well and correctly, it shows that he comprehends of understands well.
6. Accuracy is related to the closeness of a measurement, within certain limits, with the true value of the quantity under measurement. For instance, the accuracy of those determinations by LTD is given by the difference between the measured value (British Calibration Society, BCS Draft Document 3004)

2.4 The Correlation between Schemata and Students' Speaking Ability

Carrels in Kang (1987) states that in the ESL reading classroom, content is primary importance. Reading is easiest when content is familiar and that reading is most difficult when contain are difficult. In relevance with Charles theory, while in speaking ability also has content. It can be said that students' can speak if they have a content schemata. In this case, when students' have schemata about

topic being talked the communication will successful and run fluently or it can be said they can deliver message appropriate with the topic being talked.

Content schemata are knowledge about the world which involve topic familiarity and previous knowledge. Content schemata are also background knowledge which is store in the mind. People will only receive the information which is fit to their schemata. Content schemata can not be separated from the speaking skill because without knowing the topic of the world they can not remember the things that they concern. It is used to understand what the content or message of the communication or it can be said that people will understand what other people talk if they have the same schemata.

While Formal schemata, Peregoy and Boyle (2000) stated that text structure knowledge or formal schemata enhance comprehension by helping readers to anticipate and predict the direction of a plot or argument, thereby facilitating attention to the larger meaning of the text. In speaking ability, it is used to deliver the message in right order ideas. Other people will understand our conversation if we inform the message correct organizes.

Furthermore, Al Salmi (2011) linguistic schemata refer to readers' existing language proficiency in vocabulary and grammar. As the basis of comprehension, language knowledge plays an important role on understanding of the text, especially for learners at the elementary stage of learning. Without basic language knowledge, no reading strategy or skills can function effectively. Therefore, the more language schemata readers have in their mind, the more information readers may acquire from the text and the more effective readers they may become. Based

on the previous research above the researcher can logically infer that linguistic schemata are also needed in speaking ability. Likewise in speaking it may happen to a speaker that she or he has linguistic schemata, she or he will also speak fluently or better. The more vocabulary students' have the more efficient they can deliver the information. The more grammar knowledge they have the more they can produce meaningful sound.

2.5 Theoretical Assumption

In accordance with the previous theories, the researcher Justify that schemata also has relationship to speaking ability. Content schemata in speaking ability help students' to communicate easily with other students. It is used to understand the knowledge of the topic of speaking. If students have background knowledge of topic being discussed they will know what kind of message they can deliver.

Formal schemata also has correlation, it is used to deliver the message in right order of ideas so the listener will understand easily the message from the speaker.

Linguistic schemata also correlates to speaking ability. The language proficiency in grammar and linguistic enable students to convey their conversation easily with appropriate vocabulary and grammar. Students will be able to speak if they have sufficient vocabulary. Vocabulary is a component in language that can not be separated when learning the language. While grammar helps students to construct the appropriate sentence to produce good and meaningful sound.

2.6 Hypothesis

Based on the theoretical assumption above the researcher would like to formulate the hypothesis as follows:

1. There are positive significant correlations between students' schemata and their speaking ability.
2. There are positive significant correlations between students' content schemata, formal schemata, linguistic schemata and their speaking ability.

