THE CONTRIBUTION OF BACKGROUND KNOWLEDGE TOWARD READING COMPREHENSION AT THE SECOND YEAR STUDENTS OF SMAN 1 KUNDUR KARIMUN REGENCY

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PEKANBARU

1432 H/2011 M

THE CONTRIBUTION OF BACKGROUND KNOWLEDGE TOWARD READING COMPREHENSION AT THE SECOND YEAR STUDENTS OF SMAN 1 KUNDUR KARIMUN REGENCY

A Thesis

Submitted to Fulfill One of Requirement

For the Undergraduate Degree in English Education

(S.Pd.)

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SUPERVISOR APPROVAL

The thesis entitled *"The Contribution of Background Knowledge toward Reading Comprehension at the Second Year Students of SMAN 1 Kundur, Karimun Regency"*, is written by Ilma Febiastuti, NIM.10714000089. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau.

Pekanbaru, Rajab 11, 1432 H
June 13, 2011 M

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EXAMINER APPROVAL

The thesis entitled "*The Contribution of Background Knowledge toward Reading Comprehension at the Second Year Students of SMAN 1 Kundur Karimun Regency*" is written by Ilma Febiastuti, NIM. 10714000089. It has been approved and examined by the examination committee of undergraduate degree on Sya'ban 11, 1432 H/July 12, 2011 M at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of requirements for Undergraduate Degree in English Education.

Pekanbaru, <u>Sya'ban 11, 1432 H</u>
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ACKNOWLEDGEMENT

In the name of Allah, the most gracious and the most merciful, praise belongs to Allah Almighty the lord of Universe. Through His guidance and His blessing, the writer has completed this academic requirement for the award of bachelor degree at the Department of English Education, Faculty of Education and Teacher Training of State Islamic University (UIN) Sultan Syarif Kasim Riau.

The title of this thesis is The Contribution of Background Knowledge toward Reading Comprehension at the Second Year Students of SMAN 1 Kundur, Karimun Regency .In this occasion, the writer would like to express the great thanks to:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Dr. Hj. Helmiati, M.Ag, the Dean of Education and Teacher Training Faculty and all staff.
3. Dr. Hj. Zulhidah, M.Pd, the Chairperson of English Education who has given me correction, suggestion, support, advice, and guidance in completing the thesis.
4. Bukhori, S.Pd. I,MPd, the Secretary of English Education Department who has given me correction, suggestion, support, advice, and guidance in completing the thesis.
5. Drs. H. Kalayo Hasibuan, MEd TESOL, my beloved supervisor who has given me correction, advise, motivation, and guidance in finishing the thesis.
6. Drs. M. Syafii S, M.Pd, my beloved academic adviser who has given me motivation and guidance in finishing my thesis.
7. All Lecturers who have given me their knowledge and information through the meeting in the class or personally.
8. My lovely Parents, Samidi and Mardiah who have given me the meaningful and useful supports and also their sacrifice until right now.

9. My lovely brother Habi Rizkana who have given me support and motivation to accomplish the thesis.
10. My beloved Bambang Hadi Haryanto who have given me support and motivation to accomplish the thesis.
11. The Headmaster of SMAN 1 Kundur, Sugiman, S.Pd, and Selamat Rizaldin, S.Pd as an English teacher, and all of the teacher and staff that help me in finishing this research.
12. My beloved friends: Rani Nofrianti, Indah Pratiwi, Nahrika Yanti, Mulyani, Chinta Pramita, Dewi Ardiyanti and Resti Mirandari who have given me support to accomplish the thesis.
13. My best friends, all of the member of C class: Lhia, Dya, Aini, Mas Ari, Sari, Maidia, Lena, Fenny, Henny, Kiki, Iman, Dwi, Henny, Eka, Mala, Mbak, and the entire member, thanks for your support. We always be classmates and friends forever.
14. For all people who have given me the great support in conducing and finishing this thesis, this cannot be written one by one.

Finally, the writer really realizes that there are many weaknesses in the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the lord or universe bless you all. Amin…

Pekanbaru, June 13, 2011
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ABSTRACT

Ilma Febiastuti (2011): "The Contribution of Background Knowledge toward Reading Comprehension at the Second Year Students of SMAN 1 Kundur, Karimun Regency".

In this research, the researcher found that the students of SMAN 1 Kundur, Karimun regency still had problem in their reading comprehension. Besides, this school used KTSP as a curriculum to teaching learning process and every teacher was experienced in teaching learning English. Nevertheless, in the real condition showed that many students have low ability in comprehending the reading text.

The main purpose of this research is to find out whether there is any significant contribution between background knowledge and reading comprehension at the second year students of SMAN 1 Kundur Karimun Regency or not.

The subject of this research was the second year students of SMAN 1 Kundur, Karimun Regency. The total of the population was 154 students consist of 5 classes. In this research the researcher took 20% from each class, they are 30 students as a sample. In choosing the sample the researcher used proportional random sampling. The object of this study was to identify how is students Background Knowledge, how is students reading comprehension and is there any significant contribution between background knowledge and reading comprehension. In collecting the data, the researcher used test. Then in analyzing the data the researcher used Simple Regression by using SPSS version 17.

After conducting the research, analyzing, and calculating the data, the result showed that the coefficient score is 0.000 which is lower that 0.05, it means that Alternative Hypothesis is accepted. And the coefficient correlation was 0.818, which categorized into good category and the contribution of background knowledge toward reading comprehension 66.9%.

The conclusion is there was positive significant contribution between Background Knowledge and Reading Comprehension at the second year students of SMAN 1 Kundur Karimun Regency.

ABSTRAK

Ilma Febiastuti(2011): "Kontribusi dari Latar Belakang Pengetahuan terhadap Pemahaman Membaca Teks pada Siswa Kelas Dua SMAN 1 Kundur Kabupaten Karimun"

Di dalam penelitian ini, peneliti menemukan bahwa siswa kelas dua di SMAN 1 Kundur kabupaten karimun masih memiliki masalah dalam pemahaman membaca teks. Disamping itu sekolah ini menggunakan kurikulum KTSP dalam proses pembelajaran dan setipa guru memiliki pengalaman dalam mengajar bahasa inggris. Namun, pada kenyataannya masih menunjukkan bahwa siswa masih memiliki kemampuan yang rendah dalam memahami teks bacaan.

Tujuan utama dari penelitian ini adalah untuk menemukan apakah ada kontribusi yang signifikan antara latar belakang pengetahuan siswa kemampuan memahami tek di SMA N 1 Kundur, Kabupaten Karimun.

Subjek dari penelitian ini adalah siswa kelas dua SMAN 1 Kundur Kabupaten Karimun. Jumlah keseluruhan dari populasi siswa adalah 154 orang siswa. Yang terdiri dari lima kelas. Pada penelitian ini peneliti mengambil 20 % dari stiap kelas, yaitu 30 orang sebagai sampel, peneliti mengambilan sample menggunakan tekhnik proporsional random sampling. Objek penelitian ini adalah untuk mengidentifikasi bagaimana latar belekang pengetahuan siswa, bagaimana kemampuan memahami teks, dan apakan ada hubungan yang signifikan antara latar belakang pengetahuan siswa terhadap kemampuan membaca pada siswa kelas dua SMAN 1 Kundur Kabupaten Karimun. Dalam menganalisa data peneliti menggukan rumus regresi sederhana melalui SPSS versi 17.

Seteleh melaksanakan penelitian, menganalisa, dan mengkalkulasikan data, hasilnya menunjukkan bahwa koefesien dasarnya adalah 0.000 dimana lebih rendah dari pada nilai alpha 0.05, yang berarti bahwa hipotesis alternative diterima. Dan koefesiens hubungannya adalah 0.818 yang mana 0.818 adalah tergolong kedalam hubungan nyang bagus, dengan besarnya kontribusi antara latar belakang pengetahuan siswa terhadap kemampuan membaca adalah 66.9 %.

Dengan demikian maka dapat disimpulkan bahwa ada kontribusi yang positif antara latar belakang pengetahuan siswa dengan kemampuan membaca pada siswa kelas dua SMAN 1 Kundur Kabupaten Karimun.

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CHAPTER I

INTRODUCTION

A. The Background

Reading is clearly one of the most important skills that should be mastered by the students. Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to criticize a writer's idea or writing style.

In understanding the reading text needs some skills that should be mastered be the readers. They should able to determine the topic sentence, vocabulary mastery and analyze the text, etc. Without reading skill, we will get the difficulty in finding the information from the text that we read, so that the students are forced to master the reading skill in order to get the knowledge and information from the text that they read.

Based on school based curriculum (KTSP), the aim of learning process is to develop the skills of communication. It means that not only develops skills in speaking, but also reading, writing and listening. In general, the aim of teaching reading is to develop the student's ability to read the material, get information and understand the text. Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to criticize a writer's ideas or writing style. A person may also read for enjoyment, or to enhance the knowledge of the language

being read.[1]   It means that by reading, the reader can get information and transfer the information from what they read. The readers can also criticize the writer's idea.

In comprehending the text, the student should use knowledge, skills and strategies to determine what the text means. The teachers should have some strategies. The strategies that can help the students read more quickly and effectively include: previewing, predicting, skimming and scanning, and guessing from context (by using prior or background knowledge).[2] In this study, reading is focused on the background knowledge of the students and their ability that make them capable of comprehending the reading text. Reading is also one of the common ways to get information and knowledge about everything that the reader needs from written form. For example background knowledge, background knowledge is one of the ways in comprehending, in which the reader will feel pleasure and relax.

Background knowledge is that the readers purposely bring consciousness what they already know related to what they are going to read or what they are reading.[3] The background knowledge can help the students understand the meaning of the reading text, and they are motivated to read the text. Without the background knowledge, a complex subject such as a text is not just difficult to interpret; strictly speaking, it is meaningless.[4] Background

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[1] Hasibuan, kalayo. *Teaching English as a Foreign Language* (TEFL). (Pekanbaru: Alaf Riau Graha Unri Press. 2007). p 114
[2] *Ibid*., p 121
[3] Graves, Michael F, et al. *Teaching Reading in the 21ˢᵗ Century.* (Needham Eights: a person education company. 2001)p 311.
[4] *Ibid.,* p 6.

knowledge is the student's preliminary knowledge about the story or the text. Because they have known about the text, it will make the students easy in understanding the text. Even tough they do not know all of the sentences but they are interested in finding the meaning of the difficult words. In other words, they use their background knowledge to help them understand the meaning, they are motivated to read the text and decipher the meaning of the text by themselves. The students can directly be told to use their background knowledge when necessary for various comprehension processes.

Based on the writer preliminary study SMAN 1 KUNDUR is one of the schools located in Tanjung Batu Kundur, Karimun Regency. English is also taught as one of the prominent subjects and it is examined in national examination in this school. The students had study about narrative text since they studied at the junior high school. They had known various kinds of narrative text, and they should able to use their background knowledge when comprehend the narrative text. But in a fact the still have problem in using their background knowledge when reading a narrative text. The result of their reading comprehension achievement of narrative text is still low and in reality, they are still not able to get the meaning of every sentence in narrative text. It indicates that their knowledge did not influence their ability in reading narrative text. The students had their own background knowledge but they always got problem in comprehending the narrative text. The writer finds some phenomena as follows:

1. Most of the students are not able to determine the topic sentence or the main idea of the reading text.

2. Most of the students are not able to answer the question related to the reading text because of unfamiliar words.

3. Most of the students are not able to recognize the references of words that refer to sentences.

4. Most of the students have known much knowledge about the text that can help them in understand the reading text, but they are still confused in understanding the reading text.

5. Most of the students are able to read the reading text, but they are not able to recognize the factual or certain information of the text.

6. Most of the students have much background knowledge about narrative text, but they have different knowledge from ones text to others.

Based on the phenomena above, the writer is interested in conducting a research entitled: **THE CONTRIBUTION OF BACKGROUND KNOWLEDGE TOWARD READING COMPREHENSION AT THE SECOND YEAR STUDENTS OF SMAN 1 KUNDUR KARIMUN REGENCY.**

B. The Problem

1. The Identification Of Problem

Based on the background and the phenomena above, it is clear that the second year students of SMAN 1 KUNDUR have many problems in understanding the reading text although they have been taught by their teacher. So, to make it clear, the writer will identify the problems as follows:

a. Why are most of the students unable to determine the topic sentence or the main idea of the reading text?

b. Why are most of the students unable to answer the question related to the reading text?

c. What factors make students unable to recognize the references of word that refer to the sentences?

d. How is the students' background knowledge in comprehending the reading text?

e. Why are most of the students unable to recognize the factual or the certain information of the text, even though they are able to read the text?

2. The Limitation of the problem

To avoid misunderstanding about the problems in this research, it is necessary for the writer to limit the problem. In this research, the writer focused on the contribution of background knowledge (the background knowledge focused on folktale, legend, and fable) toward reading comprehension especially in reading narrative text.

3. The formulation of the problem

Referring to the limitation of the problem above, the problem of this research can be formulated in the following questions:

a. How is students' background knowledge?

b. How is a students' reading comprehension?

c. Is there any significant contribution of background knowledge toward students' reading comprehension?

C. The reason for choosing the title

The writer is interested in carrying out this research because of some factors:

1. The title is interesting because the researcher wants to find out how is the result of the students, background knowledge when they use background knowledge.

2. The topic is relevant to the writer as the student of English education department.

3. As far as the writer is concerned, this research has never been investigated by the other researcher.

4. Every student has background knowledge.

5. The teacher in this school needs a new strategy in order to make the students interested in comprehending the reading text.

D. **The objective and the significance of the research**

  1. **The objective of the research**

   a. To find out the background knowledge of the second year students of SMAN 1 Kundur Karimun Regency.

   b. To find out the influences of background knowledge and students' reading comprehension.

   c. To find out whether or not there is contribution between background knowledge toward reading comprehension at the second year students of SMAN 1 Kundur, Karimun Regency.

  2. **The significance of the research**

   a. To know how the students use their background knowledge when they are reading the text.

   b. To provide English teachers with information concerning the students' reading comprehension by using background knowledge.

   c. To deepen the writers' knowledge about the research, especially on the topic being discussed.

   d. To fulfill one of the requirements to finish writers' study at the English education department of UIN SUSKA Riau.

E. **The definition of the term**

  The topic of this research is about the contribution of the background knowledge toward reading comprehension of the second year students of SMAN 1 Kundur Karimun Regency. To avoid misunderstanding and

misinterpretation, it is necessary to define some terms used in this research. The terms of this research consist of four terms, they are:

1. Contribution

   Contribution means that giving something to others.[5] In this research, Contribution is something is given to the students.

2. Background knowledge

   Background knowledge is that the readers purposely bring consciousness what they already know that related to what they are going to read or what they are reading.[6] In this research, background knowledge is the knowledge that the reader got based on what they read.

3. Reading Comprehension

   Reading comprehension is a complex skill that requires an interactive interaction between text element and the reader. In this research, reading comprehension is the ability in understanding the reading narrative text. Background knowledge in reading comprehension is relevant for students to make some connection of the text, they are read, and their Comprehension will be increased.

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[5] Hornby, AS. *Oxford Advanced Learner's Dictionary*. (Oxford university press: International New, 1995),. P 252
[6]Michael F, *op cit*,. p 311.

CHAPTER II

REVIEW OF LITERATURE

A. The Theoretical framework

1. Reading comprehension

a. The nature of reading

Reading could be enjoyable activity when it is carried out efficiently. Students should be motivated to acquire this competence and they should read a lot to cover the information and to increase their knowledge. Reading is not something that every individual learns to do, but in fact it is probably true to say that more than time is spent for teaching reading more than any other skill. Reading can mean such diverse thing as interpreting, analyzing, or attempting to make predictions.

Reading is making meaning from printed and visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill.[1] In the other words, reading is an interactive process that goes on between the reader and the text, resulting in comprehension.[2] It means that when we read some written texts, there is an interaction between the reader and text, that the reader will transfer the meaning of the text or information from the text.

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[1] Moreilon, judi .*Collaborative Strategies For Teaching Reading Comprehension Maximizing Your Impact.*(American Librarian Association,2007)p. 10
[2] Kalayo Hasibuan. *Lock. Cit*. p 114-115

Reading is an act of reading something like articles, book etc that are intended to be read.[3] From all of the opinion about reading, it can be concluded that reading is a process of interaction between reader and the written material in transferring, understanding and comprehending about the reading text. In reading, the reader should make a good interaction in order to gain the information from the text.

Reading is very crucial skill that must be mastered by the reader. In reading, there are many techniques that can be used in improving our reading skill. There are different techniques for reading for different situation. The technique that will be chosen is based on the purpose of reading. According to Rivers and Temperly, 1997 (in, Nunan 1999 p. 251) state that there are seven main purposes for reading:

1) To obtain information for some purposes or because we are curious about some topic;

2) To obtain instruction on how to perform some task for our work or daily live (e.g., knowing how to apply works);

3) To act in a play, play a game, do a puzzle;

4) To keep in touch with friends by correspondence or to understand business letter;

5) To know when or where something will take place or what is available;

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[3] Oxford Learners Pocket Dictionary, *Op Cit,*. p. 357

6) To know what is happening or has happened (as report in newspaper, magazine, reports);

7) For enjoyment or excitement;

Based on the purposes of reading above, we can determine that for what we read something. We can use reading based on the purpose. In comprehending the text the student should use knowledge, skills and strategies to determine what the text means. According to Hasibuan (2007, p.120-121) the strategies that can help the students read more quickly and effectively include:

1) Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of reading selection.

2) Predicting: using knowledge of the subject matter to make prediction about content and vocabulary and check comprehension; using knowledge about the text type and purpose to make prediction about discourse structure;

3) Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question prediction.

4) Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meaning of unknown words, instead to stopping to look them up.

5) Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text

According to Julian Bamford, 2008 (in, Syaifullah, 2009 p. 1) Reading is consisting of two kinds, they are:

1) Intensive Reading

   Intensive reading often refers to the careful reading (or translation) of shorter, more difficult foreign language with the goal of complete and detailed understanding.

   Intensive reading is also associated with the teaching of reading in terms of its component skill. Text are studied intensively in order to introduce and practice reading skill such as distinguishing the main idea of a text in detail, finding pronoun referents , or guessing the meaning of unknown words.

2) Extensive Reading

   Extensive reading is generally associated with reading large amounts with the aim of getting an overall understanding of the material. Readers are more concerned with the meaning of the text than the meaning of individual words or sentences.

   Based on the definition above, understanding reading text is categorized into intensive reading, because here, the students should be able to distinguish the main idea and guess meaning from unknown words.

b. The nature of reading comprehension

Comprehension is an interactive process to which each reader brings his or her individual, interest expectation, skills and prior (background) knowledge. Reading comprehension is viewed as the process of using one's own prior (background) knowledge and comprehension is influenced by the individual readers' characteristics, the text characteristics, and the situation related factors.[4] In the other side, reading comprehension is a complex skill that requires an interactive interaction between text element and the reader.[5]

In comprehending the reading material needs some strategies. Without knowing the strategies, we will get the difficulties. We will be confused what for we read the text. According to Zimmermann and Hutchins, 2003 (in, Morreilon, 2007 p. 11) state that identify seven reading comprehension strategies:[6]

1) Activating or building background knowledge

2) Using sensory images

3) Questioning

4) Making predictions and inferences

5) Determining main ideas

6) Using fix-up options

7) Synthesizing (collect)

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[4] Judith Westphal. 1986. *Teaching Reading Comprehension Process*. (New Jersey: Prentice –Hall. P.9

[5] Thomas J. Murphy . *Increasing Comprehension by Activating Prior Knowledge*. 12th 18 2010/http//.www.erictdiget.org
[6] Judi Moreillon, *ibid* p. 11

The strategies mention above are possible to be used by the students, because in learning English, the students are required to comprehend the reading text.

Based on the explanation above, reading comprehension is how the reader brings their knowledge in order to comprehend or infer the authors' intended meaning in the text.

c. Some Factors That Influence Students' Reading Comprehension

There are two factors that influence the students reading comprehension and they are related one another; they are internal and external factor.

1) Internal Factor

The internal factor means the factor which comes from the reader himself, because the factor has existed inside of the reader. This factor deals with self-motivation and interest.

a) Motivation

Motivation plays an important role in comprehending the text. The students will be motivated to read when they feel that they need something from the text. Motivation is provided by interesting material, usually leads to the use of appropriate behaviors.

b) Interest

Interest is being one of the important factors in order to increase the students' comprehension achievement in reading. Interest in the material leads to more motivation, and students read interesting material with greater comprehension than uninteresting material; even the readability level is the same for each.[7] If someone is interested in reading it means that he or she will get a good motivation. In the other side, if the students do not have interest in reading it will influence his or her achievement.

2) External Factor

External factors are the factors that come from outside of the students. The external factors have a close relationship to reading material and teacher of reading. They are related one another.

a) Reading material

The students' achievement in reading depends on the level of the difficulty of the text. Thus it can influence students' achievement if the text given is not at the right level of the difficulty of the readers.

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[7] Judith Westphal. *Ibid* p.110

b) Teacher of reading

The teacher should be careful in choosing the text and giving the task because they are related to the students reading comprehension.

2. Background Knowledge

a. The Nature of Background Knowledge

Background knowledge is one of the ways that can help the students in understanding the reading text. The background knowledge is the students' preliminary knowledge about the text. [8]The use of background knowledge can help the students understand the meaning of the text. Here, the students are motivated to read the text as they see it as a challenge and the text has a purpose.

Background knowledge is what the reader brings to the reading event. Each reader's interpretation and each reading of the text are potentially unique. This theory helps explain our individuals' responses to literature, art, and music and can be applied more broadly to our generalized responses in all areas of learning.[9] In other words, background knowledge is an essential element in this quest for making meaning.

Background knowledge is all of the knowledge learners have when entering a learning environment that is potentially relevant for acquiring a

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[8] Jeremy Roshchelle. *Background Knowledge and Science Instruction.* retrieved on December 2010/(http//www.exploratorium.edu/musiuneducation.html)
[9] Morrelion, *op cit,*. p 19

new knowledge.[10] The students will be taught by explicitly modeling and practicing background knowledge assessment, educators can help students develop their own procedures for assessing their background knowledge before they begin explorations into new learning territories. They can help children determine what they already know or if they need to build their background knowledge before they begin. If students determine that they need more background knowledge, educators should give them time to build it before encountering a new concept. They can also provide students with background knowledge as a means of demonstrating the critical importance of these understandings to reading comprehension. When explicitly taught, this strategy provides children with both the rationale and the experience of utilizing background knowledge to support effective reading.

In comprehending the text, the learners continually synthesize, consolidate, and integrate old and new information into hierarchical knowledge structure as schema. In order to gain the most from background knowledge, it must be appropriate, accurate, sufficient, and active.

1) What is it?

Call it schema, relevant with background knowledge, prior knowledge, or just plain experience, when students make connection to the text. A schema is a knowledge structure. It can be a concept or it can be a set related and it can be about object or idea or

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[10] Nichole Strarngman. *Background Knowledge.* Access on December 2010.(http//www.Education.State University. Com) p.2

phenomena.[11] The schema allows us to predict what may happen. This theory takes our idea of the interactive reading process of a stage further by opposing that efficient readers are able to relate text to their background knowledge of the word.[12] Schema will help how background knowledge can influence the reading comprehension.

2) Why is it important?

Activating background knowledge, or schema, is the keys of reading comprehension success. It is identified through research based on what good readers do when they are reading, it helps students interest.

When the students learn to make connection from their experience to the text they are currently reading, they have foundation upon which they can place a new facts, idea, and concept. As good reader read, they think about what they are reading and considering how it fits with what they already know.

b. **How should Background Knowledge be taught?**

In applying the background knowledge, the teacher will make specific instructional decisions based on what is discovered in the prior knowledge

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[11] Judith wetsphal. *Op cit,.* P 103
[12] Donough, JO MC. *Material and Method in ELT.*(Blackwell Publishing). P.98.

part of the lesson. To check out what prior knowledge exists about a topic, idea, or concept, you may choose to do some of the following activities[13]:

1) Brainstorm the topic. Write all the information solicited from the students on the chalkboard, a piece of paper, or transparency.

2) Ask specific and/or general questions about the topic. See what responses are given.

3) Post a problem or a scenario. Based on this description, find out what the students know about the idea presented.

Background knowledge is one of the important strategies in comprehending the reading material. In teaching this strategy to the students, there are three steps that should be done by the teacher. When teaching background knowledge strategy lessons, educators focus on modeling the many ways that make connections before, during, and after reading supports meaning-making. [14]

1. Before reading: The teacher should let students know what ideas come into their minds before beginning to read a book or other resource.

2. During the reading: Sharing background knowledge during the reading requires that educators stop and reflect; this helps students understand

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[13] Thomas J. Murphy . *Increasing Comprehension by Activating Prior Knowledge*. 12th 18 2010/http//.www.erictdiget.org p. 2

[14] Morrelion, *Op Cit.,* p 21

that reading is a complex, nonlinear process that goes beyond the literal denotations of the words on the page.

3. After reading, sharing connections helps readers access the messages and themes suggested by the text.

In reading the text by using background knowledge, the students should choose the connection in order to make it easy. According to Keene and Zimmermann, 1997 (in, Morrelion, 2007 p.21) states that readers make three types of connection: text-to-self, text-to-text, and text-to-world.

1. When modeling text-to-self connections, educators can use think-aloud questioning to share their thinking processes. Posing and answering questions can be an effective vehicle for making comprehension through background knowledge accessible to students. These sample questions center on three areas of text-to-self connection: feelings, experiences, and ideas:

   a. Have you ever felt like the character(s) in this story? Describe what happened and how you felt.

   b. Have you had a similar experience? Compare your experience to that of the character(s).

   c. Have you heard or read this information before? What does this information mean to you?

   d. How do you connects a story or information to your own life experiences help you better understand it?

2. The following sample questions center on making text-to-text connections. They can be used to guide educators' and students' thinking as their model and practice this strategy:

   a. Have you ever read another book or seen a movie in which the characters have feeling more experiences similar to the ones in this story? Describe how they are the same.

   b. Have you ever read another book or seen a movie in which a story element (setting, plot, conflict, theme, or style) is similar to the one in this story? Describe how they are the same.

   c. Have you read another book or seen a movie in which the writer used language or text structure similar to that in this story? Describe how these texts are similar.

   d. How does making connections to familiar texts help you comprehend the new text?

3. These are some questions that can be used to guide educators' or students' thinking as they practice making text-to-world connections:

   a. What do you think of the author's message or purpose in writing this story or presenting this information?

   b. Did the author suggest a message that connects with bigger ideas about the things in the world? What do you already know about these issues?

c. What do you think of the author's opinion or perspective on the big ideas in this text? Do you agree? Why or why not?

d. How do you make connections to larger issues that help you comprehend this text?

B. The operational concept

To clarify the theory used in this research, the operational concept is used to give the limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. So, it has to be defined in clear statement to obtain the needed data, for more information, this research consists of two variables, variable X is The Contribution of Background Knowledge as independent variable, and variable Y is reading comprehension as dependent variable. Therefore, the operational concept of this research can be seen in the following indicators:

Variable X: The contribution of Background Knowledge

1. The students are able to directly bring their knowledge that they have known.

2. The students are able to describe the character, plot, setting, conflict, theme or style on the story.

3. The students are able to connect the information to their life experienced.

4. The students use their sensory image which will aid in comprehending the text.

Variable Y: Reading Comprehension

1. The students are able to obtain the main idea and discourse topic efficiently.

2. The students are able to answer the question related to the reading text.

3. The students are able to decide the relevant of the text to their need.

4. The students are able to find out the specific information in narrative text such as characters, time and place of the story in reading text.

C. The assumption and hypothesis

1. Assumption

In this research, the writer assumes that the higher of students' background knowledge, the higher of students' ability in reading comprehension will be.

2. Hypothesis

The hypothesis in this research is:

Ho : There is no significant contribution between background knowledge toward students' reading comprehension.

Ha   : There is significant contribution between background knowledge toward students' reading comprehension.

D. The Relevant research

Research about the contribution of background knowledge toward reading comprehension at the second year students of SMAN 1 Kundur, Karimun Regency is relevant with several researches that had been conducted before. Even though the object of the research is almost same but it has different problem. It can be seen from the several previous researches as follows:

The first research was by Elida Susanti entitled "Students Effort in Understanding the Reading Text at the Third Year Students of SLTP Muhammadiyah, Bangkinang Barat". She concluded that the students was still having problem in comprehension the reading text, could not work without dictionary. The teacher gave the memorization technique to understand the reading text. The second researcher was Dewi Komala Sari the title was "The Techniques Used by Students in Comprehending the Reading Text at the Second Year of MTs Dar-El Hikmah Pekanbaru" she concluded that the teacher should use some techniques in order to make the students comprehension about the reading text. There were many techniques that could be used by the teacher. And the reading achievement could be higher than taught by using the traditional strategy. The third researcher was Roy Madona the title was A Correlation between student's prior knowledge and their

reading ability on reading comprehension at the second year students of MA Nurrul Fallah Air Molek. He concluded that the teacher should reactive the students' prior knowledge in teaching learning process. Because if the students are able to bring their prior knowledge it will make their comprehension of the text more easily. Prior knowledge give positive correlation for the students comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

This research is a correlational research. Correlational research is a statistical test to describe and measure the degree of association (or relationship) between two or more variable and sets of scores.[1] This research consists of two variables, dependent and independent variable. The purpose of correlational research is to determine the relationship between variables or to use this relationship to make prediction.[2]

This research is correlational research because correlational research is the research that has purpose to find the correlation between independent variable and dependent variable, include to find the contribution between two variables.

B. The Time and Location of the Research

This research was conducted from 7 to 19 of April 2011. The location of the research is at SMAN 1 KUNDUR Kabupaten Karimun, especially at the second year students. The school is located on Jendral Sudirman Street Tanjung Batu Kundur, Karimun Regency.

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[1] Well, John E. 2008. *Educational Research* (New Jersey: Merrill Prentice Hall). Pp356.

[2] Gay, L. R, Peter *Araisian.Educational Research Competencies for Analysis and Application*. (New Jersey: Prentice Hall, 1997), p.321

C. The Subject and Object of The Research

In this research writer captured the subject, namely; the second year students of SMAN 1 Kundur Karimun Regency. The object of the research was about the contribution of background knowledge toward students reading comprehension at the second year students of SMAN 1 Kundur, Karimun Regency.

D. The Population and Sample of Study

The population of this research included the second year students of SMAN 1 Kundur Kabupaten Karimun. In periode 2010-2011 the amount of the second year classes was five classes. There were three classes for social classes (SIS) and two classes for science classes (SIA). The total of the students was about 154 students. According to Arikunto (1996) if the respondents are more than 100, we can take 20% as the sample.[3] So the researcher took 20% students that were 30 students by using Proportional Random Sampling.

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[3] Suharsimi Arikunto. *Prosedur penelitian.* (Yogyakarta: Rineka Cipta, 1996) p.118

TABLE III.1

SAMPLE OF POPULATION

NO	CLASS	AMOUNT	PERCENT	SAMPLE
1	XISIA 1	34	20%	7
2	XISIA 2	34	20%	7
3	XISIS 1	30	20%	6
4	XISIS 2	28	20%	5
5	XISIS 3	28	20%	5
		154		30

E. The Technique of Collecting Data

The purpose of this research was to find out the correlation between two variables, independent variable and dependent variable. The researcher presented the finding of the study.

To determine the students' ability on reading comprehension, it can be seen from the result of their written test. In collecting the data, the researcher used the technique by using written Test and the researcher gave two kinds of test, they ware background knowledge test and reading comprehension test.

1. Background Knowledge

To know the students' background knowledge, the researcher used Multiple Choice Test. The test items were constructed based on the students' background knowledge (history, fairy tale, science, etc.) which consisted of 20 questions. To get the validity and reliability of the test, the researcher gave the try out first to the students; they were in the same level but different

classes. After the researcher knew the result of try out and the entire item were valid and accepted, the researcher directly gave the test to the students.

2. Reading Comprehension

The researcher also used the multiple choices to know the students reading comprehension with the material related to their background knowledge. The test consisted of 20 questions. To get the validity and reliability of the test, the researcher gave the try out first to the students, they ware in the same level but different classes. The student who was choosing to do the try out, they were not included as the sample of test. After the researcher knew the result of try out and the entire items were valid and accepted, the researcher directly gave the test to the students.

3. Validity and Reliability

a. Validity

Before the tests were given to the sample, both of tests had been tried out to 20 students at the first year. In this research, the researcher did twice try out. The purpose of try out was to obtain validity and reliability of the test. It was determined by finding the difficulty level of each item. Item difficulty is determined as the proportion of correct responses. The formula for item difficulty is as follows: [4]

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[4] Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara,2009), p. 209

$$P= \frac{B}{JS}$$

Where P : Index of difficulty or Facility value

    B   : the number of correct answers

    JS   : the number of examinees or students taking the test

The difficulty level of an item shows how easy or difficult a particular item in the test. The items that do not reach the standard level of difficulty are excluding from the test, and they are changed with the new items that are appropriate.

The standard level of difficulty used was **<0,30** and **>0,70**.[5] It means that the item test that accepted if the level of difficulty is between **0.30-0.70** and it is rejected if the level of difficulty is below **0.30** (difficult) and over **0.70** (easy). Then, the proportion correct is represented by "p", whereas the proportion incorrect is represented by "q".

Based on the try out result, it was determined that there were some items tests were rejected because those items too easy and too difficult. It means that they should be revised or changed with the new items that were appropriate ones.

    b.   Reliability

Reliability is a necessary characteristic of a good test. It is possible the test can be reliable but it is not valid, whereas the test is valid automatically it is reliable.

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[5] *Ibid*., p.210

To obtain the reliability of the test given, the researcher used the fornula Kuder-Richardson 20 (KR-20) as follows: [6]

$$r_{11} = (\frac{n}{n-1})\ (\frac{S^2 - \sum pq}{S^2})$$

Where: r_{11} : the reliability of the test

n   : the number of test items

s   : standard deviation

p   : the proportion correct answers

q   : the proportion wrong answer

To make clear about this analysis, see in appendix

F. The Technique of Data Analysis

In analyzing the data dealing with the contribution of background knowledge toward reading comprehension at the second year students of SMAN 1 Kundur, Karimun Regency, the researcher used statistical Simple Regression by using SPSS version 17. The formulas were analyzed between two variables- background knowledge as independent and reading comprehension as dependent variable.

In analyzing the value of significant contribution can be known through the following criteria.[7]

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[6]*Ibid.*, p.100

1. If the probability > 0.05, Ho is accepted

2. If the probability < 0.50, Ha is accepted

Then the level was searched based on the scale score of the students'

background knowledge and reading comprehension as follows:[8]

TABLE III. 2

THE CATEGORIES OF BACKGROUND KNOWLEDGE AND READING

COMPREHENSION

NO	SCORE	CATEGORIES
1	80-100	Very good
2	66-79	Good
3	56-65	Enough
4	40-55	Less
5	30-39	Fail

1. To find out the correlation between background knowledge and reading
   comprehension, the writer used product moment formula as follows: [9]

$$r_{xy} = \frac{\frac{\sum x'y'}{N} - (Cx')(Cy')}{(SD_{x'})(SD_{y'})}$$

Where:

r $_{xy}$ = Product moment correlation

[7] Hartono. *SPSS16.0 Analisa Data Statistika dan Penelitian*. (Yogyakarta: Pustaka Pelajar, 2010), p. 58

[8] Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara, 2009), P. 245

[9] Hartono. *Statistik untuk Penelitian*. (Yogyakarta: LSFK2P, 2006), p. 80

$X^1 y^1$ = The multiple sum of x and y

Cx^1 =Coefficient of variable x

Cy^1 =Coefficient of variable y

SDx^1 =Standard deviation of x

SDy^1 =Standard deviation of y

N   = number of respondents

2. To find out the contribution of background knowledge toward reading comprehension, the formula as follows:[10]

$$Y = a + bX$$

Where :

Y   = The score of variable Y

a   = The constant a

b   = The variance score of variable X

X   = The score of variable X

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[10] Hartono. SPSS.16: Analisis Data Statistik dan Pendidikan.(Yogyakarta: Pustaka Pelajar,2010), p. 108

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

This chapter is divided into two parts. The parts are Data Presentation and Data Analysis. In the data presentation the researcher presented the data about students' background knowledge and students reading comprehension. In the data analysis the researcher presented the analysis of background knowledge and students reading comprehension.

A. Data Presentation

To obtain the data about the correlation between the contribution of background knowledge toward reading comprehension, researcher used written test. The test of each variable consisted of 20 items (questions). The data were analyzed by using the following formula.[1]

$$P = \frac{f}{N} \times 100$$

Where:

f = the students correct answer

N = the number of item

P = the score of students

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[1] Anas Sudijono. *Pengantar Statistic Pendidikan*. (Jakarta: PT Raja Grafindo Persada, 2006). P. 43

The data about the students' background knowledge and reading comprehension, researcher provides it in the following table:

TABLE VI. I

STUDENTS BACKGROUND KNOWLEDGE SCORE

NO	STUDENTS NAME	Variable X SCORE	CATEGORY
1	Student 1	55	Less
2	Student 2	65	Enough
3	Student 3	60	Enough
4	Student 4	75	Good
5	Student 5	80	very good
6	Student 6	65	Enough
7	Student 7	55	Less
8	Student 8	60	Enough
9	Student 9	45	Less
10	Student 10	45	Less
11	Student 11	70	Good
12	Student 12	65	Enough
13	Student 13	70	Good
14	Student 14	80	very good
15	Student 15	65	Enough
16	Student 16	55	Less
17	Student 17	70	Good
18	Student 18	50	Less
19	Student 19	60	Enough
20	Student 20	55	Less
21	Student 21	55	Less
22	Student 22	65	Enough
23	Student 23	55	Less
24	Student 24	65	Enough
25	Student 25	80	very good
26	Student 26	45	Less
27	Student 27	65	Enough
28	Student 28	65	Enough
29	Student 29	70	Good
30	Student 30	60	Enough

In order to present the data about Background Knowledge and Reading

Comprehension can be seen in the result of this analysis in the following table:

TABLE IV. 2

THE PRECENTAGE OF STUDENTS BACKGROUND KNOWLEDGE

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	VERY GOOD	3	10.0%
2	GOOD	4	16.6%
3	ENOUGH	12	40.0%
4	LESS	10	33.3%
5	FAIL	0	0
	Total	**30**	**100%**

From the table above, it can be seen that the students' ability in answering

the multiple choice question test on Background Knowledge. Background

knowledge test was categorized into very good, good, enough, less and fail. Based

on the table it can be seen that 3 of 30 students are included in very good category

(10.0%). 4 students included in Good category (16.6%). 12 students are included

in enough category (40.0%). 10 students are included in less category (33.3%).

And there is no student who gets fail category.

TABLE IV. 3

STUDENTS READING COMPREHENSION SCORE

NO	STUDENTS NAME	Variable Y SCORE	CATEGORY
1	Student 1	65	Enough
2	Student 2	70	Good
3	Student 3	75	Good
4	Student 4	75	Good
5	Student 5	85	very good
6	Student 6	70	Good
7	Student 7	65	Enough
8	Student 8	70	Good
9	Student 9	55	Less
10	Student 10	50	Less
11	Student 11	65	Enough
12	Student 12	70	Good
13	Student 13	75	Good
14	Student 14	75	Good
15	Student 15	55	Less
16	Student 16	60	Enough
17	Student 17	80	very good
18	Student 18	60	Enough
19	Student 19	65	Enough
20	Student 20	60	Enough
21	Student 21	65	Enough
22	Student 22	75	Good
23	Student 23	60	Enough
24	Student 24	70	Good
25	Student 25	75	Good
26	Student 26	55	Less
27	Student 27	65	Enough
28	Student 28	65	Enough
29	Student 29	75	Good
30	Student 30	65	Enough

TABLE VI. 4

THE PRECENTAGE OF STUDENTS READING COMPREHENSION

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	VERY GOOD	2	13.3%
2	GOOD	12	40.0%
3	ENOUGH	12	40.0%
4	LESS	4	6.6%
5	FAIL	0	0
	Total	**30**	**100%**

From the table above, it can be seen that the students ability in answering the multiple choice question test of Reading Comprehension. Reading Comprehension test was categorized into very good, good, enough, less and fail. Based on the table it can be seen that 2 of 30 students are included in very good category (13.3%). 12 students are included in Good category (40.0%). 12 students are included in enough category (40.0%). 4 students are included in less category (6.6%). And there is no student who get fail category.

B. Data Analysis

In data analysis, the researcher analyzed the data between background knowledge and reading comprehension in order to know how the students' background knowledge and reading comprehension and the relationship between background knowledge and reading comprehension.

1. Analysis on students Background Knowledge

By using SPSS version 17 the researcher analyzes the data of students' background knowledge. Here the researcher got the frequency of students' background knowledge as follows:

TABLE IV. 5

THE FREQUENCY OF STUDENTS BACKGROUND

KNOWLEDGE

Background Knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	3	10.0	10.0	10.0
	50	1	3.3	3.3	13.3
	55	6	20.0	20.0	33.3
	60	4	13.3	13.3	46.7
	65	8	26.7	26.7	73.3
	70	4	13.3	13.3	86.7
	75	1	3.3	3.3	90.0
	80	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Based on the data, it shows that: 3 students get 45 score (10.0%), 1 student get 50 score (3.3%), 6 students get 55 score (20.0%), 4 students get 60 score (13.3%), 8 students get 65 score (26.7), 4 students get 70 score (13.3%), 1 student get 75 score (3.3%), 3 students get 80 score (10.0%).

And the next, for information about the descriptive data related to the students' background knowledge can be seen through the following table:

TABLE IV. 6

DESCRIPTIVE STATISTICS

(STUDENTS BACKGROUND KNOWLEDGE)

		B.Knowledge
N	Valid	30
	Missing	0
	Mean	62.33
	Std. Error of Mean	1.790
	Median	65.00
	Mode	65
	Std. Deviation	9.803
	Variance	96.092
	Range	35
	Minimum	45
	Maximum	80
	Sum	1870

Based on the table above, the researcher describes that the mean score of students' background knowledge is 62.33, standard error of mean is 1.790, median is 65.00, mode is 65, standard deviation is 9.803, variance is 96.092, range is 35, minimum is 45, maximum is 80 and sum is 1870. Based on the mean score, the researcher can conclude that the students' background knowledge can be classified into Enough category.

2. Analysis on students Reading Comprehension

In analyzing the data of students' Reading Comprehension, here the researcher used SPSS version 17 and the researcher got the frequency of students' Reading Comprehension as follows:

TABLE IV.7
THE FREQUENCY OF READING COMPREHENSION

Reading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3.3	3.3	3.3
	55	3	10.0	10.0	13.3
	60	4	13.3	13.3	26.7
	65	8	26.7	26.7	53.3
	70	5	16.7	16.7	70.0
	75	7	23.3	23.3	93.3
	80	1	3.3	3.3	96.7
	85	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

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From the table above, it can be seen that only 1 students get score 50 (3.3%), 3 students get 55 score (10.0%), 4 students get 60 score (13.3%), 8 students get 65 score (26.7%), 5 students get 70 score (16.7%), 7 students get score 75 (23.3%), 1 student get 80 score (3.3%), and 1 student get 85 score (3.3%).

3. The descriptive data about the students' reading comprehension can be seen through the table of descriptive above:

TABLE VI. 8
DESCRIPTIVE STATISTIC OF READING COMPREHENSION

		Reading
N	Valid	30
	Missing	0
	Mean	67.17
	Std. Error of Mean	1.491
	Median	65.00
	Mode	65
	Std. Deviation	8.167
	Variance	66.695
	Range	35
	Minimum	50
	Maximum	85
	Sum	2015

Based on the table above, the researcher describes that the mean score of students' Reading Comprehension is 67.17, standard error of mean is 1.491, median is 65.00, mode is 65, standard deviation is 8.167, variance is 66.695, range is 35, minimum is 50, maximum is 85 and sum is 2015. Based on the mean score, the researcher can conclude that students reading comprehension can be classified into Good category.

4.   Analysis on the contribution of background Knowledge and reading comprehension.

By using SPSS version 17, the researcher analyzed the data of students' background knowledge and reading comprehension. Here the researcher got the descriptive statistics of students' background knowledge and reading comprehension as in the following table:

TABLE IV. 9

THE DESCRIPTIVE STATISTICS OF BACKGROUND KNOWLEDGE AND READING COMPREHENSION

Descriptive Statistics

	Mean	Std. Deviation	N
Reading Comprehension	67.17	8.167	30
Background Knowledge	62.33	9.803	30

Based on the data, it shows that the mean of reading comprehension is 67.17, the standard deviation is 8. 167. The mean of background knowledge is 62.33 and the standard deviation is 9. 803. Based on the mean score, reading comprehension can be classified into good category and background knowledge can be classified into enough Category. While N=30 shows the total respondents.

5. Analysis of the correlation between background knowledge and reading comprehension.

The following table presents the data of variable X (background knowledge) and variable Y (Reading Comprehension). This data consisted of 30 respondents as sample.

TABLE VI. 10

THE STUDENTS RESULT OF VARIABLE X AND Y

NO	STUDENTS' NAME	BACKGROUND KNOWLEDGE	READING COMPREHENSION
1	Student 1	55	65
2	Student 2	65	70
3	Student 3	60	75
4	Student 4	75	75
5	Student 5	80	85
6	Student 6	65	70
7	Student 7	55	65
8	Student 8	60	70
9	Student 9	45	55
10	Student 10	45	50
11	Student 11	70	65
12	Student 12	65	70
13	Student 13	70	75
14	Student 14	80	75
15	Student 15	65	55
16	Student 16	55	60
17	Student 17	70	80
18	Student 18	50	60
19	Student 19	60	65
20	Student 20	55	60
21	Student 21	55	65
22	Student 22	65	75
23	Student 23	55	60
24	Student 24	65	70
25	Student 25	80	75
26	Student 26	45	55
27	Student 27	65	65
28	Student 28	65	65
29	Student 29	70	75
30	Student 30	60	65

To know the correlation between background knowledge toward reading comprehension was analyzed by the following table:

TABLE IV. 11

TABLE OF CORRELATION BETWEEN BACKGROUND KNOWLEDGE AND READING COMPREHENSION

Correlations

		read	bck
Pearson Correlation	Reading Comprehension	1.000	.818
	Background knowledge	.818	1.000
Sig. (1-tailed)	Reading comprehension	.	.000
	Background knowledge	.000	.
N	Reading comprehension	30	30
	Background knowledge	30	30

Based on the table above the correlation coefficient of background knowledge and reading comprehension is 0.818, sig.1-tailed = 0.000. As the analysis of the value of sig.2-tailed, if the probability is higher than 0.05, null hypothesis is accepted. In the other way, if the probability is lower than 0.05, alternative hypothesis is accepted. Based on the explanation above it can be seen that the result of coefficient score is 0.000 which is lower that 0.05, it means that Alternative Hypothesis is accepted. In the other word, there is significant correlation between background knowledge and reading comprehension.

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To know the independent variable that can explain the dependent variable, can be seen from the following table:

TABLE IV. 12

ANNOVA

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1293.183	1	1293.183	56.490	.000[a]
	Residual	640.984	28	22.892		
	Total	1934.167	29			

a. Predictors: (Constant), background knowledge

b. Dependent Variable: reading comprehension

Based on the data above, it can be seen that the F observation is 56.490 and the significance is 0.000 and the significance of annova table is 0.000 which is lower than 0.05, it means that Ho is rejected and Ha is accepted.

Because Ha is accepted it means that the variation of background knowledge can explain the variation of reading comprehension.

6. Analysis of percentage of contribution of background knowledge toward reading comprehension.

The percentage of the contribution between background knowledge and reading comprehension can be seen from the following table:

TABLE VI. 13

MODEL SUMMARY

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.818[a]	.669	.657	4.785	1.592

a. Predictors: (Constant), Background Knowledge

b. Dependent Variable: reading comprehension

Based on the data above, it can be seen that the score of R Square is 0.669; it means that the influence of background knowledge toward reading comprehension is **66.9%.** Whereas the 33.1% from 100% influenced by the other variable.

From the explanation above the researcher conclude that, the contribution of background knowledge toward reading comprehension is **66.9%**, and it means that there is significant contribution between background knowledge toward reading comprehension.

To know more about the contribution of background knowledge toward reading comprehension can be seen from the following liner regression diagram:

TABLE VI. 14

LINEAR REGRESSION DIAGRAM

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: read
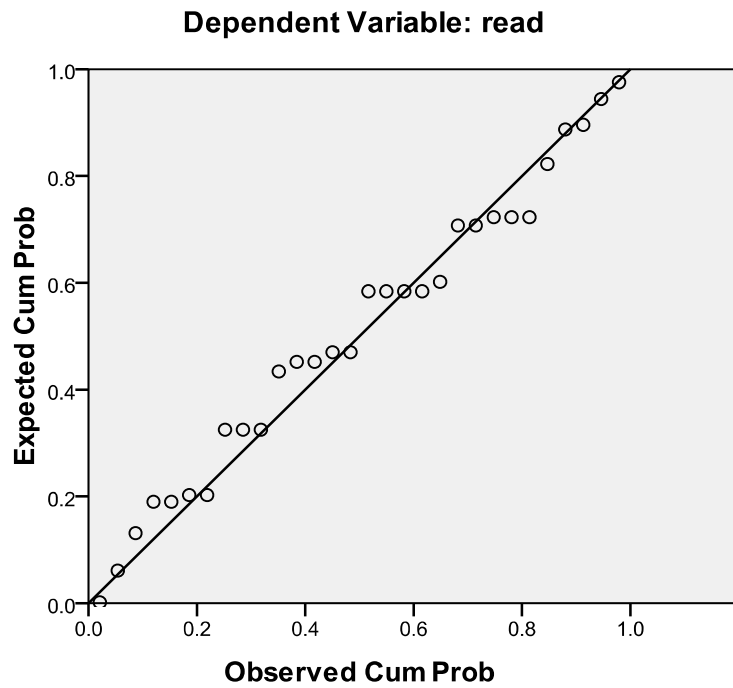
Based on the chart above, it can be seen that each point contiguous with the line. It means that there is a correlation between background knowledge and reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

The first focus of this chapter is to find out whether there is positive contribution or not between background knowledge and reading comprehension at the second year students of SMAN 1 Kundur. So, here the researcher would like to conclude that the result about what has been discussed from the previous chapter, and then recommended some suggestion concerning with the background knowledge and reading comprehension at the second year students of SMAN 1 Kundur.

A. Conclusion

This research consists of two variables, independent variable (background knowledge) and dependent variable (reading comprehension). Here the researcher will conclude based on what has been discussed at the previous chapter, and the conclusions are as follows:

1. The second year students' background knowledge is categorized into the enough level.

2. The second year students' reading comprehension is categorized into the good level.

3. There is significant contribution between background knowledge and reading comprehension at the second year students' of SMAN 1 Kundur, Karimun Regency. And the contribution is 66.9 %.

Thus, the writer took the conclusion is the more students' background knowledge is, the higher reading comprehension will be.

B. Suggestion

After carrying out the research, the researcher should give suggestion related to the research findings for both the English teacher and students in order to their success in teaching and learning English especially for activating background knowledge to increase reading comprehension, The researcher found that by contributing the background knowledge, students are more interested and motivated to learn anything in teaching learning process.

1. The suggestion for teacher

   a. Teacher should activate the students' background knowledge in teaching learning process.

   b. Teacher should be able to create more pleasant conditions by brainstorming to make students more active in the classroom.

   c. Teacher has to provide enough facilities and creativities to develop students' ability based on their background knowledge.

   d. Teacher should explain the rhetorical structure of reading passage in order to enlarge students' abilities.

2. The suggestion for students

   a. Students have to focus on using their background knowledge in order to gain the subject matters, more effective in the teaching learning process.

b. The students have to review their previous lesson or subject in order to remind or flash back their background knowledge.

c. The students should have much knowledge to make their comprehension easily.

d. The students must be diligent in reading the reading text in order to develop their knowledge.

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