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## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. The Concept of Content Schemata

Schemata (singular: schema) was first proposed by Kant Immanuel in 1781. He defined schema theory as frame, script or background knowledge (Kramsch, 1993). Cognitive psychologists, Sir Frederic Bartlett (1932), the first person who used the term schema stated that the term “schema” means an active organization of past reaction, or of past experience, which must always be supposed to be operating in any well-adopted organic response. Rumelhart (1980) stated that schemata are basically a theory about how knowledge represented in order to facilitate the use of the knowledge in particular ways. All knowledge is packaged into units as schemata. Moreover, Anderson, Reynolds, Schallert, & Goetz (1977, p. 369) have stated that “every act of comprehension involves one’s knowledge of the world as well”. It means that schema theory is concerned with the role of prior knowledge and background information in language comprehension.

In accordance with reading comprehension, Carrell (1987) classified schemata into two types: Formal schemata and Content schemata. Formal schemata are containing knowledge of rhetorical organization structures, including knowledge of the general properties of text types and differences in genre. Content schemata are kind of schemata which is knowledge relative to the content domain of content area or domain of a text. In addition, Barnet

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(1988) states that Content schemata are background knowledge about the cultural orientation or content of a passage. Furthermore, Carrell and Eisterhold (1983) have stated that content schemata refer to the readers' familiarity with the subject matter of the text. Similarly, Al-Issa (2006) says that Content schemata refer to the familiarity of the subject matter of the text. It includes an understanding of the topic of the text and the cultural-specific elements needed to interpret it. From the theories above, it is clear that in content schemata involve background knowledge/prior knowledge, cultural background, and content familiarity.

a. Background/ prior knowledge

In line with Anderson et al (1977) stated that that “every act of comprehension involves one’s knowledge of the world as well”, it means that comprehension involves knowledge the reader already possesses and his/her ability to relate the textual material. Background knowledge has also been the focus of attention as a top-down tool for text comprehension, bringing in relevant information not contained in the text itself, such as general knowledge about people, culture and the universe, or information about the discourse structure itself (Donin & Silva, 1993).

b. Cultural background Knowledge

Schema theory holds strongest in the area of cultural background knowledge. Yousef et al (2014) conducted a study on the relationship between cultural background of Iranian EFL learners and reading comprehension. The results showed that the means of all groups on

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culturally familiar reading tests were greater than their means on reading tests with unfamiliar contents. It means cultural context is needed in learning processes, especially reading comprehension.

## c. Content familiarity

Carrell and Eisterhold (1983) have stated that content schema is similar to the readers' familiarity with the subject matter of the text. It means that the reader should be able to construct their prior knowledge relate to the subject or topic of the text to be read. A study carried out by Koh (1986) proved that the impacts of familiar context on student's reading comprehension supports the notion that one's comprehension of a text depends on how much relevant prior knowledge the reader has about the subject matter of that particular text. He has also suggested that students must be made conscious of what is involved in successful reading.

The three components of content schemata above explained how crucial it works in readers' mind. Readers need prior knowledge, cultural knowledge, and also content familiarity in order to get comprehension as well as possible

Furthermore, Anderson et al (1977) have defined the three functions of the content schemata. First, schemata provide the basis for filling the gaps in a text: no message is ever completely explicit and schema permits a coherent interpretation through inferential elaboration. Second, schemata contain the reader's interpretation of an ambiguous message. Third, it is

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by establishing a correspondence between things known, as represented by schemata, and the given in a message, that readers monitor their comprehension and know whether they have understood the text. Perhaps the central function of schemata is in the construction of an interpretation of an event, object, or situation.

In this research, the writer focused on content schemata because it is more effective in reading comprehension. Carrell (1987) proved it by conducting an experimental study to examine the simultaneous effects of both culture-specific content schemata and formal schemata. The results indicated that content schemata affected reading comprehension to a greater extent than formal schemata. Moreover, Joag-dev, and Anderson (1979) investigated two groups of subjects with different cultural heritages, a group of Asian Indians living in the United States and a group of Americans. In short, he showed the clear and profound influence of cultural content schemata on reading comprehension. Johnson (1982) also investigated the effects of content schemata on 46 Iranian university students. In his study, half of the participants read a text with familiar content while the other half read a text with unfamiliar content. Participants were tested on their comprehension of explicit and implicit information in the texts by answering multiple-choice questions. Results showed that the text with familiar content was better understood by ESL students than the one with unfamiliar content. Hence, it can be concluded that content schemata is useful for students in understanding reading text.





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## 2. The Nature of Reading

Nowadays, Reading has become part of peoples' daily life or activities. They read anything, anytime, at any places for different purposes. For instance, they want to find out something or check some information. Reading is more than just receiving meaning in literal sense. It involves an individual's entire life experience and thinking power to understand what the writer has contended. It also covers the understanding of symbols, letters, words, sentence and meaning.

In addition, Nunan (2003), states that reading is also a fluent process of readers in combining information from a text and their own background knowledge to build meaning. Reading is an active process which consists of recognition and comprehension skill. The process of reading may be broadly classified into three stages:

- a. The recognition stage. At this stage, the learner simply recognizes the graphic counterparts of the phonological items. For instance, he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.
- b. The structuring stage. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
- c. The interpretation stage. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he

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comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. In this stage at a reader really reads for information or for pleasure.

According to Kalayo (2007), reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. It means that reading is an interactive and thinking process of transferring printed letters into meaning in order to communicate certain messages between the writer and the reader. The reader also uses knowledge, skills, and strategies to determine what that meaning is. Reader knowledge, skills, and strategies include:

- a. Linguistics competence: the ability to recognize the elements of the writing system; knowledgeable of vocabulary; knowledge of how words are structured into sentences.
- b. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another.
- c. Sociolinguistics competence: knowledgeable about different types of texts and their usual structure and content.
- d. Strategic competence: the ability to use top- down strategies as well as knowledge of the language (a bottom-up strategy).

Reading is a process, which is complex between authors and reader that the messages are conveyed from authors to the reader. In addition, good

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readers are able to predict what they will read on the basis of their knowledge. Here are some factors in the reading process:

a. Internal factors

These are factors that come from students that include all personal factors. In addition, these factors can also be classified into intelligence (IQ), motivation, attitude and purpose of reading.

b. External factors

External factors are the factors that come from outside of the students. These factors are as environmentally, social, economic, background, reading facilities and reading habits.

To help the students to develop their ability in reading passage in teaching and learning process will involve these phases; pre- reading, whilst-reading, and post- reading activities.

1. Pre reading

Pre- reading activity is the activity before reading process. The aims of this are:

- a. To introduce and raise the interest of the students to the topic. In this case, the teacher introduces to the students about the topic, which they will discuss in English class.
- b. To motivate the students to give reaction to the reading text. The teacher can ask the students some questions related to the topic.
- c. To provide some language preparation for the text. In this term, teachers can show some language preparation, such as: the words,

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phrases, or sentences that can be used to lead the student's attention to the material

## 2. Whilst reading

Whilst reading activity is the core of the lesson, what is done in this phase is to develop the students in reading skill. Through whilst reading tasks, students are trained how to read the text efficiently. For example, to find out the purpose of the general idea of the reading text.

## 3. Post- reading

Post- reading is the activity done by the students by concluding the all of the reading text by using the real of life. They can share the idea of the text, knowledge based on the reading text.

It means that the primary activity of reading is to comprehend what the text is about. Many readers cannot catch the idea or what the writer talks about. It is caused they do not know the exact meaning of the words that the writer uses.

Based on the definition of reading by the experts above, I conclude that reading is a reader activity having process and some purposes in reading a written language.

### 3. The Nature of Reading Comprehension

Reading is not an easy work. To understand the reading text, readers need to have strategy or technique in order to get easy in comprehending reading text. According to Brown, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies (Brown,



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p.291). Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of texts, and understand how to apply them to accomplish the reading purpose.

Moreover, efficient comprehension requires the ability to relate the textual material to one's own knowledge. Comprehending words, sentences, and entire text involve more than just relying on one's linguistic knowledge.

One reason for reading comprehension is that we want to understand other people's ideas; if we were identical, there would be no point in most communication. It means that the background knowledge of someone is important in understanding text. If the writer and the reader are closely similar in background, training, attitude and so on, the reader is likely to interpret the text with no conscious effort.

Karlin (1984) divided 2 models of comprehension:

a. Bottom up

Bottom up comprehension is the process to find out the information only after the act of reading activities. It means that the reader's understanding of the text will depend on the meaning of the words, sentences, and paragraphs. The meaning of the words will contribute the meaning or a sentence, and paragraph.

b. Top down

Top down comprehension is the process where the reader can find out the information about the text, and understand the text based on their

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knowledge about text. Many readers do not fully understand the text because they do not have appropriate background knowledge about the text. In order to read confidently, students should understand what they have read.

In addition, Jack C. Richards and Richards Schmidt (2002) state that different type of reading comprehension are often distinguished, according to the reader's purposes in reading and the type of reading is effected. The followings are commonly referred to:

- a. Literal comprehension: reading is to understand, remember, or recall the information explicitly contained in a passage.
- b. Inferential comprehension: reading is to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.
- c. Critical or evaluative comprehension: reading is to compare information in a passage with the reader's own knowledge and values.
- d. Appreciative comprehension: reading is to gain an emotional or other kinds of valued response from a passage.

Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a researcher. It is interaction between reader and author. It is necessary for students to master reading comprehension. In reading comprehension, a reader should have knowledge about understanding the reading passage. The

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common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

Comprehension will be usually found in the reader's mind. It is clear that reading comprehension is not only a process of knowing the meaning of words semantically, but also a process of catching the idea of the text whether it is stated explicitly or not.

King and Stanley (2004:8) explain that there are five aspects of processing of reading comprehension. They are; finding factual information, finding main idea, finding the meaning of vocabulary in context, identifying reference, and making inferences." The theory above can be described as follows:

a) Finding main idea

The main idea is the core of a text. To understand a text, a reader must also able to find the main ideas of the text effectively.

b) Finding factual information/ details

Readers must be able to find the factual information by scanning the specific details. There are many types of question of factual information can be found in the text such as; question type of reason, purpose, result, comparison, means, identify, time, and amount.

c) Finding the meaning of vocabulary in context

The readers should develop their ability in guessing some unfamiliar words. They also need to understand the context of the words or sentence.

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## d) Identifying references

Word references are known as pronouns, such as she, he, it, this, those. By knowing the main subject of the text, the questions are easily can be answered. Readers need to identify the word reference as a substitution of pronouns.

## e) Making an inference

The result of reading is comprehending to what the researcher wrote. The Reader is expected to get the messages of the text. In other words, a good reader is able to draw inference logically and make accurate predictions.

In conclusion, to understand a text material readers need to find the factual information by scanning the specific details, identify the main idea of a text, find the meaning of vocabulary in the context of developing their abilities in guessing some unfamiliar words, identifying the word reference, and able to make inferences where the students are able take some messages in a text material.

#### 4. The Nature of Recount Text

##### a). Definition of Recount Text

Richards and Schmidt (2010) stated that recount is a text type that tells what happened. It is a text that retells events or experiences in the past. In line with the statement above, Zaida (2009) said that a recount text retells past story, action, or activity. The purpose of recount text is to entertain or inform the readers.



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## b) Generic Structure of Recount Text

Zaida (2009) wrote that a recount consists of three main parts:

### 1) Orientation

It tells the readers who was involved, what happened, where the events took place and when it happened. (Who, what, when, where, and the situation).

### 2) Events

This part indicates what happened (series of events) sequentially.

### 3) Re-Orientation

This part shows the readers the writer's comment about the events that happened.

## c) Language Features :

- 1) Past tense (using past tense)
- 2) Specific participant (I, Rizka, my father, my family, etc)
- 3) Time connectives (first, next, then, soon, during, finally, etc)

## d) Types of recount text:

There are different types of recount:

- a. *Personal recount*: recounting an experience in which the author has been directly involved
- b. *Factual recount*: retelling an event or incident such as a newspaper report, an accident report.

- c. *Imaginative recount*: taking on a fictitious role and relating imaginary event.

### **Recount Text Based on Curriculum for Junior High School for Second Year Students**

Recount text is learned for second year students at Junior High School in the second semester. The competency standard is to understand the meaning of short functional essay of recount and narrative texts in content daily life and to access knowledge. Based on the text book for second year students, the kinds of recount are personal and biographical and factual recount. Personal recount is retelling an event that the writer was personally involved in. For instance: personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. Personal recount is usually written in the first person (I and we) and often to entertain and inform. Biographical recount tells the readers about the person's life with the third person narrator (he, she, and they). Factual recount is concerned with recalling events accurately. It can range from everyday task such as accidents, structured research, science, news recording and police report. Subject Matters in Learning Recount are:

1. Textual meaning of recount text.
2. Structures of recount text are title, orientation, series of event and orientation.
3. The purposes of recount text are to inform and entertain the readers.
4. Language feature of recount text are using simple past tense, a range of conjunction (although, because, while), use time connective (firstly, next,

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finally), using adverb phrase to indicate time and place (yesterday, last week, at home, outside), using action verb (spoke, saw) and using specific participant (Mrs Rizka, I, we)

### Example of a recount Text

*Last week, my friends and I went to West Sumatra. We visited many places. First, we visited Air manis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people at that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home. For me, that was a beautiful day. We really enjoyed it, and I hope I could visit west Sumatra again.*

### B. Relevant Research

The relevant research is the writers' review of the relevant research to observe some previous research conducted by other researchers in which they are relevant to the writer research itself. Syafi'i (2007) stated that the writer has to analyze what the point that was focused on, inform the design, finding

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the conclusion of the previous research. It aims at avoiding plagiarism toward the designing and finding of previous researchers. There are several researches which are relevant to this research as follows:

1. A research by Syafni Eliza (2011) an alumnus State Islamic University of Sultan Syarif Kasim Riau entitled “The Correlation between Students’ Formal Schemata and Their Reading Comprehension of Narrative Text at Science Class of the Second Year of State Senior High School 3 Pekanbaru. The result of this research was a positive significant correlation between students’ formal schemata and their reading comprehension of narrative text at Science Class of the Second Year of State Senior High School 3 Pekanbaru.
2. Ismi Mariati (2005). In her research, she focused on the effect of activating schemata on reading comprehension of the first year of SMAN 1 Bangkinang. Activating schemata is one of the good techniques, in which having schemata before reading activities is very important due to it helped the readers to understand and to improve their reading comprehension. Schemata needed to diagnose students’ prior knowledge and provided necessary background knowledge so they were prepared to understand what they read. At the end of her research, she concluded that there was significant difference between the students reading comprehension taught by activating schemata pre reading plan and not activating schemata through pre reading plan. It is provided by finding t-observe (3.08) is higher than t – critical (2.00).



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3. A research conducted by Meutia Rachmatia entitled "The correlation between students' schemata and reading comprehension in making sense of narrative text". The objectives of her research are to investigate 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. The research design used a co-relational design of ex post facto design. 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.
4. Adina Levin and Thea Reves (Canada. 1994) conducted a research entitled "The four- Dimensional model: Interaction of schemata in the process of FL reading comprehension. The result of the study confirms that all the three types of schemata (Content, formal, and linguistic schemata) contribute to overall text comprehension, both separately and cumulatively, although to differing extents. It can also be assumed that schemata-inducing activities may indirectly affect overall text comprehension by arousing the reader's appropriate schemata.

### C Operational Concept

The operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to

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make it easy to measure. There are two variables in this research, they are variable X as students' content schemata and variable Y as reading comprehension.

**1. The Indicators of Content Schemata (X) are as follows:**

- a. The students are familiar with the content of recount text.
- b. The students have prior knowledge to comprehend recount text.
- c. The students have cultural background with the topic of recount text.

**2. The Indicators of Reading Comprehension (Y) are as follows:**

- a. The students are able to state the main idea of recount text.
- b. The students are able to identify information of recount text.
- c. The students are able to identify the unfamiliar words of recount text.
- d. The students are able to identify the reference of recount text.
- e. The students are able to identify the generic structure of recount text.

**D. Assumption and Hypothesis**

**1. Assumption**

In general, the assumption of this research can be expressed that the content schemata has significant correlation in reading comprehension of recount text of the second year students at Junior High School 1 Kampar.

**2. Hypothesis**

In this sub-chapter, the writer presents the alternative hypothesis (Ha) and the null hypothesis (Ho).

- Ha: There is a significant correlation between content schemata and reading comprehension of recount text of the second year students at State Junior High School 1 Kampar.
- Ho: There is no a significant correlation between content schemata and reading comprehension of recount text of the second year students at State Junior High School 1 Kampar.

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