THE CORRELATION BETWEEN STUDENTS' FORMAL SCHEMATA AND READING COMPREHENSION OF NARRATIVE TEXT AT SCIENCE CLASS OF THE SECOND YEAR OF STATE SENIOR HIGH SCHOOL 3 PEKANBARU

A Thesis

Submitted to Fulfill One of the Requirements

for Bachelor Degree in English Education

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BY

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PEKANBARU

1432 H/2011 M

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SUPERVISOR APPROVAL

The thesis entitled "*The Correlation between Students' Formal Schemata and Reading Comprehension of Narrative Text at Science Class of the Second Year of State Senior High School 3 Pekanbaru*", is written by Syafni Eliza, NIM. 10714000761. 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 of Sultan Syarif Kasim Riau.

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MOTTO

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

"Sesungguhnya sesudah kesulitan itu ada kemudahan, maka apabila kamu telah selesai (dari sesuatu urusan) kerjakanlah dengan sungguh-sungguh (urusan) yang lain, dan hanya kepada Tuhanmulah hendaknya kamu berharap"
(Al Insyirah 6-8)

"Dan bahwasanya seorang manusia tiada memperoleh selain apa yang telah diusahakannya, dan bahwasanya usahanya itu kelak akan diperlihatkan (kepadanya). Kemudian akan diberi balasan kepadanya dengan balasan yang paling sempurna"
(An Najm 39-41)

"Kembalilah kepada keduanya (orang tuamu), buatlah keduanya Tertawa sebagaimana kamu telah membuat keduanya menangis."
(HR. Abu Dawud, dishahihkan oleh Syekh Al-Albani)

Pekanbaru, 2011
Syafni Eliza

Demi Hari Ini

Telah Nyeri Seluruh Sendi
Telah Luruh Lemak Separuh
Itu Semua Demi Hari Ini

Mama Tengah Menanti
Sang Bapak Juga Pasti
Itu Semua Demi Hari ini

Kawan Sejati Terkhianati
Belahan Hati Tersakiti
Itu Semua Demi Hari Ini

Wahai Para Penguji
Majulah...
Mataku dan Matamu Bertemu
Kita Mengadu Ilmu
Kubayar Terlalu Mahal Hanya Untuk Tunduk Padamu

Wahai Para Penguji
Majulah...
Walau Kau Pasang Seribu Tampang Keji
Tak Sedikit pun Surut Nyali
Tak Sedetik pun Kurasa Ngeri
Akan Kusambut Semua Cecar
Biar Kau Sadar
Betapa Ku Tegar

Kupatri Sebuah Janji Dalam Hati
Bila Usai Kala Ini
Kan Kuraih semua MIMPI

Pekanbaru, 2011
Syafni Eliza

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

In the name of Allah, the most Gracious Crocus Charitable and Merciful.

Praises belong to Allah Almighty, Lord of Universe, who rewards the researcher time, energy, opportunity, financial, health and the most thing is belief. Due to Allah, the researcher can finish and complete this paper, entitled *"The Correlation between Students' Formal Schemata and Reading Comprehension of Narrative Text at Science Class of the Second Year of State Senior High School 3 Pekanbaru",* to fulfill one of requirements for Undergraduate Degree in English Education Department of Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau.

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1. Prof. Dr. H. M. Nazir, the rector of State Islamic University Sultan Syarif Kasim Riau and all staffs who dedicates his/her time and though to increase development of this university.

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3. Dr. Hj. Zulhidah, M. Pd., the chairperson of Department of English Education of Faculty of Tarbiyah and Teacher Training of State Islamic University Sultan Syarif Kasim Riau.

11. Researcher's housemates, kak Lina, kak Iis, kak Astrid, and kak Imut. She would express her thankfulness for their support and helps along they live together.

12. Researcher's friends along completing this paper, she cannot mention the names one by one. Without their sharing, may be she would not be motivated and not understand clearly about conducting this paper.

Finally, the researcher realizes that this paper is still far from being perpect. Therefore, comments, critisms, and constructive suggestion are really needed and appreciated.

May Allah Almighty blesses them all.

Pekanbaru, October 2011

The researcher

SYAFNI ELIZA

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ABSTRACT

Syafni Eliza (2011) **: The Correlation between Students' Formal Schemata and Reading Comprehension of Narrative Text at Science Class of the Second Year of State Senior High School 3 Pekanbaru**

Carrell and Eisterhold state there are several kind of schemata. One of them is Formal Schemata; knowledge of different text types of text and genres, such as use text organization, language structures, vocabulary, grammar and level of formality differently. Based on Carrell's finding, she says that formal schemata can help reader comprehending the text. However, the researcher found different fact at Science Class of the Second Year of State Senior High School 3 Pekanbaru with her finding. Deriving from this problem, the researcher was interested to conduct a research entitled *"The Correlation between Students' Formal Schemata and Reading Comprehension of Narrative Text at Science Class of the Second Year of State Senior High School 3 Pekanbaru."*

The design of research was linear regression, in which to analyze how strength correlation between students' formal schemata and reading comprehension of narrative text at Science Class of the Second Year of State Senior High School 3 Pekanbaru. She used tests to collect data of 36 respondents from 144 students in Science Classes.

Based on the research finding, mean of students' formal schemata was 62.22 (*enough*). Mean of students' reading comprehension of narrative text was 64.31 (*enough*). After analyzing the data, it got rxy, 0.565. It was bigger than coefficient value of Product moment Correlation with significancy 5 % (0.325) and 1 % (0.418).In other words, Ha was accepted and Ho was rejected. So, formal schemata gave contribution toward reading comprehension of narrative text 31.9 %. While, the remaining, 68.1 % contributed by other variables.

ABSTRAK

Syafni Eliza (2011) **:** **Hubungan antara Formal Schemata Siswa dan Pemahaman Membaca Teks Narratif Kelas Sebelas IPA Sekolah Menengah Atas Negeri 3 Pekanbaru.**

Carrell and Eisterhold menyatakan ada beberapa jenis schemata. Salah satunya adalah fomal schemata; yaitu pengetahuan beberapa jenis teks dan genre, dan juga pengetahuan generic structures, language features, kosa kata, tata bahasa dan keumuman lainnya dari teks tersebut. Berdasarkan temuannya, Carrell menyarankan bahwa formal schemata dapat membantu pembaca memahami isi teks. Meskipun demikian, peneliti menemukan hal yang berbeda antara kenyataan dengan pernyataan yang dikemukakan oleh Carrell di kelas Sebelas IPA Sekolah Menengah Atas Negeri 3 Pekanbaru. Berangkat dari permasalahan ini, peneliti tertarik untuk melakukan penelitian berjudul "*Hubungan antara Formal Schemata Siswa dan Pemahaman Membaca Teks Narratif Kelas Sebelas IPA Sekolah Menengah Atas Negeri 3 Pekanbaru*."

Jenis penelitian ini adalah regressi linear, guna mengetahui seberapa besar kontribusi formal schemata terhadap pemahaman membaca teks narratif siswa. Beliau menggunakan test untuk mengumpulkan data 36 responden dari 144 siswa kelas sebelas IPA.

Berdasarkan temuan penelitian, nilai rata-rata formal schemata siswa adalah 62.22 (*cukup*). Sedangkan pemahaman membaca teks narratif siswa adalah 64.31(*cukup*). Setelah kedua data dianalisa, diketahui bahwa rxy sebesar 0.565. Nilai ini lebih besar daripada nilai tabel koeffisien korelasi Product Moment dengan taraf signifikansi 5 % (0.325) dan 1 % (0.418). Dengan kata lain, Ha diterima dan Ho ditolak. Kesimpulannya, formal schemata memberikan kontribusi terhadap pemahaman membaca teks narratif siswa sebesar 31.9 %. Sedangkan sisanya, 68.1 % dikontribusikan oleh variabel-variabel lainnya.

ملخص

شفنى ايليذ (2011): إرتيبط بين رسمي Schemata تلاميذ و الفهم القرأة الناص ناراتيف في الفصل الحادية عشرة علم المعرفة العالم المدرسة العالية الحكومية ٣ باكنبارو.

كرريل و ايسترهولد ان تقدما عن ريهما موجود جنس Schemata . احدى منها هو رسمي Schemata يعني معرفة جنس الناص و جنري، و معرفة generic structures, language features و المفردات و قواعد اللغة و العام عيرها من ذلك الناص. اء على جداتهما قلت كرريل ان رسمي Schemata يستطيع ان تساعد القارأ لفهم الناص .ولذلك ، وجدت الباحثة حال الذي مفرق بين الحقيقة و التكلم التى تقدم كرريل في الفصل الحادية العاشرة علم المعرفة العالم المدرسة **العالية الحكومية ٣ باكنبارو**. ومن هذه المشكلة, أردات الباحثة ان تبحث هذا البحث بالموضوع " إرتيبطبين رسمي Schemata تلاميذ و الفهم القرأة الناص ناراتيف في الفصل الحادية العاشرة علم المعرفة العالم بالمدرسة العالية الحكومية ٣ باكنبارو."

تعمل البحث ، تستعمال الباحثة رغريسي لينيير لمعرفة كنتوبوسي Schemata على الفهم لبقراة الناص ناراتريف تلاميذ. طريقة لجمعالبيانات بإستعمال الإختبار لجتماع البيانا ٣٦ تلميذا من ١٤٤ تلاميذ الفصل الحادية العاشرة علم المعرفة العالم.

بناؤ على تقدم الباحثة ، schemata الرسمي للطلاب ٦٢.٢٢ (يكفي). في حين فهم الطلاب قراءة النص هو **ناراتيف ٦٤.٣١** (يكفي). بعد كل من تحليل البيانات ، فمن المعروف أن هناك علاقة كبيرة بين schemata رسمية من الطلاب في القراءة والفهم الطلاب **ناراتيف** النصوص ل ٠.٥٦٥. ثم ، فإن نتائج rxy اكبر من نتيجة الجدوال كواوفيسين كوريلسي فرودق مومين بالترف سغنيفكن ٥ ٪ (٠.٣٢٥) و ١ ٪ (٠.٤١٨). وبعبارة أخرى ، ها هو قبول ورفض. في الختام ، schemata رسمية تسهم الطلاب القراءة والفهم للنصوص **ناراتيف ناراتيف** ٣١.٩ ٪. ساهم المتبقية ٦٨.١ ٪ وفقا لمتغيرات أخرى.

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CHAPTER I

INTRODUCTION

A. Background

In English subject, there are four skills which should be taught. One of them is reading, a crucial skill for students of English as a Second Language (ESL) and English as a Foreign Language (EFL). In term of teaching reading, the students are expected to be able to develop their comprehension, which enable them to grasp the message provided by the writer. Students need to comprehend reading in order to get knowledge and information. In other words, the aim of reading is to comprehend the messages.

In reading process, students bring their own meaning and experiences to the printed information to obtain knowledge in which reading is a multileveled and interactive process in which they construct a meaningful representation of text using their schemata. [1]. In other words, students are facilitated by their schemata to construct new information by accommodating and assimilating it with their certain knowledge stored in their memory. This activity can help them comprehend text easily.

Based on the newest curriculum, named KTSP (in English named Curriculum Based School) there are three texts that are presented for the second year students in Senior High School. They are narrative, hortatory exposition and spoof. Narrative is most popular and taught sustained to the Second Year at Senior

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[1]Ahmad Al-Issa, "Schema Theory And L2 Reading Comprehension: Implications For Teaching". *Journal of College Teaching & Learning* (7) 3. July, 2006. http //: pdf-finder.com. 1 March, 2011. p.41.

High School[2] (see Appendix A for Syllabus). However, narrative still has many parts and one of them is fable. This is what the researcher will focus on.

Based on the researcher's preliminary observation, at Science Class of State Senior High School 3 Pekanbaru, most students did not have adequate reading comprehension. There were a lot of students got scores above 72.5 and remaining of rest have good reading comprehension regarding to rhetorical text. When the teacher asked them to read a text and then answer the questions followed, most of them could not answer the questions correctly. From the researcher's observation slightly, the students were passive during reading class. They spent most of the time to find out the meaning of words in the dictionary and asked their friends about the characteristics of text. Consequently, they did not have enough time to do reading comprehension exercises. Then, the goal of teaching and learning can not be achieved if the students were passive in learning reading text.

According to Carrell, there are two kinds of schemata; formal schemata and content schemata, which can affect Reading English as Second Language[3]. Content schemata are knowledge about the content of the text or its topic. It is included topic familiarity cultural knowledge and previous experience with a field. Formal schemata are knowledge of different text types and genres, and also includes the knowledge of different types of texts used, text organization,

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[2] Buddy Setiawan "Silabus Bahasa Inggris SMA XI". http //: buddy74@blogdetik.com. 12 May, 2010.

[3] Yunkyoung Kang. "A Review of: Carell, Patricia L. Content and Formal Schemata in ESL Reading". *TESOL Quarterly.* (21) 3 Sempember, 1987. http //: pdf-finder.com. 8 Feb, 2011. p.40.

language structures, vocabulary, grammar and level of formality differently[4]. Nowadays, students are taught reading comprehension through genre. A genre contains knowledge of language feature, generic structure, and other characteristics that build it perfectly.

Unfortunately, this situation was not clearly found at the Second Year Students of the Science Class of State Senior High School 3 Pekanbaru. Based on writer's preliminary study, students still had problems in reading comprehension of narrative text (regarding to their formal schemata). They were seemed to have difficulties in using them to comprehend narrative text. Generally, it can be clearly seen on the symptoms below:

1. Some of the students had mistake in understanding the meaning of certain words in narrative text,

2. Some of the students had mistake in stating main idea in narrative text,

3. Some of the students had mistake in recognizing specific details in narrative text,

4. Some of the students had mistake in recognizing types of narrative text,

5. Some of the students had mistake in elements in narrative text, and

6. Some of the students had mistake in applying and identifying generic structures of narrative text; orientation, complication, and re-orientation.

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[4] Li Xiao-hui, WU Jun, & WANG Wei-hua. "Analysis of Schema Theory and Its Influence on Reading", *US-China Foreign Language-USA*. (11) 5, November 2007 (Serial No.50) http //: pdf-finder.com. 8 Feb, 2011. p.19.

By understanding the fact above, the researcher is interested in writing a thesis entitled *"The Correlation between Students' Formal Schemata and Reading Comprehension of Narrative Text at Science Class of the Second Year of State Senior High School 3 Pekanbaru.*

B. Problem

1. Identification of the Problem

Based on the background and the phenomena above, problems can be indentified as follows:

a. Why did some of the students have mistake in understanding the meaning of certain words in narrative text?

b. Why did some of the students have mistake in stating main idea in narrative text?

c. Why did some of the students have mistake in recognizing specific details of narrative text?

d. Why did some of the students have mistake in recognizing types of narrative text?

e. Why did some of the students have mistake in identifying in narrative text.

f. Why did some of the students have mistake in applying and identifying generic structures of narrative text; orientation, complication, and re-orientation.

2. Limitation of the Problem

According to identification of problem, it can be concluded that there are a lot of problems that needed to be investigated. However, the researcher only limits investigation on correlation between Students' Formal Schemata and Reading Comprehension of Narrative Text at Science Class of the Second Year of State Senior High School 3 Pekanbaru.

3. Formulation of the Problem

The problems in this research can be formulated into research questions below:

a. How is students' formal schema?

b. How is students' reading comprehension of narrative text?

c. Is there a significant correlation between students' formal schemata and their ability in comprehending narrative text?

4. Reasons of Choosing the Title

The researcher is interested in conducting the research because of some reasons listed below.

a. The title is more interesting to be investigated,

b. The title has never been investigated yet,

c. The observed problem could be faced by the researcher's students in further time when she becomes a teacher, and

d. The genre becomes familiar nowadays.

C. Objective and Significance of the Research

1. **Objective of the Research**

   a. To find out students' formal schemata,

   b. To find out their reading comprehension of narrative text, and

   c. To find out whether there is a significant correlation between students' formal schemata and their reading comprehension narrative text.

2. **Significance of the Research**

   a. The researcher expects that her research can give contribution and insight to the english lesson (especially in reading comprehension), the teacher, and the school where she conducted the research, and also to the researcher herself,

   b. The finding is also expected to be current information especially in terms of teaching and learning english as a foreign language to the respondents of the research and school where she conducts the research, and

   c. The research is conducted to fulfill one of requirement to finish her undergraduate study at State Islamic University of Sultan Syarif Kasim Riau.

D. Definition of the Terms

a. Reading Comprehension

According to Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning[5]. In other words, reading comprehension means the interactive process of understanding the text in order to get information and meaning from printed page.

b. Formal Schemata

Formal schemata are schematic background knowledge of organizational patterns and rhetorical conventions of written texts[6]. It consists of knowledge of different text types and genres, and also including the knowledge of different types of texts used text organization, language structures, vocabulary, grammar, and level of formality differently. The formal schemata of narrative text include kinds of narration, purpose of the text, the grammatical features, and rhetorical structures of the text.

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[5] David Nunan. *Practical English Language Teaching*. (Singapore: Mc Grow Hill Asia, 2003) p. 68.

[6] Yuehai Xiao, "Building Formal Schemata with ESL Students Writers: Linking Schema Theory to Constructive Rhetoric". *Asian EFL Journal*. (10), 2008. http //: pdf-finder.com. 1 March 2011. pp.237.

c. Narrative Text

Narrative text is storytelling; it tells a true story or fiction[7]. It has a clear sequential order that connect events in a meaningful way and offer insights about the world and/or people's experiences of it. The intended narrative text is that always occurs in education setting such as, legend, myths, etc. Comprehension deals with reading narrative text. Reading comprehension of narrative text means a process or product of understanding narrative text in order to get information and the meaning from the text by adding appropriate background knowledge.

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[7] M. Syafi'I, M. Fauzan Ansyari & Jonri Kasdi. "The Effective Paragraph Developments: The Process of Writing for Classroom Setting". (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007) p. 53.

CHAPTER II

THEORETICAL FRAMEWORK

A. Review of Related Theories

1. Process of Writing a Paragraph

Writing means to write something. It could be fiction or non-fiction. The writer uses written symbols. The written symbols gathered in a unit are called 'word'. When the word is mixed with others based on grammatical order, they would have meaning. It called as 'a sentence' which is made up of words as well as a paragraph is made up of sentences. Paragraph is a group of sentences that introduces, presents, and develops one main idea about one topic. It can be divided into three major parts. They are topic sentence, supporting details, and concluding sentence.

There are some components that build a good paragraph. They are unity, coherence, capitalization and punctuation[8]. They can help the writer focus on his ideas and organize it in a logical way. Pertaining to logical way of organizing the paragraph, Reid has pointed out the process of writing a paragraph as below.

a. Choose a subject that you know about
   example: Studying Abroad
b. Identify your audience
   example: Classmates
c. Narrow your subject to a topic that will interest your audience
   example: Advantages and Disadvantages of Being a University Student in the United States
   ⇩
   Problems of Living Alone While Studying at a University in the United States ⇩

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[8]M. Syafi'I, M. Fauzan Ansyari & Jonri Kasdi, *Ib. at.* pp. 8-16.

Most serious Problem of Living Alone While Studying at a University in the United States

d. Collect some ideas about your topic.

    example: Having to clean the apartment
No one to wake me up in the morning
Having to shop and cook for myself
Missing classes because I don't keep regular schedule
Spending my money too quickly
Having to do the laundry
Loneliness
Don't get my studying completed-no one to discipline me

e. List details about some of your ideas that will interest your audience.

    example: Waking up: late for class, never time for breakfast
Housework: wastes time, looks nice when finish
Loneliness: homesick, no American friends

f. Limit the ideas to the most important ones you want to communicate.

    example: housework

           or   choose one   housework

           loneliness

g. State the main idea of the paragraph in your topic sentence

    example: Since I began school, living in an apartment and going to my biggest problem has been the housework.

Controlling ideas
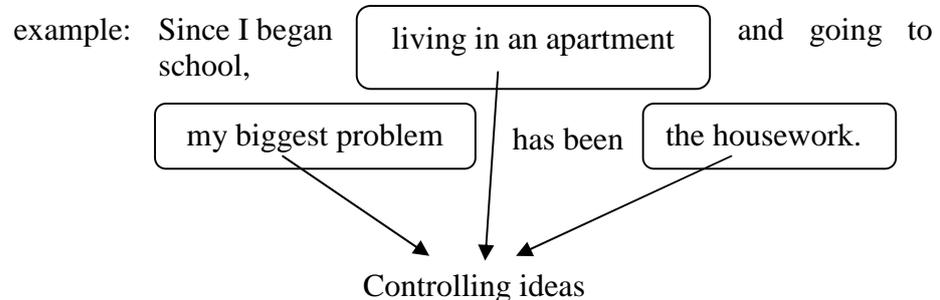
h. The point paragraph

Since becoming a student at a university in the United States, the most serious problem of living alone has been my housework.

1) Cleaning he apartment
   a) Takes away from my studies
   b) Makes the apartment look nice
2) Shopping for food
   a) Don't know the English names
   b) Spend time asking for help
3) Cooking my food
   a) Food uncooked or overcooked
   b) Sometimes made incorrectly
4) Write the paragraph, using the details you have listed.

a) Far away – wastes time
b) Instructions are complicated
c) Have to sit with the women

If I did not to do these jobs, I would have many more hours to concentrate on my studies[9].

i. Write the paragraph, using the details you have listed.

Based on quotation above, logical way has role in writing a paragraph. It helps writer organize and make hypothesis in a logic way. Besides, it limits writer's inappropriate ideas in order to make clear paragraph systematically by presenting topic sentence, supporting details, and concluding sentence.

2. Nature of Reading

There are three main theories which explain the nature of learning to read, first, the traditional theory or *bottom up processing* which focuses on the printed form of a text; second, the cognitive view, or *top-down processing* enhances the role of background knowledge in addition to what appeared on the printed page; and third, the metacognitive view, which is based on the control and manipulation that readers can have on the act of comprehending a text, and emphasizes involvement of their thinking about what they do in reading.

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[9]Joy M. Reid. *The Process of Composition: 2nd Edition*. (New Jersey: Prentice Hall Regents) pp. 14-15.

a. Traditional Bottom-Up View

According to Nunan, reading in this view is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text[10]. He referred this process to the '***bottom-up***' view of reading.

Basically, behaviorism which influenced the traditional approach became the basis of the audio-lingual method, which sought to form second language "habits" through drilling, repetition, and error correction[11]. Today, the main method associated with the bottom-up approach to reading is known as *phonics,* which requires readers to match letters with sounds in a defined sequence in which reading become a linear process by which readers decode a text word by word, linking the words into phrases and then sentences. Phonics emphasizes on repetition and on drills using the sounds that make up words.

The traditional bottom up model only has one interaction; it is between sounds and word. While, the information is received and processed beginning with the smallest sound units, and proceeded to letter blends, words, phrases, and sentences. Thus, novice readers acquire a set of hierarchically ordered sub-skills that sequentially build toward comprehension ability. Having mastered these skills, readers are viewed as experts who comprehend what they read. In other words, language is viewed as a code and main task of readers' is to identify graphemes and convert them into phonemes. Consequently, readers are regarded

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[10]David Nunan. *Language Teaching Methodology*: A Textbook for Teachers. (Hertfordshire: Prentice Hall International,   ). p. 64.

[11]M. A. Omaggio, Teaching Language in Context. In Elba Villanuebba de Debat, "Applying Current Approaches to the Teaching of Reading". *English Teaching Forum.* (1), 2006. http //: google.com. 1 Jan 2011. p. 9.

as passive recipients of information in the text; meaning resides in the text and they have to reproduce it.

This model of reading has almost always been under attack as being insufficient and defective for the main reason that it relies on the formal features of the language, mainly words and structure. However, it must be confessed that knowledge of linguistic features is also necessary for comprehension to take place. To counteract over-reliance on form in the traditional view of reading, the cognitive view was introduced.

b. Cognitive View (Top-Down View)

In the 1960s a paradigm shift occurred in the cognitive sciences. In this view, reading is not only extracting meaning from a text but connecting information in the text with the knowledge the readers bring to the act of reading which is reading defined as a dialogue between the reader and the text which involves an active cognitive process in which the reader's background knowledge plays a key role in creating meaning.

Rumelhart has described schemata as *"building blocks of cognition"* which are used in the process of interpreting sensory data, in retrieving information from memory, in organizing goals and sub goals, in allocating resources, and in guiding the flow of the processing system. If readers' schemata are incomplete and do not provide an understanding of the incoming data from the text, they will have problems in processing and understanding the text. In short, reading is a psycholinguistic guessing game, a process in which readers sample the text, make hypotheses, confirm or reject them, make new hypotheses, and so forth.

c. Metacognitive View

In the context of reading, meta-cognition involves thinking about what one is doing while reading. Strategic readers do not only sample the text, make hypotheses, confirm or reject them, and make new hypotheses while reading. They also involve many activities along the process of reading. The process of reading can be divided into three parts, i.e. before reading, while reading, and after reading. The activities involved before reading are to identify the purpose of the reading, identify the form or type of the text. In the second stage (while reading), they think about the general characteristics and features of the form or type of the text, such as trying to locate a topic sentence and follow supporting details toward a conclusion, project the author's purpose for writing the text, choose, scan, or read in detail, make continuous predictions about what will occur next based on information obtained earlier, prior knowledge, and conclusions obtained within the previous stages. Finally, in the last stage, they attempt to form a summary, conclude, or make inference of what was read.

3. Nature of Reading Comprehension

According to Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning[12]. It has been called as a passive activity that involves reader's eyes move forwards and backwards across a text depending upon comprehension and intent. However, he controls his speed and relies on schemata and expectation to understand what the writer has written.

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[12]David Nunan. *Practical English Language Teaching*, *Op cit.*

Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood. Comprehension is the final goal of reading instruction which needs contributions from one's schemata or prior knowledge. To succeed it, comprehension entails three components of comprehension.

    a. The reader who is doing the comprehending

    b. The text that is to be comprehended

    c. The activity in which comprehension is a part

Reading is a process whereby a reader brings meaning to and gets meaning from printed page. To complete it, he should understand material. However, there is dilemma in comprehending the material. Some students can read the words in the text, but do not understand what they read. The problems might be derived from the material, the students themselves, the teachers, or even the strategies applied in teaching and learning reading. So, to teach reading comprehension effectively, teacher needs to consider the strategies. Before going to have the strategies, it is better to know taxonomy of reading comprehension.

Taxonomy of reading comprehension was designed by Barrett. This taxonomy provides an orderly presentation of categories of reading comprehension: 1) literal; 2) reorganization; 3) inferential; 4) evaluation; and 5) appreciation[13]. According to Barrett, literal comprehension focuses on ideas and

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[13] "Barrett's Taxonomy of Reading Comprehension". *Remedial Instruction*. http//:google.com. 11 August. 2011.

information explicitly stated in the reading selection and inferential comprehension demands thinking and imagination that goes beyond the printed page.

1. Literal comprehension

    Literal comprehension refers to an understanding of the straightforward meaning of the text. Questions of literal comprehension can be answered directly and explicitly from the text, such as asking facts, vocabulary, dates, times, and locations. It is used to make sure that students have understood the basic or surface meaning of the text.

2. Reorganization

    The next type of comprehension is reorganization. Reorganization is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding. Questions that address this type of comprehension are important because they teach students to examine the text in its entirety, helping them move from a sentence-by-sentence consideration of the text to a more global view. The students may utilize the statements of the author verbatim, or they may paraphrase or translate the author statements. It can be done by classifying, outlining, summarizing, and synthesizing them.

3. Inference

    Making inferences involves more than a literal understanding. Students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly

stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions. They may infer supporting details, main ideas, sequence, comparisons, cause and effect relationships, characters traits, predicted outcomes, and figurative language (meaning inferred).

4. Evaluation

Evaluation requires the learner to give a global or comprehensive judgment about some aspects of the text. Evaluative thinking may be demonstrated by asking them to make judgments, such as reality or fantasy fact or opinion; adequacy or validity; appropriateness; worth, desirability, and acceptability. They may compare ideas presented in the reading selection with external criteria provided by the teacher, other authorities, or written sources with internal criteria provided by the students' experiences, knowledge, or values.

5. Appreciation (Affective Domain)

Appreciation is like a personal response, it requires readers to respond with their feelings for the text and the subject. The answers are not found in the text; they come strictly from the readers. While no answers are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understanding of the material.

All these comprehension above could take place in a single time. These comprehensions can be measured by the test which their options are true or false.

While in appreciation, all the answers are correct since it depends on sense of feeling and experiences.

Based on explanation above, it can be concluded that there are some indicators of reading comprehension. They are:

1. Vocabulary in the material

2. Main idea of the material

3. Specific details of the material

4. Conclusion of the material

These points can be used to indicate reading comprehension.

Furthermore, there are some activities utilized to facilitate reader comprehend the material in reading comprehension classes. They are pre-reading activities, during reading, and post-reading.

a) Pre-Reading Activity

Pre-reading activity is an activity to prepare students to read the material. In other words, it is aimed to activate their existing schemata, build new schemata, and provide information to the teacher about what the students know. The students can draw on their current knowledge and develop schemata to read given text. The technique can be as simple as brainstorming on the black board. The teacher writes a keyword on the blackboard and then elicits associated words from the students.

There are some strategies in pre-reading activities, they are[14]:

1) Predicting

   Firstly, the teacher should examine the cover illustration and read the title of new book. Then, students are asked to predict what it might be about based on the cover picture, the title, or both. The reasoning behind their prediction should be discussed.

2) Activating Schema

   Schema is all existing knowledge and experiences that one has to have. The teacher can ask students to tell about what he or she knows about the subject of the story. Ask them to recall any experiences they have had that might relate to the story. For example by saying "You said you have a cat. Tell me what your cat does all day and the things it likes to do. What do you think the cat in this story will do?" These activities can then help students understand what the text is about by activating their formal and content schemata and making them familiar with the topic before they begin reading.

3) Conducting Picture Walk

   This strategy can be used for early readers. When doing a picture walk, flip through the pages of the book without reading. Use the pictures to give you a general idea of what is going to happen in the book. If there is vocabulary that may not be familiar to child such as "cupboard" or "bonnet" point the words out and explain them in connection with the pictures and the context of the story.

4) Noticing Structure of the text

   It is an optional one; if there is a need to point out or help the children notice the structure of the text, such as repeated phrase, encourage them to connect it with other similarly structured texts they have read.

5) Forming Purpose for Reading

   It can be done by formulating and encouraging the student to come up with two or three predictions or questions before reading.

b) During Reading

After students are ready to read the material, they come up to during reading activity. There is interaction between readers and the text. In case, successful independent reading involves integrating three sets of cues (meaning and semantics, syntax or language structure, and visual information. Efficient readers use all three to predict, confirm, and self correct as they read.

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[14] "Reading Strategy". http //: Literacyonlineaccess.com. 15 July, 2011.

c) Post-Reading

While in post reading activity, they do some thing related to the text. It can be a discussion and questions on the text or the issues arose in it to clarify understanding during and after reading. One way to begin this dialogue is through asking questions that elicit responses reflecting the student's thoughts and understandings about the reading. Moreover, engaging students in a dialogue about something they are about to read can clarify their thinking and help teacher find out what they already know or expect from the material.

4. Nature of Narrative Text

Onega and Landa define a narrative, in Herman and Vervaeck book, as the semiotic representation of a series of events meaningfully connected in a temporal and causal way[15]. It is one kind of composition that has a theme which is presented with detailed characters experiencing a setting and time. Most works of fiction operate under the structure of a narrative text since the purpose of narrative text is to entertain, to tell a story, or to provide an esthetic literary experience. Narrative text which is based on life experience, provide with dialogue, humor and familiar language. So that, when the writer writes narration, intentionally or not he/she is telling parts of his experiences. Thus, he uses vivid language to strengthen the feeling same as when he faced on that experience; what he fell, how he fell, what happened during the event, and what he fell at the end of event.

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[15]Luc Herman & Bart Vervaeck. *Handbook of Narrative Analysis* (Lincoln: University of Nebraska Press, 2005). http//: Library.nu.com. 15 March, 2011. p.13.

The specific details of the experience above are "translated" into generalizations that he then has available in his fluid intelligence. The nature of the memory packet allows him to connect the linguistic part of the memory (words) to nonlinguistic interpretation such as visual or mental images, sounds, smells, sensations of touch, and even emotions. That all will make his words become more vivid and have strong feeling.

Narrative students who understand the features and organisation of narrative text will know that they have a main idea/theme, and will comprise a beginning section introducing the main characters, a middle section where some sort of connection/ conflict arises between characters, developing to a crisis point, and an ending section where the connection/ conflict comes to some kind of resolution. They will also know that the story will be set in a particular place/s, cover a period of time, and will probably contain dialogue. As they gain expertise, students will learn that writers of narratives make use of tools such as material processes (action verbs), mental processes (sensing verbs), verbal processes (saying verbs), metaphors, similes, allegory, and symbols. All of schemata above will help students organise and process the text in ways that facilitate comprehension.

Major participants of narrative text are human, or sometimes animals with human characteristics. They can be happy, strong, and talk-active and made like real human. In this part, adjectives has main role in describing the participants vividly. Thus, to set time and place, the narrative writer needs to consider about the adjective and adjective clauses. Time of the story indicates when the story

happens. Action verb also should be set in past form to make the story coherence. Usually, the action verb is used in the complication since the problems arise in this part. Furthermore, there are two kinds of point of views or focalization, first person and third person. Most of narrative is written in the first person. The writer tells his past experience and he becomes the first participant by called his self with "I" or "We". It indicates that he is the writer and the story teller. Third person tells the events without his or her involvement. So, the narrative text is a kind of writing that tells past events using several grammatical features to make the story alive and provides dialogues and some time with humor.

5. Writing Narrative Paragraph

Narrative is to tell a series of events. The events could be personal experience told in chronological orders. Syafi'i says that it does not require the standard thesis sentence stating main idea, nor does it require the traditional introduction, body, or conclusion-though it is certainly fine to include those items[16]. It can be said that it is written naturally without any forces like writing a formal paragraph (having a topic sentence, supporting details, and conclusion sentence). It needs some touch of strong and magic words in order to make it alive in which reader can feel and see briefly what happens in the story.

Furthermore, Syafi'i also points out certain elements of narratives. They:

a. Unfold over time or chronological order.
b. Have characters that display some type of emotion.
c. Center on events more than ideas[17].

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[16] M. Syafi'I, M. Fauzan Ansyari & Jonri Kasdi. *Ib* a*t*. p. 53.
[17] M. Syafi'I, M. Fauzan Ansyari & Jonri Kasdi. *Ibid*. p. 54.

These elements are suitable with the purpose of narrative; to tell events and problematic events or complications which lead to crisis and finished in one solution.

Pertaining to the good writing narrative, the writer should pay attention to the generic structure of the text. They are orientation, complication, resolution and re-orientation. The researcher compares both how to write a paragraph with narrative text as follows:

Table II.1

Comparison of writing a paragraph/ an essay and writing narrative text

Writing a paragraph/ an essay	Writing narrative text
Topic Sentence	**Orientation**
Topic sentence is a statement that generally introduces the topic and thus it is often referred to the opening statement. It gives them a broad view of what writers are writing about because the topic sentence is meant to state the main idea of the paragraph.	Orientation is statements in which the writer tells the audience about who the characters involved in the story are, where the story takes place, and when the action happens. It can be a paragraph, a picture or opening chapter.
Supporting Details	**Complications**
These are sentences that support the topic sentence. They give information that reinforces the main idea stated in the topic sentence. So there should at least be three supporting details because one or two make the paragraph less convincing and not worth the effort done to build it. Thus the students are strongly advised to provide at least three strong details which can support the supporting details.	In complication, the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It would be so interesting if something unexpected happens. This complication will involve the main character(s). In here, the crisis has developed.

Concluding Sentence	Resolution
This is the last sentence of paragraph and it should reflect what have been talked about in the paragraph and it should echo the topic sentence in a way.	This is a closing to the story. The problem is resolved; it could be a sad ending or mostly happy ending. Besides, it contains a moral lesson, advice or teaching from the writer.

Both narrative text and formal paragraph, they almost have same system. However, narrative is not restricted, such as should have topic sentence, supporting details, and concluding sentence. It is one of advantages of narrative and its events serve some one's experiences his or her life which has problem and resolution.

6. Constructivism Learning Theories

Constructivist epistemology and learning theories focus on the roles of the individual's construction of meaning, prior knowledge and experiences as well as social context in the learning process[18]. It is the theoretical framework of schema theory. In constructivism theory, knowledge is constructed by the students themselves through their individual interactions with the learning environment. Thus, intelligence organizes the world by organizing itself. It could not be readily transmitted to a human mind. Rather, Individuals have mental pattern in their heads created through their own experiences.

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[18] Yuehai Xiao, Op. cit., p. 239.

7. Schema Theory

A theory closely related to top-down processing is called *schema theory*. It had a major impact on reading instruction. It has been utilized in research field such as ESL education, especially reading and writing. Schema theory is not a new idea; having origins with Plato then being taken up by Bartlett in his 1932 study to observe the effect of culture on the recall of text. Rumelhart describes schemata in Kang's Review as follows:

> A schemata theory is basically a theory about… how knowledge is presented and about how that representation facilitates the use of the knowledge in particular ways. According to schemata theories, all knowledge is packaged into units… [called] schemata. Embedded in these packets of knowledge is… information about how this knowledge is to be used[19].

From the definition above, it could be said that schemata play a major role in reading process. It describes in detail how the existing knowledge of the learner interacts with the reading task and illustrates how a student's knowledge and previous experience with the world is crucial to deciphering a text. The ability to use this schemata, or existing knowledge, seems to plays a fundamental role in one's trial to comprehend a text.

It is Bartlett who provides firstly experimental demonstration of the importance of meaning and knowledge on memory towards the modern cognitive approach to memory[20]. He investigated the way that his subjects remembered a short story, using a very simple design in which each subject and asked the

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[19] Yunkyoung Kang. Op. Cit., p. 39.
[20] David Groome et al. *An Introduction to Cognitive Psychology: Processes and disorders.* (East Sussex, UK: Psychology Press Ltd, 1999). http //: Library.nu.com. 2 March. 2011. p. 66.

participants to write down all they could remember from it. Based on this study, when readers faced with a text, they activate the appropriate schema and then add information to it. It is same with what Hyon has said in her journal that explicit instruction in the formal features of text build schemata and enhance second learner (L2) reading abilities[21]. In other words, by having knowledge of rhetorical text determines a student's success in comprehending reading material.

Even though Bartlett was the first person to propose the concept of schema, Piaget also had referred to the similar concept as cognitive structure and mental model. As mental patterns underlying specific acts of intelligence, cognitive structures developed through assimilation and accommodation[22]. When new knowledge is identified by previous cognitive structures, it is integrated into the structures; when new knowledge is distinct from previous cognitive structures, it is either discarded or the cognitive structures will be modified to accommodate new information.

A constructivist researcher, Bruner argued that cognitive structure (i.e., schema, mental model) provided meaning and organization to experiences and allowed the individual to "go beyond the information given"[23]. It is a creative way for students to explore what they have critically. It means a learner-center approach in instruction.

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[21] Sunny Hyon. Ed. Ann M. Johns. "Genre and ESL Reading". *Genre in the Classroom*: *Multiple Perspectives*. (New Jersey: Lawrence Erlbaum Associates, 2002). http //: google.com. 11 August. 2011. p.123.
[22] Jean Piaget in Yuehai Xiao. Op. Cit., p. 240.
[23] Jerome S. Bruner. *The Process of Education: A Landmark in Educational Theory* (Harvard: Harvard University Press, 1977) p. 200.

Rumelhart further developed the schema concept and described schema theory as basically a theory of how knowledge is mentally represented in the mind and used[24]. Knowledge is presented like boxes where every box has different function.

Regarding to reading comprehension, Adams and Collins, in Xiubo Yi's journal, explain the goal of schema theory as "to specify the interface between the reader and the text –to specify how the reader's knowledge interacts with and shapes the information on the page and to specify how that knowledge must be organized to support the interaction"[25]. The given text does not carry meaning by itself, it only provides directions and clues for readers to retrieve or reconstruct meaning from their previous knowledge. This assumes that comprehension occurs when readers successfully connect the new information from the text with the information in their memory. If the new information does not fit to the readers' schemata, it could be misunderstood or ignored, or the original schemata will be revised.

8. Nature of Formal Schemata

Carrel defines formal schemata as the organizational forms and generic structures of written texts[26]. Briefly, they include knowledge of different types of text and genre, use text organization, language structures, vocabulary, grammar

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[24]D.E. Rumelhart in Yuehai Xiao. *Op. cit*. Pp. 241-242.

[25] Xiubo Yi**,** *A Psychological Analysis of English Reading Difficulty of Chinese College Learner. (*Dan ZHANG College of Foreign Languages Jilin University). http //: Pdf-finder.com. 1 March. 2011. P. 2.

[26] Li Xiao-hui, WU Jun, & WANG Wei-hua. "Analysis of Schema Theory and Its Influence on Reading", *US-China Foreign Language-USA*. (11) 5, November 2007 (Serial No.50). http //: pdf-finder.com. 8 Feb. 2011. P. 19.

and level of formality differently. They guide expectation in our attempts to understand a meaning piece of language. If a text begins with, "Once upon a time ...", the readers can predict that it will end with some variation of, 'and they lived happily ever after '. It is the characteristic of Narrative text.

Alderson distinguish three parts of formal schemata in Dalby's paper, they are[27]:

1. Language Knowledge

   Alderson points out that language knowlegde as the ability one brings from reading in a first language to reading in a second. It had been assumed that readers needed to be able to read well in their first language in order to read well in a second language. Moreover, he explained that there exists a linguistic threshold beyond which a student must pass before first language reading skills start to make an impact on second language reading.

2. Genre Knowledge

   Harmer said that pre existing knowledge such as genre; topic, discourse patterning and special language features help one to comprehend the material[28]. Genre knowledge is included in formal schemata that stated by Carrell.

3. Metalinguistic Knowledge and Metacognition

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[27]Tim Dalby, *Schema Theory: "Getting into Minds of Your Learners"* (Jeonju University). http //: Pdf-finder.com. 1 March, 2011. Pp. 10-13.
[28]Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition.* (Harlow: Longman, 2001). P. 200.

These are strategies of monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The strategies the readers use, include repeating information to enhance recall), reviewing, underlining important words or sections of a passage, note taking, and checking understanding.

There are some indicators of narrative text which is regarding to its formal schemata. They are:

a. Types of narrative text,

b. Elements of narrative text,

c. Language features narrative text, and

d. Generic structures of narrative text.[29]

Narrative text has several types of text. They are:

d. Folktales (fables, pour quoi tales, legend, myth, and realistic tales),

e. Mysteries, science fiction, realistic fiction,

f. Fantasy, and

g. Historical fiction.

From these types of narration, folktale is most popular than other since it consist of fables, story of animal who can act as human life; pour quoi which tells why something could happen; legend, myth, and realistic tales which could tell one's experiences.

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[29] Peter Knapp & Megan Watkins. Genre, Text, Grammar: Technologies for Teaching and Assessing Writing (Sydney: University of New South Wales Press Ltd, 2005). http//: Library.nu.com. 15. March, 2011. Pp. 221-231.

Furthermore, narrative text has five common elements. Most test questions refer to one of these five story elements (Narrative Text Strategies):

a. Setting : A story can be set in the present, past, or the future. Some stories are set in faraway lands or imaginary places, others set in familiar places. Authors may tell the reader the exact time or place of the story, but often these must be inferred by the reader.

b. Characters : People or animals in the stories

c. Plot : The plot of the story is the sequence of events. The plot of the story takes the reader through events that build to a climax or turning point in the story. The author then brings the story to a resolution. At times, an author may allow the reader to draw his own conclusion about resolution.

d. Theme : The theme is the central idea of the story. A theme can be directly stated or through use of story elements.

e. Vocabulary : The author uses vocabulary to enhance the reader's understanding of characters and events in the story. The author's choice of vocabulary produces the mood and tone of the story.

These five elements can be used as the indicators of reading narrative text. Because the students will be given several questions such as setting questions, character questions, plot questions, theme questions, and vocabulary questions.

Narrative has some sequences of events which organized based on its stage. It is generic structure of the text. The generic structure of narrative text can be analyzed as below:

2. Orientation : It sets the scene and introduces the participants and setting. The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened

3. Complication : This is in which the writer tells how the problem arises, sometimes something unexpected events will happen. Complication divided into three types; physical conflict, social conflict, and internal or psychological conflict.[30] Physical conflict is the description of man struggle to his physical words. Social conflict is the struggle of man against his society and internal or psychological conflict is a conflict which happens inside the participant.

4. Resolution : The crisis is resolved, bitter or worse. It is the end of the story.

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[30] 2008. http:// www. Understandingtext.blogspot.com. 2 August. 2011.

Based on generic structure of narration, narrative text could be identified by its opening and closing sentences. The opening sentence of narrative usually begun with "Once upon a time…" or "Long time ago…". While, the closing sentence of narrative text usually begun with "Finally, they live happily ever…"

According to K-6 Modules, there are several common grammatical features of narrative text. They are:

b. Use of particular nouns to refer to or describe the particular people, animals and things that the story is about,
c. Use of adjectives to build noun groups to describe the people, animals or things in the story,
d. Use of conjunctions and time connectives to sequence events through time,
e. Use of adverbs and adverbial phrases to locate the particular incidents or events,
f. Use of past tense action verbs to indicate the actions in a narrative, and
g. Use of saying and thinking verbs to indicate what characters are feeling, thinking or saying[31].

These grammatical features include to linguistics knowledge. It is some knowledge of how to put words grammatically. It concern with nouns, adjectives, adverbs, etc.

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[31]*English K-6 Modules*. (Australia; Board of Studies NSW, 1998). 15 March. 2011. http//: Library.nu.com. p. 37.

Based on explanation above, the researcher concludes formal schemata of narrative text in the table II.2.

Table II. 2

Examples of Common Formal Schemata in Narrative Text

Formal Schemata	Brief Examples
a. type of text	narrative text
b. social purpose	to tell the readers with a fairy tale
c. generic structure	orientation, complication, and resolution.

9. Formal Schemata and Reading Comprehension

Furthermore, some scholars have discussed the importance of prior knowledge about texts in terms of genre knowledge or formal schemata[32]. It was Carrel and Eisterhold who find the terms of content and formal schemata. Formal schemata are the existing knowledge of organizational forms and rheotical structures of written texts. Based on their studies, found that familiar formal schemata helped subjects enhance the quality of recall in a story. They suggested that ESL reading eachers should help students acquire appropiate content and formal schemata for better comprehension of text[33]. The appropriate schemata could give them good interpretation about the text. Moreover, it is same as with what McCarthy says that readers' awareness of text structure could help them

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[32] Sunny Hyon. Ed. Ann M. Johns. *Ibid*.
[33] Patricia L. Carrel in Yuehai Xiao. Op. Cit., P. 243.

discern text content in shorter time[34]. Theoretically, it can be said that formal schemata has role in reading process since the readers have good awareness of the structure of the text.

B. Relevant Research

1. Samsu Duha (2009)

   His research focused on the contribution of Tenses Mastery toward Students' Performance in Writing Narrative Paragraphs at the Second Year of Senior High School of Al- Kautsar Sail Pekanbaru. He found that students' tenses mastery was 65.90. It is categorized as enough. Score of students' writing narrative paragraph is 68.22. It is categorized as good. In conclusion, he states there is significant correlation (0.726) between students Tenses Mastery and their Writing Narrative Paragraphs at the Second Year of Senior High School of Al- Kautsar Sail Pekanbaru[35].

2. Aldini (2009)

   His research focused on the contribution of English vocabulary mastery on the students listening ability at the Second Year of Senior High School 4

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[34] Mohammad Ali Salmani. " The Impact of Formal Schemata on L3 Reading Recall". *International Journal of Language* Studies(IJLS), 4(4), 2010. http //:Pdf-finder.com. 11 August. 2011. P. 115.

[35] Samsu Duha. The Contribution of Tenses Mastery toward Students' Performance in Writing Narrative Paragraphs at the Second Year of Senior High School of Al- Kautsar Sail Pekanbaru, Unpublished Undergraduate Thesis". (Pekanbaru: Universitas Islam Negeri Sultan Syarif Kasim Riau, 2009). p. 72.

Pekanbaru. Based on his finding, he concluded that English vocabulary mastery gave contribution (78.1 %) toward students' listening ability[36].

The researchers have given much information and knowledge about on how conducting a research by these research reports. Moreover, the researcher can learn how to test and analyzed her data.

C. Operational Concept

Operational concept is a concept that guides the readers to avoid misunderstanding. It should be interpreted into particular words in order to be easier measured. There are two variables in this research, they are variable X as students' formal schemata and variable Y as reading comprehension.

Xiao defines formal schemata as schematic background knowledge of organizational patterns and rhetorical conventions of written texts[37]. It consists of knowledge of different text types and genres, and also including the knowledge of different types of texts used text organization, language structures, vocabulary, grammar, and level of formality differently. The formal schemata of narrative text include kinds of narration, purpose of the text, the grammatical features, and rhetorical structures of the text. So the indicators of students' formal schemata are:

a. Students are able to recognize types of narrative text.

b. Students are able to identify elements in narrative text.

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[36] Aldini. "The Contribution of English Vocabulary Mastery on the Students Listening Ability at the Second Year of Senior High School 4 Pekanbaru". (Pekanbaru: Universitas Islam Negeri Sultan Syarif Kasim Riau, 2009). p. 57.

[37] Yuehai Xiao, Op. Cit., p.237.

c. Students are able to apply and identify the generic structures of narrative text; orientation, complication, and re-orientation.

d. Students are able to apply the appropriate language features of narrative text.

Then, the indicators of reading comprehension of narrative text are:

a. Students are able to understand certain vocabulary in narrative text.

b. Students are able to state the main idea of narrative text.

c. Students are able to recognize the specific details in narrative text.

d. Students are able to identify and conclude the events in narrative text.

D. Assumption and Hypothesis

a. The Assumption

In general, the assumption of such research can be expressed that the students' formal schemata affect their reading comprehension of narrative text.

b. The Hypothesis

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

Ha : There is a significant correlation between students' formal schemata and reading comprehension of narrative text at Science Class of the Second Year of State Senior High School 3 Pekanbaru.

Ho : There is no a significant correlation between students' formal schemata and reading comprehension of narrative text at Science Class of the Second Year of State Senior High School 3 Pekanbaru.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is a quantitative research that needs to know how the correlation between two variables is. Creswell defines a correlation as a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently[37]. This kind of correlation is *Linear Regression* because variable X contributes toward variable Y in field/fields. There are two variables in this research; students' formal schemata as variable X and reading comprehension as variable Y. The study determines the correlation between students' formal schemata and reading comprehension of narrative text at Science Class of the Second Year of the State Senior High School 3 Pekanbaru.

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[37] Jhon W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Prentice Hall, 2008), p. 356.

The design can be drawn as follows[38]:

Table III. 1

SYSTEM APPROACH OF THE RESEARCH

THE CORRELATION BETWEEN STUDENTS' FORMAL SCHEMATA AND READING COMPREHENSION OF NARRATIVE TEXT

PROPORTIONAL RANDOMIZATION

STUDENTS' FORMAL SCHEMATA

READING COMPREHENSION OF NARRATIVE TEXT

TEST

TEST

VALIDITY & RELIABILITY OF THE TEST

VALIDITY & RELIABILITY OF THE TEST

LINEAR REGRESSION

"r" PEARSON CORRELATION

ANALYSIS OF HYPOTHESIS

RESULT

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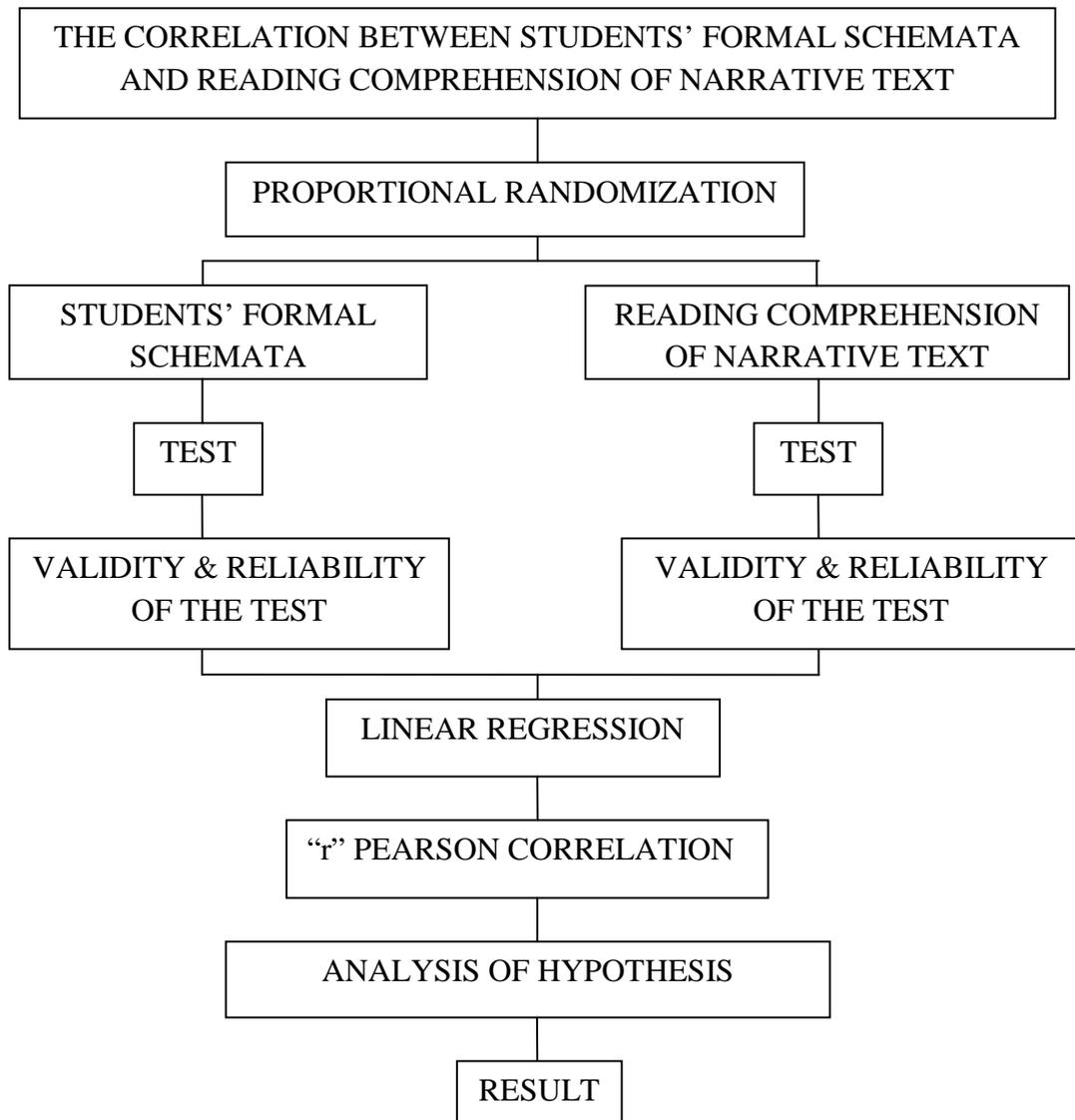
[38] Jhon W. Creswell, Id. at. p. 52.

B. Location and Time of the Research

The research was conducted at the State Senior High School 3 Pekanbaru on 19th up to 31st May 2011.

C. Subject and Object of the Research

The subject of the research was students' reading comprehension of Narrative Text (Y), and the object of the research was students' formal schemata (X).

D. Population and Sample of the Research

Population is a group of individuals who have same characteristic[39]. The total population of the research in Science Class at the Second Year of State Senior High School 3 Pekanbaru is 144 students. They are divided into 4 classes. So, it is better to take 25 % or more from the population to be the sample for amount of the population is more than 100, the students will have examination, and researcher's time[40]. In other words, the researcher took 36 students as the sample by using proportional random sampling that helped her to obtain data of their formal schemata and reading comprehension of narrative text. The amount of the sample will be shown in the table as follows:

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[39] Jhon W. Creswell, Id. at., p. 151.
[40] Suharsimi Arikunto, *Prosedur Penelitian Suatu; Pendekatan Praktik.* (Jakarta: Rineka Cipta, 2006), p. 134.

Table III. 2

Population and Sample of the Research

No.	Class	Population	Percentage	SAMPLE
1	XI IPA 1	36	25%	9
2	XI IPA 2	36	25%	9
3	XI IPA 3	36	25%	9
4	XI IPA 4	36	25%	9
TOTAL		**144**		**36**

E. Technique of Data Collection

There was one kind of data to be collected. It was quantitative data. It was collected by test. The researcher used test to collect data of students' formal schemata and reading comprehension of narrative text. These tests were developed from four indicators. Multiple choices test is used to measure students' reading comprehension of narrative text. True-False question is used to measure students' formal schemata.

Table III. 3

Descriptive Items of Students' Formal Schemata Test

No	Indicator	Number of Items	Item Number
1	The students are able to recognize types of narrative text.	5 items	1, 2, 3,4, and 5
2	The students are able to identify elements in narrative text.	5 items	6, 7, 8, 9, and 10
3	The students are able to apply the appropriate language features of narrative text.	5 items	11, 12, 13, 14, and 15
4	The students are able to apply and identify the generic structures of narrative text; orientation, complication, and re-orientation.	5 items	16, 17, 18, 19, and 20
	TOTAL	20 items	20 items

Based on the table above, there were 20 items of true false questions of formal schemata (see Appendix B to see test). Every item of true false question consisted of two options ('true' or 'false').

Table III. 4

Descriptive Items of Students'

Reading Comprehension of Narrative Text Test

No	Indicator	Number of Items	Item Number
1	The students are able to understand certain vocabulary in narrative text.	5 items	1, 3, 6, 15, and 19.
2	The students are able to state main idea of narrative text.	5 items	2, 9, 11, 14, and 20.
3	The students are able to recognize the specific details in narrative text.	5 items	4, 8, 13, 17, and 18.
4	The students are able to identify and conclude the events in narrative text.	5 items	5, 7, 10, 12, and 16
	TOTAL	20 items	20 items

Test of students' reading comprehension of narrative text consisted of 20 question items about reading comprehension of narrative text (see Appendix C to see the test). Every multiple choice item consisted of five answer options (a, b, c, d, and e).

F. Validity of Test and Reliability of Test

1. Validity of Test

Before giving test, the researcher had given test to other respondents in one population in order to know whether test valid or not.

Heaton describes validity of a test as follows:

The validity of a test is the extent to which it measures what it is supposed to measure and nothing else …. The test must aim to provide a true measure of the particular skill which it is intended to measure: to the

extent that it measures external knowledge and other skills at the same time, it will not be a valid test[41].

Validity of the test should be analyzed to know whether the test measures what should be measured. It can be predicted from its item difficulty. Item difficulty is determined as the proportion of correct responses (to know item difficulty of students' formal schemata and reading comprehension of narrative text, see appendix E and F). Formula of item difficulty is as follows:

$$FV = \frac{R}{N} \quad [42]$$

Where FV   : Index of difficulty or Facility value

      R   : The number of correct answers

      N   : The number of students taking the test

The standard level of difficulty used is **<0, 30** and **>0, 70**[43]. So, item would be accepted if it is scaled between 0.30 - 0.70 and rejected if it is less than 0.30 (difficult) and bigger than 0.70 (easy).

Based on the try out result, there were some items tests rejected. To revise instrument, they were changed with new items appropriately. Result of rejected items is as follows:

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[41] J. B. Heaton. *Writing English Language Tests* (New York: Longman Inc, 1988) p. 159. Web. 15 March. 2011. <http //: Library.nu.com>.
[42] J.B.Heaton, Id. at., p 178-179.
[43] J.B.Heaton, ibid., p 178-179.

a. Formal Schemata Test

Some items rejected were number 1, 4, 8, 10, 17, and 18. They had been

changed in second and third try out (see appendix G).

b. Reading Comprehension of Narrative Test

Some items rejected were number 1, 3, 6, 10, 12, 15, and 16. They had

been changed in second and third try out (see appendix H).

2. Reliability of Test

Henning points out the reliability of a test as "a measure of accuracy,

consistency, dependability, or fairness of scores resulting from administration of a

particular examination"[44]. It is an administration used to judge test accurate or not.

To know how reliability of the tests, the researcher used formula of Alpha.

$$r \, ii = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum S_i}{S_t} \right) \, ^{45}$$

Where r ii   : Reliability value

$\sum S_i$: Sum of variance of every item

St   : Variance total

K   : Number of item

In order to avoid mistake in analyzing reliability of test, the researcher also

used SPSS 16.0; she could know the result automatically. This is simpler than

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[44]Grant Henning, *A Guide to Language Testing; Development, Evaluation, and Research.* (Cambrige: Newbury House Publisher, 1987)p. 74.

[45]Hartono, *Analysis Item Instrumen: Anaysis Tes Hasil Belajar dan Instrumen Penelitian.* (Pekanbaru: Zanafa Publishing, 2010) p. 103.

manually (see appendix I for the reliability of Try out of students' Formal Schemata and Appendix J for the reliability of Try out of Students' Reading Comprehension of Narrative Text).

G. Technique of Data Analysis

Before going to data analysis, data should be scored by formula below:

$$S = \frac{R}{N} \times 100\% \ [46]$$

Where S   : Individual Score

     R   : Number of Correct Answer

     N   : Number of Items

Thus, before transferring data to SPSS 16.0 program, the researcher had analyzed students' score for reading comprehension of narrative text and formal schemata by classifying it based on the scale as follows:

Table III. 5

The Classification of Students' Score

THE SCORE LEVEL	CATEGORY
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

(Adapted from Suharsimi Arikunto)[47]

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[46] Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan(Edisi Revisi).* (Jakarta: Bumi Aksara, 2009)p. 236.

[47] Suharsimi Arikunto, Id. at., p. 245.

The researcher used SPSS 16.0 for Windows to analyze the data by using Linear Regression.

The formula of linear regression is as follows:

$$= a + bX$$

(yetopi)

Coefficient of regression 'a' and 'b' of linear regression can be counted by formula as follows:

$$a = \frac{\sum Y - b\left(\sum X\right)}{N}$$

$$b = \frac{N \sum XY - \left(\sum X\right)\left(\sum Y\right)}{N \sum X^2 - \left(\sum X\right)^2}$$

Furthermore, Hartono states steps of analyzing Linear Regression are as follows:

1) Open students' test file,
2) From the menu of SPSS, click Analyze, next Regression, and then click Linear. Then, sets the dependent box with variable Y and the independent box with variable X,
3) In statistics menu, click estimates and confidence intervals, Model fit and descriptive of regression coefficient. Then, click "continue",
4) In Plots menu, highlight DEPENDENT to box Y and ZRESID to box X,
5) In Save and options menu, click continue, and
6) The last, interpret the output[48].

Furthermore, to categorize how big strength of correlation between Students' Formal Schemata and Reading Comprehension of Narrative Text at the

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[48] Hartono. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. (Yogyakarta: Pustaka Pelajar, 2008)p. 95-102.

Second Year of State Senior High School 3 Pekanbaru, the researcher used categories in Hartono's book. They are:

Table III. 6

Interpretation of Correlation Coefficient

Coefficient Interval	Level of Correlation
0.00-0.200	Very Low
0.200-0.400	Low
0.400-0.700	Middle
0.700-0.900	Strong
0.900-1.00	Very Strong

(Adapted from Hartono)[49]

Next, to test the hypothesis, r_{xy} is compared with r_{table} (at 1 % and 5 %) of product moment by finding out the df (degree of freedom) first:

Critical region :   df   = N – nr[50]

= 36 – 2

= 34

Since df 34 was not included in the table, the researcher took the closest df; 35 where at level 5% is 0.325 and at level 1% is 0,418 (see appendix E).

According to Hartono, that if value of r_o (observation) r_{table} , Ha is accepted and Ho is rejected, and if value of r_o (observation) r_{table}, Ho is accepted and Ha is rejected.

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[49] Hartono, *Statistik untuk Penelitian* (Yogyakarta:Pustaka Pelajar, 2008)p. 86.
[50] Hartono, Id. at., p. 88.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data Presentation

In this chapter, the researcher presents the research finding that was obtained through analyzing the data. It was about correlation between students' formal schemata and reading comprehension of narrative text at Science Class of the Second Year of State Senior High School 3 Pekanbaru. The researcher found that there were two variables in this research, variable X and variable Y. To test these variables, the researcher had multiple choices test (Y) and True False Questions (X).

1. Data of Students' Formal Schemata

To get data of students' formal schemata, the researcher gave them True False Questions which consisted of 20 items. It was developed from four indicators of formal schemata in operational concepts. Every indicator had 5 questions. The score was categorized based on the formula and the category presented at the end of chapter III.

Table IV.1 presents score of students' formal schemata.

Table IV. 1

Recapitulation Score of Student's Formal Schemata

Number of Respondent	Formal Schemata	Category
1	65	Enough
2	70	Good
3	65	Enough
4	55	Less
5	60	Enough
6	70	Good
7	45	Less
8	40	Less
9	55	Less
10	50	Less
11	60	Enough
12	60	Enough
13	50	Less
14	60	Enough
15	60	Enough
16	65	Enough
17	80	Very good
18	70	Good
19	65	Enough
20	65	Enough
21	60	Enough
22	80	Very good
23	75	Good
24	70	Good
25	60	Enough
26	65	Enough
27	50	Less
28	60	Enough
29	70	Good
30	55	Less
31	65	Enough
32	45	Less
33	55	Enough
34	75	Good
35	75	Good
36	70	Good

Table IV.1 presents score of students' formal schemata. From five categories of score, the scores were very good, good, enough, less, and no one failed. It can be seen that there were 9 students who got LESS, 16 students who got ENOUGH, 9 students who got GOOD and 2 students who got VERY GOOD.

To make clearer about score of students' formal schemata, the researcher provides distributive frequency of students' formal schemata as follows:

Table IV.2

Distributive Frequency of Students' Formal Schemata

No	Score	Frequency	Percentage
1.	40	1	2.8 %
2.	45	2	5.6 %
3.	50	3	8.3 %
4.	55	4	11.1 %
5.	60	8	22.2 %
6.	65	7	19.4 %
7.	70	6	16.7 %
8.	75	3	8.3 %
4.	80	2	5.6 %
Total		**36**	**100%**

The table IV.2 presents that there were a student got 40 (2.8 %), 2 student got 45 (5.6 %), 3 students got 50 (58.3 %), 4 students got 55 (11.1 %), 8 students got 60 (22.2 %), 7 students got 65 (19.4 %), 6 students got 70 (16.7 %), 3 students got 75 (8.3 %), and 2 students got 80 (5.6 %).

Furthermore, data of students' formal schemata is provided in histogram below.
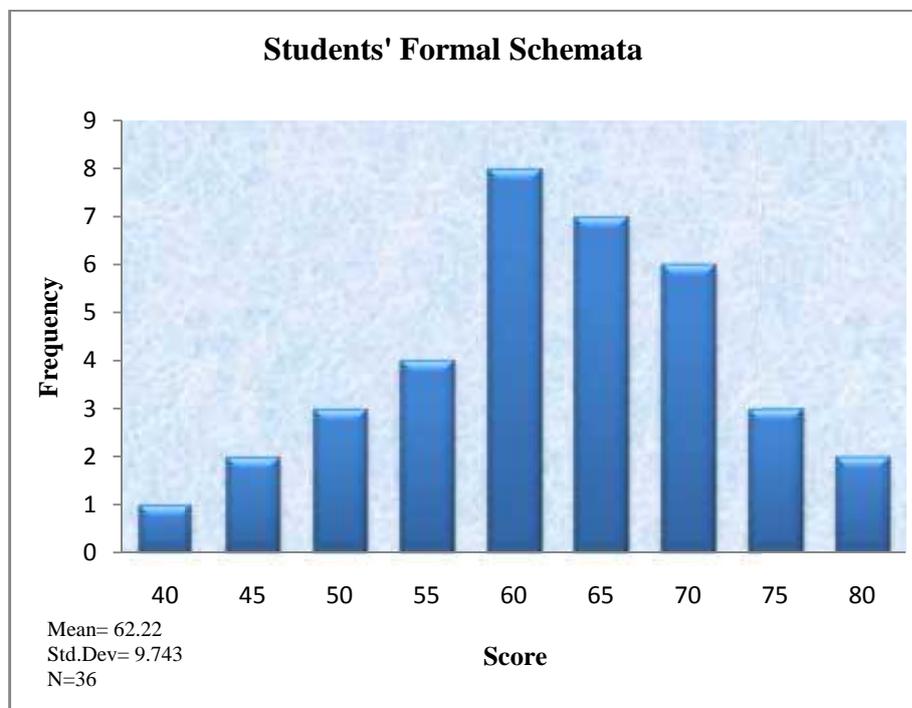
Students' Formal Schemata

Mean= 62.22
Std.Dev= 9.743
N=36

Based on the histogram above, it can be seen that there is one student got 40 where 40 is the minimal score. Then, there are two students got 80 where 80 is the highest score. From the histogram, it can be seen explicitly that the mean is 62.22, Standard deviation is 9.743, and number of participant is 36.

2. **Data of Students' Reading Comprehension of Narrative Text**

Data of student's reading comprehension were got from the result of the reading comprehension of narrative text test.

The following table presents result of test.

Table IV.3

Recapitulation Score of

Student's Reading Comprehension of Narrative Text

Number of Respondent	Reading Comprehension	Category
1	75	Good
2	85	Very good
3	80	Very good
4	55	Less
5	60	Enough
6	80	Very good
7	55	Less
8	55	Less
9	60	Enough
10	45	Less
11	65	Enough
12	60	Enough
13	65	Enough
14	65	Enough
15	65	Enough
16	70	Good
17	70	Good
18	75	Good
19	85	Very good
20	65	Enough
21	70	Good
22	80	Very good
23	75	Good
24	75	Good
25	60	Enough
26	60	Enough
27	60	Enough
28	40	Less
29	45	Less
30	45	Less
31	75	Good
32	50	Less
33	50	Less
34	55	Less
35	70	Good
36	70	Good

Table IV.3 presents score of students' reading comprehension of narrative text. From five categories of score, students' scores were very good, good, enough, less, and no one fail. It can be seen there were 11 students who got LESS, 11 students who got ENOUGH, 9 students got GOOD and 5 students who got VERY GOOD.

To make clearer about score of reading comprehension of narrative text, the researcher provides distributive frequency of students' formal schemata as follows:

Table IV.4

Distributive Frequency of

Student's Reading Comprehension of Narrative Text

No	Score	Frequency	Percentage
1.	40	1	2.8 %
2.	45	3	8.3 %
3.	50	2	5.6 %
4.	55	4	11.1 %
5.	60	6	16.7 %
6.	65	5	13.9 %
7.	70	5	13.9 %
8.	75	5	13.9 %
4.	80	3	8.3 %
4.	85	2	5.6 %
Total		**36**	**100%**

The table IV.4 presents that there were a student got 40 (2.8 %), 3 students got 45 (8.3 %), 2 students got 50 (5.6 %), 4 students got 55 (11.1 %), 6 students got 60 (16.7 %), 5 student got 65 (13.9 %), 5 students got 70 (13.9 %), 5 students got 75 (13.9 %), 3 students got 80 (8.3 %), and 2 students got 85 (5.6 %).

Furthermore, data of students' formal schemata is provided in histogram below.

Furthermore, data of students' reading comprehension of narrative text is provided in histogram below.
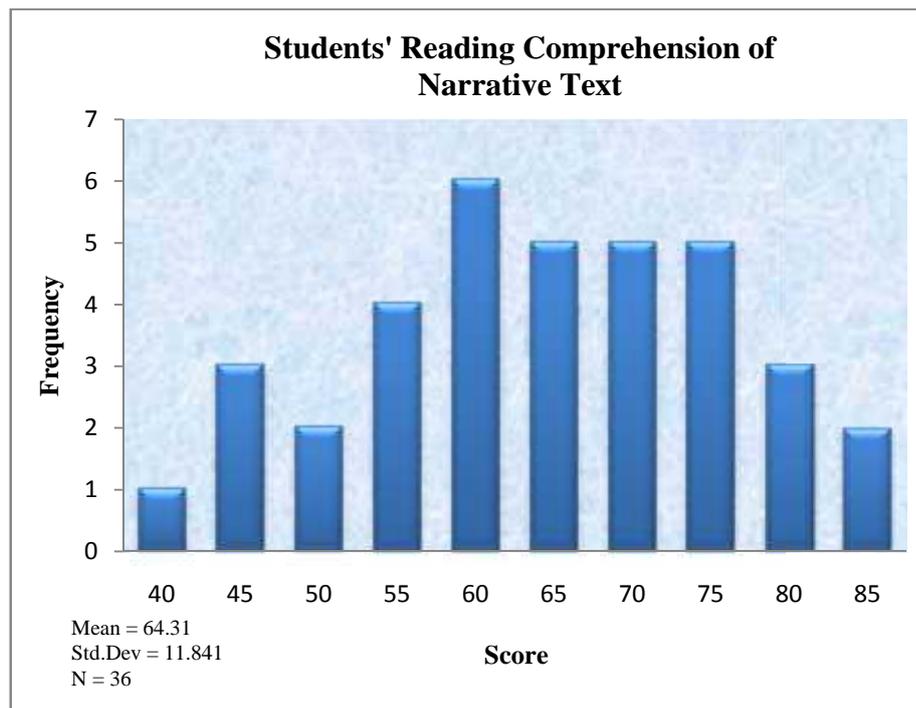
Based on the histogram above, it can be seen that there is one student got 40 where 40 is the minimal score. Then, there are two students got 85 where 85 is

the highest score. From the histogram, it can be seen explicitly that the mean is 64.31, Standard deviation is 11.841, and number of participant is 36.

B. Data Analysis

This research was a correlation research that correlated students' formal schemata and reading comprehension of narrative text at Science Class of the Second Year of State Senior High School 3 Pekanbaru. This research had two variables, X and Y. The researcher used SPSS 16 for Windows to measure, calculate, and analyze the data of those variables.

1. Analysis of Students' Formal Schemata

Below, the researcher presents descriptive statistics of variable X using SPSS 16.0 program.

Table IV.5

Descriptive Statistics of Students' Formal Schemata

N	Mean	Standard Deviation	Variance	Sum
36	62.22	9.743	94.921	2240

The table IV.5 presents that mean of students' formal schemata is 62.22. It was categorized as *enough* since it is in scale 56 up to 65. Then, its standard deviation is 9.743 and its variance is 94.921. So, sum of the score is 2240.

2. **Analysis of Students' Reading Comprehension of Narrative Text**

In order to measure the score of students' reading comprehension of narrative text, the researcher presents it as descriptive statistics is as follows:

Table IV.6

Descriptive Statistics of Reading Comprehension of

Narrative Text

N	Mean	Standard Deviation	Variance	Sum
36	64.31	11.841	140.218	2315

The table IV.6 presents descriptive statistics of students' reading comprehension of narrative text. It can be seen that its mean is 64.31, its sum is 2315, its standard deviation is 11.841, and its variance is 140.218.

3. **Correlation between Students' Formal Schemata and Reading Comprehension of Narrative Text at Science Class of the Second Year of State Senior High School 3 Pekanbaru**

a. **Analysis of Hypothesis**

To know how strong correlation between students' formal schemata and reading comprehension of narrative text at Science Class of the Second Year of State Senior High School 3 Pekanbaru, the researcher also used SPSS 16.0 to facilitate data analysis.

Table IV.7

Correlation between Students' Formal Schemata and Reading Comprehension of Narrative Text at Science Class of the Second Year of State Senior High School 3 Pekanbaru

N	Kind of Correlation	Variables	Value	'r' Product Moment Value		Sig. (1-tailed)
				1 %	5 %	
36	Pearson Correlation	X (Formal Schemata)

Y (Reading Comprehension of Narrative Text) | 0.565 | 0.418 | 0.325 | 0.000 |

The table IV.7 presents strength of correlation between students' formal schemata and reading comprehension of narrative text. Thus, the coefficient correlation between Students' Formal Schemata and Reading Comprehension of Narrative Text at Science Class of the Second Year of State Senior High School 3 Pekanbaru is 0.565. Based on the scale of correlation strength, such kind of relation was *middle* since it was between 0.400 and 0.700. Then, the probability score or sig. (1-tailed) is 0.00 < 0.05.

Then, Based on table IV.7 above, the value of r_{xy} or r_o is bigger than r_{table} at level 5% (0.325) and 1% (0.418). It means that the alternative hypothesis was accepted. In other words, there is significant correlation (0.565) between

students' formal schemata and reading comprehension of narrative text. So, it can be said that Ho is rejected and Ha is accepted.

b. Determination Coefficient r^2 ("r" Square)

Determination coefficient is used to know how the correlation between variable X and variable Y. The table IV.8 presents the determination coefficient of the research.

Table IV.8

Model Summary of Determination Coefficient

"r"	"r" Square	Percentage of Contribution	Remaining Percentage
0.565	0.319	31.9 %	68.1 %

Table IV.8 presents determination coefficient (adjusted r^2) is 0.565. it means that students' formal schemata gives contribution toward their reading comprehension of narrative text about 31.9 %. Meanwhile, the remaining, 68.1 % (100 % - 31.9 %) is influenced by other variables.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Research Conclusion

Based on result of the research, mean of student's formal schemata was 62.22. It was categorized as *enough* since it was in scale 56 up to 65. While, mean of students' reading comprehension of narrative text was 64.31. It was categorized as *enough* since it was in scale 56 up to 65. Then, after analyzing and calculating the correlation of both variables, it showed that strength of correlation was 0.565. It was categorized as *middle correlation* since it was in scale 0.400 up to 0.700. In conclusion, students' formal schemata gave contribution toward reading comprehension of narrative text 31.9 %. While, the remaining, 68.1 % were contributed by other variables.

B. SUGGESTION

After conducting the research, one more important thing that the researcher should complete; she has to give suggestions to the school where she conducted her research in order to succeed teaching-learning process, especially teaching-learning process of English. So, based on her research finding, formal schemata affected students' reading comprehension of narrative text.

1. **Suggestion for School**

    a. It is better for the school to should provide the students with English textbook in order to facilitate students read it and have good schemata about certain topic related to genre in the classroom.

    b. It is better for the school to ask the English teacher provide enough facilities and creative media in order to develop students' schemata and their reading comprehension of several types of text.

2. **Suggestion for English Teacher**

    a. It is better for the English teacher to review the previous lessons in accordance with reinforcing students' understanding about the subject matters to reinforce their schemata.

    b. It is better for the English teacher to open the class by pre-reading activities in order to reinforce students' schemata.

    c. It is better for the teacher to provide enough facilities and creative media in order to develop students' reading comprehension of several types of text.

    d. It is better for the English teacher to explain what formal schemata is, not only formal schemata of narrative, but also formal schemata of other types of text for there is genre in the classroom setting and it is taught from Junior High School.

3. Suggestion for Students

a. It is better for the students to review the previous lessons at home in accordance with reinforcing their understanding about the subject matters to reinforce their schemata.

b. It is better for the students to try to be active in pre-reading activities and also other activities in English classes.

e. It is better for the students to have good critical thinking in order to develop their reading comprehension of several types of text, especially narrative text.

c. It is better for the students to have understanding of formal schemata of narrative and also other type of texts.

d. It is better for the students to realize their needs to develop understanding in studying English.

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APPENDIX A

Silabus Bahasa Inggris
Kurikulum Satuan Tingkat Pendidikan (KTSP)
Kelas/Semester: XI/2

Standar Kompetensi	Kompetensi Dasar	Indikator	Materi Pokok		Pengalaman Belajar	Penilaian	Alokasi Waktu	Sumber/ Bahan/ Alat
			Jenis Teks/ *Functional Text*	Contoh Teks				
SIKLUS LISAN (*SPOKEN CYCLE*) **MENDENGARKAN** Memahami makna dalam percakapan transaksional/ interpersonal resmi dalam konteks kehidupan sehari-hari.	Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar, dan berterima menggunakan ragam bahasa lisan yang melibatkan tindak tutur: menyatakan perasaan *love, sorrow, attention, embarrassment, anger, attitude, annoyance*	**A. TINDAK BAHASA** Bereaksi atau merespon dengan benar terhadap tindak tutur: menyatakan perasaan *love sorrow, attention, embarrassment, anger, attitude, annoyance*		• **Menyatakan perasaan (*love*)** *mis. I love you.* *I really love you and I always will.* • **Menyatakan perasaan *sorrow*** mis. My heart is so burdened I'm so sad to hear it • **Menyatakan *attention*** mis. *Oh, really? It's amazing.* • **Menyatakan perasaan (*embarrassment*)** mis. It really makes me ashamed I was very embarrased • **Menyatakan perasaan** (anger) *mis. Oh, hell!! You burn me up!* • **Menyatakan attitude** mis. *What I mean is…Now, let me think…* • **Menyatakan perasaan** (annoyance) mis. I can't take it anymore I need a break	• Mendengarkan percakapan interpersonal/ transaksional melalui tape secara klasikal. • Mendiskusikan berbagai tindak tutur yang didengar melalui tape secara klasikal. • Mendengarkan percakapan transaksional/ interpersonal yang dilakukan oleh teman**.** • Mendiskusikan berbagai tindak tutur yang dilakukan oleh teman. • Merespon suatu situasi dengan tindak tutur yang tepat • Mendengar kutipan tentang cinta dan menjodohkannya dengan orang yang mengatakannnya • Mendengar definisi teman tentang cinta	*Performance assessment* (merespon ungkapan lisan) Tugas	**1 x 45'** **1 x 45'** **2 x 45'** **2 x 45'**	Buku *Look Ahead* 2 Kaset/CD Script teks dari buku teks OHP/ LCD
BERBICARA Mengungkapkan makna dalam teks percakapan	Mengungkapkan makna dalam percakapan transaksional (*to get*	Melakukan berbagai tindak tutur dalam			• Membaca dialog • Melafalkan berbagai	*Performance assessment* (*responding,*		

transaksional resmi dan percakapan berlanjut (*sustained*) secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.	*things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi dalam ragam lisan secara akurat, lancar dan berterima yang melibatkan tindak tutur: menyatakan perasaan *love, sorrow, attention, embarrassment, anger, attitude, annoyance*	wacana lisan interpersonal /transaksional: menyatakan perasaan *love sorrow, attention, embarrassment, anger, attitude, annoyance*			tindak tutur • Menggunakan tindak tutur yang sesuai untuk suatu pernyataan/situasi yang diberikan. • Melengkapi dialog dengan tindak tutur yang sesuai. • Mendiskusikan model percakapan berpasangan • Mempraktekkan dialog • Menjawab pertanyaan tentang percakapan • Tanya-jawab dengan teman • Memberi tanggapan tentang suatu isu • Membuat dialog berpasangan sesuai dengan situasi yang diberikan • Mempraktekkan dialog di depan kelas • Mendengarkan teks monolog dengan bantuan audio	jawaban lisan,dialog) *Checklist* Tugas Proyek		
MENDENGARKAN Memahami dalam teks monolog lisan berbentuk *narrative, spoof* dan *hortatory exposition* secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.	Merespon makna dalam teks monolog sederhana menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam teks berbentuk: *narrative, spoof* dan *hortatory exposition*	Merespon wacana monolog: *narrative, spoof* dan *hortatory exposition*	*Narrative*	Today, I'd like to tell you a legend from South Sea, Central Java. The title is The Stone Flower or *Bunga Batu*. Well, listen carefully. A long long time ago the people of Wanakerta Kingdom were very worried because the Queen Dewi Kalasekti had suffered from a strange illness for a long time. Doctors and shamans were ordered to cure the Queen, but the queen was not healed. Meanwhile, the high priest of the kingdom was praying to God, when he heard a voice echoing, "The queen can be cured by the stone flower. (lanjutan di buku teks)	• Mencocokkan gambar dengan cerita yang didengar • Mengidentifikasi informasi yang benar/salah dari cerita yang didengar • Mendengar percakapan mendongeng • Mengidentifikasi intonasi yang tepat untuk sebuah percakapan • Melengkapi teks monolog	*Performace assessment (presentation, telling story) Checklist*	**4 x 45'**	

BRBICARA
Mengungkapkan makna dalam monolog yang berbentuk *narrative, spoof* dan *hortatory exposition* secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.
	Mengungkapkan makna dalam teks monolog secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan yang berbentuk: *narrative, spoof* dan *hortatory exposition*	Melakukan monolog berbentuk : *narrative, spoof* dan *hortatory exposition*	***Spoof***	Okay students. Listen to me. I have a good story. The story is about a boy named Michael. He was ten years old. He was not a very good pupil. Why? Because he didn't like doing his homework. What did he like then ?Oh, he liked playing in his leisure time. He liked football very much. Do you know why he didn't like doing his homework? Because he always made a lot of mistakes when he did it.
				
				    Well, one day, his mathematics teacher looked at Michael's homework and found that all his homework was correct. Wow, that's a good job! Of course students, the teacher was very pleased and surprised. So, he called Michael to his office and said to him, Michael, you've got all your homework right this time. You're doing great. Well done, Michael. Did your father help you?
				
				    "No, sir" Michael said, "Usually my father did it for me. But last night he was very busy. He had a meeting. So, he couldn't do my homework. Then, I had to do it by myself.. (Adapted from: Intermediate Reading Comprehension,L.G.Alexander)
					• Menjawab pertanyaan
					• Mendengarkan teman mendongeng
					• Mendengarkan teman presentasi
					
					• Mencocokkan gambar dengan judul cerita yang tepat
					• Melakukan tanya jawab
					• Membaca percakaan mendongeng
					• Menjawab pertanyaan
					• Memberi tanggapan pada kartun
					• Mempelajari ungkapan yang digunakan untuk mendongeng dan presentasi
						4 x 45'	

			Hortatory Exposition	*Program Presenter* : It's ten to three and time for our special program today ' Beautiful World' with me Thery. I will be your host for about 30 minutes. Well, listeners we have two senior high school students, Sarah and Astari on the line ready to debate about '*Quashing litter-bug habits.'* **So**, if you're interested, find a pen and paper. Then choose the best suggestion of all by sending your SMS. Remember, at the end of the segment we will give you a cool gift for the winner. Okay Sarah and Astari and all listeners the problem of littering reflects a lack of responsibility on all sides. **Although** heavy penalty has already been arranged under government regulation, many people still drop broken bottles or empty cans in public places, like parks or streets,	• Mendiskusikan organisasi teks monolog • Menjawab pertanyaan tentang teks organisasi teks monolog • Menganalisa teks monolog • Melakukan drama • Bekerjasama dengan teman untuk membuat dongeng • Bekerjasamam dengan teman untuk mempresentasikan suatu isu. • Mendongeng secara individu • Mendongeng cerita lucu secara individu	**6x45'**	

				even in the river. It's always interesting to know how the youth are concerned about social problems like littering. First on the line is Sarah. Hello. Thank you for being part of our program. **Tell me what do you think of this bad habit?** *Sarah :* I am against this bad habit 100%.I ***personally believe*** *that throwing litter on the ground is a very bad habit. Everybody knows.* ***However*** *many people do it. Why? Because they don't care about a clean and healthy environment. They are careless and thoughtless. That's disgusting, isn't it?....(lanjutan lihat di buku)*	• Mempresentasikan suatu isu secara individu		
SIKLUS TULISAN (WRITTEN CYCLE) MEMBACA Memahami makna teks monolog/esei berbentuk *narrative, spoof* dan *hortatory exposition* secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.	Memahami dan merespon makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *narrative, spoof* dan *hortatory exposition*	• Mengidentifikasi makna dalam teks • Mengidentifilasi langkah-langkah retorika dalam wacana:. *narrative, spoof* dan *hortatory exposition*	*Narrative*	**The Lion and The Mouse** Once, when a Lion was asleep, a little mouse began running up and down upon him; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O king," cried the little Mouse, " Forgive me this time, I shall never forget it; who knows but what I may be able to do you a turn some of these days?" The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go.Some time after the Lion was caught in a trap, and the hunters, who desired to carry himalive to the king, tied him to a tree while they wentin search of a wagon to carry him on. Just then the little Mouse happened to passby, and see the sad plight in which the Lion was.He went up to the lion and soon gnawed away the ropes that bound the king of the Beasts. "Wasn't I right? " said the little Mouse.**Moral:** *Little friends may prove great friends.*(AESOP)	• Menanggapi gambar/foto • Membaca teks • Menjawab pertanyaan • Bekerjasama dengan teman menjodohkan *fable* dengan amanatnya • Berdiskusi dengan teman tentang teks yang dibaca. • Melengkapi teks dengan kata yang disediakan • Mengidentifikasi ciri-ciri kebahasaan • Membaca komik • Mengidentifikasi organisasi teks • Mengidentifikasi teks dari berbagai aspek (tujuan, organisasi dan ciri-ciri kebahasaan)	11x45'	

					• Memberi nama/*term* untuk tiap bagian teks • Membandingkan paragraf yang dibaca.	6x45'	
MENULIS Mengungkapkan makna dalam teks monolog/esei tulis berbentuk *narrative, spoof* dan *hortatory exposition* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.	Mengungkapkan makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *narrative, spoof* dan *hortatory exposition*	Menulis teks berbentuk monolog/esei berbentuk *narrative, spoof* dan *hortatory exposition*	***Spoof***	**New Baby** A woman is sitting at home entertaining her parents who have come around to congratulate her on their first grandchild. "So, when can we see the bay?,asks the grandmother. "In a little while",replies the mother. Some time passes. The grandparents are looking quite anxious at this point. "So, when can we see the baby?, asks the grandfather. "When the baby starts crying",replies the mother. The grandparents turn to look each other, a little perplexed and ask,"Why do we have to wait until she starts crying?!" The mother snaps back,"because I put her down somewhere this morning and I can't remember where she is!"	• Bekerjasama dengan teman menyusun paragraf menjadi teks utuh berpasangan • Bekerjasama dengan teman melengkapi bagian teks yang hilang		
			Hortatory Exposition	Can "AFI" Guarantee One to be a Talented Singer? "Menuju Puncak" is a song that is so popular now. No one *can deny* that AFI (Akademi Fantasi Indosiar) has fascinated many fans around the nation. As one of the many talent search shows, AFI is bound to be compared with other such programs like "Indonesian Idol", "Penghuni Rumah Terakhir", "KDI", "Indonesia Cantik " and so on.AFI has offered a unique package for viewers; a combination between a reality show and a talent show. Their way of finding real entertainers has increased the public's awareness of the difficulties in reaching the top in the entertainment business. But frankly saying, AFI has not fully succeeded in reaching its main goal. If you take an objective look at a number of the winners, *you'll see* that they are not yet able to fill the most basic requirements, which is to sing properly. This is ironic, considering all the criticisms coming from the judges about pitch tones, tempos, and everything that has to do with becoming a good singer. Thus, if *we want* to improve the Indonesian music industry, we *should really think* about the singer's and the musician's talents and train them appropriately, so they can be a professional singer or musician. 　　　　Adapted from C'sN Magazine,2004	• Bekerjasama dengan teman membuat teks • Menulis teks *narrative* secara individu • Menulis teks *spoof* secara individu • Menulis teks *hortatory exposition* secara individu	9x45'	
	B. LINGUISTIK Mengidentifikasi ciri-ciri kebahasaan teks *narrative* 　　• *Simple Past*	Mengidentifikasi ciri-ciri kebahasaan teks narrative			• Mendiskusikan ciri-ciri kebahsaan tiap		

	tense • *Past Tenses* • *Action Verbs* • *Thinking and feeling Verbs* • *Noun and Noun Phrases* • *Adverbs* • *Time Connectives* • *Conjuction*	• *Simple Past tense* • *Past Tenses* • *Action Verbs* • *Thinking and feeling Verbs* • *Noun and Noun Phrases* • *Adverbs* • *Time Connectives* • *Conjuction*			teks • Mengidentifikasi bentuk positif, negatif dan pertanyaan pada past tenses dalam suatu paragraf • Menentukan bentuk kata kerja yang tepat pada suatu kalimat/teks • Menggarisbawahi teks • Mengidentifikasi jenis verb yang dimaksud pada kalimat		
	Mengidentifikasi ciri-ciri kebahasaan teks *Spoof* • *Simple Past tense* • *Past Continuous Tense* • *Present Participle and Past Participle* • *Pronoun* • *Saying Verbs* • *When and While*	Mengidentifikasi ciri-ciri kebahasaan teks *Spoof* • *Simple Past tense* • *Past Continuous Tense* • *Present Participle and Past Participle* • *Pronoun* • *Saying Verbs* • *When and While*			• Mengembangkan kalimat • Melengkapi teks • Mengerjakan puzzle • Membuat kalimat berdasarkan gambar yang disediakan • Menodohkan suatu kejadian • Menganalisa fungsi Modal Verbs • Menentukan tingkat kepastian kalimat penutup • Menganalisa paragraph		
	Mengidentifikasi ciri-ciri kebahasaan teks *hortatory exposition* • *Modal verbs* and *Adverbs of Certainty* • *Abstract Nouns* • *Subjective* and *Objective Statements*	Mengidentifikasi ciri-ciri kebahasaan teks *hortatory exposition* • *Modal verbs* and *Adverbs of Certainty* • *Abstract Nouns* • *Subjective* and *Objective*					**1x45'** **1x45** **1x45'**	

		Statements					
	C. SOSIOKULTURAL • Memahami pandangan mengenai hari Valentine • Memahami *body language* sebagai salah satu alat untuk berkomunikasi • Memahami topik yang sebaiknya dikatakan ketika pertama kali berbicara dengan seseoang, khususnya di Amerika.	• Memahami pandangan mengenai hari Valentine • Memahami *body language* sebagai salah satu lat untuk berkomunikasi • Memahami topik yang sebaiknya dikatakan ketika pertama kali berbicara dengan seseoang, khususnya di Amerika.			• Membaca teks dan menjawab pertanyaannya • Mengiidentifikasi pertanyaan • Berdiskusi tentang informasi tersebut. • Menyimpulkan perbedaan kebudayaan di Indonesia dengan Negara berbahasa Inggris			
	D. STRATEGI • Berinisiatif berlatih dengan teman • Menjawab dan menaggapi pertanyaan • Berpartisipasi melakukan presenntasi laporan pengamatan dan mendongeng • Membaca teks intensif • Berlatih dengan teman • Bertanya pada Guru • Memperbaiki kalimat sendiri • Memakai kamus • *Scanning* • *Skimming*	• Berinisiatif berlatih dengan teman • Menjawab dan menaggapi pertanyaan • Berpartisipasi melakukan presenntasi laporan pengamatan dan mendongeng • Membaca teks intensif • Berlatih dengan teman • Bertanya pada Guru • Memperbaiki kalimat Sendiri • Memakai			• Berinisiatif berlatih dengan teman • Menjawab dan menaggapi pertanyaan • Berpartisipasi melakukan presenntasi laporan pengamatan dan mendongeng • Membaca teks intensif • Berlatih dengan teman • Bertanya pada Guru • Memperbaiki kalimat sendiri • Memakai kamus • *Scanning* • *Skimming*			

		kamus						
		- *Scanning* - *Skimming*						
	E. WACANA - Menciptakan koherensi teks dan konteks - Menggunakan ungkapan gambits - Struktur Teks	- Menciptakan koherensi teks dan konteks - Menggunakan ungkapan gambits - Struktur Teks			- Menciptakan koherensi teks dan konteks - Menggunakan ungkapan gambits - Struktur Teks			

APPENDIX B

RESEARCH INSTRUMENT (TEST)

FORMAL SCHEMATA

Respondent:

The Second Year Students of Science Program of State Senior High School 3 Pekanbaru

Instructions:

1. Test does not affect your English score. It is a pure research test.
2. Write down your name and class on your answer sheet.
3. Give the cross (X) for the answer.
4. There are 20 items and you have 45 minutes to answer them.
5. Please answer the questions based on the correct answer.

Directions:

Read the sentences in the left, then write "T" if the sentence is TRUE and write "F" if the sentence is FALSE.

1. Biography is a kind of narrative text.   (   )
2. Pourquoi is not kind of narrative text.   (   )
3. One can make a narrative text based on his   (   )
   experience.
4. Stories that point out lessons are called fables.   (   )
5. Historical story is not a kind of narrative text.   (   )
6. Narratives can be written to inform, to change   (   )
   attitudes/social opinions.
7. Narrative can be written to tell why some thing   (   )
   happens.
8. Space also included as the setting; it is about   (   )
   how is the condition in the story.
9. A theme of narrative story can be directly stated   (   )
   or through use of story elements.
10. The characters in fables used to be animal   (   )
11. The connectives are used to indicate of   (   )
    narrative story.
12. Adjectives are used to modified characters in   (   )
    the story.

13. Feeling verbs and thinking verbs are used to indicate what characters are feeling,thinking and saying in narrative text. (   )

14. Simple Past tense is used in direct sentences in narrative text. (   )

15. Narrative can also use noun phrases and adverbial phrases. (   )

16. In resolution, reader may get lessons. (   )

17. Some time, the writer does not tell how the end of the story; the reader may give their idea about the end of the story. (   )

18. A story one has one complication and one resolution. (   )

19. Coda or re-orientation is an optional part; it can be written or not. (   )

20. The crisis of story is found in complication (   )

APPENDIX C

RESEARCH INSTRUMENT (TEST)

READING COMPREHENSION OF NARRATIVE TEST

Respondent:

The Second Year Students of Science Program of State Senior High School 3 Pekanbaru

Instructions:

1. Test does not affect your English score. It is a pure research test.
2. Write down your name and class on your answer sheet.
3. Give the cross (X) for the answer.
4. There are 20 items and you have 45 minutes to answer them.
5. Please answer the questions based on the correct answer.

The Stone Flower

A long time ago, the people of Wanakerta Kingdom were very worried because Queen Dewi Kalasekti had suffered from a strange illness for a long time. Doctors and *shamans* were ordered to cure the Queen, but she was not healed.

Meanwhile, the high priest of the kingdom was praying to God, when he heard a voice echoing, "The Queen can be cured by the stone flower. This flower has no leaves or stem. It is white. It grows on a stone hill in the same direction of the sunset."

Well, the Queen then ordered Tumenggung Arungbinang to search for the flower. Tumenggung Arunbinang was a brave, honest, and loyal nobleman.

It so happened then, Tumenggung Arungbinang followed the direction of the sunset. Finally he arrived at a steep hill slope near the South Sea. What happened then? He climbed up the hill. But Alas! As he was climbing up he hill, he slipped and slid down, he rolled over and fell down unconscious.

Slowly, he woke up and you know what? He saw a beautiful princess treating his wound gently. Then, she fed him with some hot soup.

"Who are you? Are you a princess", asked Tumenggung arungbinang.

"I am dewi Tisnawati, the guardian fairy who guards the flower garden.", said Dewi Tisnawati gently. "It's God's will that the first man who comes here will be my husband to-be. I've been waiting for you for a long time."

"But … but … I have to get the stone flower for my Queen, princess. She is terribly ill.", said Arungbinang

"Don't worry. You'll recover soon and I'll show you the way to get the flower."

So to cut a long story, Tumenggung Arungbinang managed to get the stone flower with the help of Dewi Tisnawati. Do you know what the stone flower was? It was actually a swallow's nest and made of the bird's saliva when it was sleeping. The nest was stuck on the cave wall of Karangbolong hill.

Arungbinang took the flower to the Queen and the stone flower was made into soup and given to the Queen. Day to day, the Queen was getting healthier and healthier. The Queen was touched by Arungbinang's story and gave her blessing for Arungbinang to marry Dewi Tisnawati.

So in the end, Tumenggung Arungbinang and Dewi Tisnawati got married and lived happily ever after at Karangbolong Hill.

(Adapted from: Look Ahead 2, p. 126)

1. The word "high priest" in paragraph two, has close meaning to….
   a. Kingdom servant
   b. Clergyman
   c. Healer
   d. doctor
   e. book keeper

2. The main idea of paragraph two is about …
   a. the high priest of the kingdom prayed to God
   b. Queen Dewi Kalasekti had suffered from a strange illness
   c. Stone flower grows on a stone hill in the same direction of the sunset
   d. the high priest of the kingdom heard a voice echoing when he was praying to God
   e. Stone flower can cure Queen Dewi Kalasekti's strange illness

3. What is stone flower?
   a. name of flower garden
   b. name of Dewi Tisnawati's home
   c. a kind of flower that growth in Wanakerta palace
   d. a kind of flower that has leaves or stem and is white
   e. a swallow's nest and made of the bird's saliva when it was sleeping

4. What was happened when Arungbinang climbing up the hill?
   a. He jumped to the river
   b. He could not see because it foggy
   d. he met a princess
   e. he got the stone flower

c. He slipped and fell down unconsciously

5. What is resolution of the story?
   a. Tumenggung Arungbinang and Dewi Tisnawati got married
   b. stone flower was made into soup and given to the Queen
   c. Tumenggung Arungbinang managed to get the stone flower with the help of Dewi Tisnawati
   d. Tumenggung Arungbinang saw a beautiful princess treating his wound gently
   e. Queen Dewi Kalasekti had suffered from a strange illness for a long time

The Lion and the Mouse

Once, when a lion was asleep, a little mouse began running up and down upon him; this soon awakened the lion, who placed his huge paw upon him, an opened his big jaws to swallow him. "Pardon, O king," cried the little mouse, "forgive this time, I shall never forget it; who knows but what I may be able to do you a turn some of these days?"

The lion was so *tickled* at the idea of the mouse being able to help him that he lifted up his paw and let him go.

Some time after, a lion was caught in a trap and the hunters, who desired to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him on.

Just then the little mouse happened to pas by and saw the sad *plight* in which the lion was. He went up to the lion and soon gnawed away the ropes that bound the king of the beasts. "Wasn't I right?" said the little mouse.

6. "The lion was so tickled…" (Paragraph Two) means ….
   a. The lion appreciated idea of the mouse
   b. The lion accepted mouse
   c. The lion wanted to eat the mouse
   d. The lion said thanks to the mouse
   e. The lion did not appreciated idea of the mouse

7. At the end of story…
   a. The mouse only pass by the lion
   b. The mouse was right
   c. The mouse helped the lion
   d. The mouse helped the hunters to catch the lion
   e. The mouse gnawed away the ropes of the trap

8. The first complication is found in paragraph…
   a. One   d. Four
   b. Two   e. Five

c. Three

The Two Travelers and a big Tree

Once, two men traveled on a dusty and rough road that had no trees on its sides. They were walking to a distant village during daylight to attend a wedding feast.

The summer Sun was so hot that they were sweating a lot.

They looked for shady tree for shelter them from the Sun. after some time, they saw a big old tree with thick, green leaves and branches spread far and wide like a big umbrella. They made the tree a shelter; put their small bundles on the ground and stretched themselves out in the cool shadow of the tree. They felt relieved and rested for a while, talking about the wedding feast.

After about an hour, one of the travelers said to his friends, "Look! What a useless ugly old tree! So big and yet it bears no fruits at all"

On hearing this, the tree felt *insulted* . Angrily, it yelled, "You, ungrateful man! You are enjoying my cool shadow and using it for a shelter, yet you call me useless and ugly! Can there be a more wretched creature than you? So now, get up and get out from here!"

Feeling scared that a tree could talk, the two men ran away in horror.

9. What is main idea of paragraph three?
   a. The two traveler looked for shady tree
   b. The two traveler took a rest under shady tree
   c. The shady tree like an umbrella
   d. The two travelers was talking about the wedding feast under the shady tree
   e. The weeding feast was held under the shady tree

10. What is the resolution of the story?
    a. Two travelers were sweating a lot
    b. The tree was angry and yelled at the man
    c. The tree asked them to get up and get away from it
    d. The men ran away in horror
    e. The men was scared of the sound from a tree

The Tyrant Who Became a Just Ruler

(by: Bidpai)

In old times there lived a King, who was so cruel and unjust towards his people that he was always called Tyrant. So heartless was he that his people used to pray night and day that they might have a new king.

One day, much to their surprise, he called his people together and said to them, "My dear people, the days of my tyranny are over. Therefore you shall live in peace and happiness, for I have decided to try rule justly and well."

The King kept his word so well that soon he was known throughout the land as the Just King. By and by, one of his favorites came to him and said, "Your Majesty, I beg of you to tell me how it was that you had this change of heart towards your people?"

And the King replied, "As I was galloping through my forests one afternoon, I caught sight of a hound chasing a fox. The fox escaped into his hole, but not until he had bitten by the dog so badly that he would be lame for life."

Returning home, *the hound* met a man who threw a stone at him, which broke his leg. Here I came to my senses, and resolved to change my rule. "For surely, I said to my self, 'he who does evil will sooner or later be overtaken by evil.'"

(Adapted from Look Ahead 2, p. 15)

11. The text mainly discusses…
    a. The tyrant
    b. The tyrant who become unjust king
    c. The cruel king become a just ruler
    d. The king and his people
    e. The cruel king and the fox

12. At the end of story, the king ruled …the people.
    a. Unjust and wisely
    b. Cruel
    c. unwisely and justly
    d. badly
    e. Justly and well

13. What was going on when the king was galloping through his forests one afternoon?
    a. he realize that he rule unjustly
    b. a man who threw a stone at him
    c. he caught sight of a hound chasing a fox
    d. he was caught by a fox
    e. he caught a fox which had been bitten by the dog

A Farmer and His Three Sons

A farmer had three sons. They were strong and young but never agreed with one another. They often quarreled among themselves. The farmer had given them a lot of advice. But they turned a deaf ear. They disliked advice. The farmer felt very sad about it.

The farmer thought a lot and then he thought up a good plan. He called his sons and ordered them, "Bring me a few sticks." The farmer tied the sticks into a bundle.

"Each of you, break this bundle of sticks!" said the farmer. They did so, but they could not break it. Then, the farmer united the sticks and gave each of his sons a stick. Each of them broke the stick easily in the *twinkling eye*.

"There you are, my sons!" shouted the farmer. "If you remain united, you are strong. But, if you quarrel with one another, you will be broken one by one easily. Do you understand what I mean?"

At last, the advice worked out. They lived in harmony and united ever after. The farmer felt relieved. "Now I can die peacefully," he whispered.

(Adapted from: Look Ahead, p. 141)

14. The text mainly discusses…
    a. the old farmer and his boys live in peace
    b. the farmer's sons live in peace
    c. the farmer and his naughty sons
    d. the tree sons of a farmer
    e. the farmer and his good plan
15. "Twinkling of an eye" means…
    a. The eyes of farmer twinkling in an eye of him
    b. The eyes of farmer got eye shore
    c. His son got eye shore because of the stick
    d. The farmer broke the stick in one time
    e. The son of farmer broke the sticks quickly

King Lir lived long ago in Ireland. He had four children, two boys and two daughters, whom he loved dearly. However, their stepmother was jealous. She wove a spell that turned the children into swans.

Lir was heartbroken. His bread and hair turned white. With grief he searched for his children. One day, he saw four swans. He did not realize who they are, although they recognized him as their father.

The spell could only be broken if the mountain in the north was joined to the one in the south. This seemed impossible, but after many years all the birds flew into the air and formed an area between mountains. The swans were

transformed and Lir saw his children once more. They were no longer young, but had grown old, with hair as white as their father's.

16. The story took place ….
    a. in Ireland
    b. in the south mountain
    c. in a land
    d. in stepmother's home
    e. on the north mountain

17. Who are the characters in the story?
    a. King Lir and his four children
    b. King Lir
    c. The step mother, the swans and the children
    d. King Lir, the stepmother, and the swans
    e. King Lir, the four children, and the stepmother

18. "He had four children, two boys and girls, <u>whom he loved dearly</u>." (Paragraph 1). The underlined words mean that …
    a. the children loved the King and the stepmother
    b. the children loved King very much
    c. the stepmother loved the children very much
    d. the king loved the boys and the girls very much
    e. the children loved the stepmother very much

The Stronger Man

There was once a very famous general. He was a very strong fine tall man. He was fond of saying that he would give all the money in his purse to any man who was stronger than himself.

One day, when the general was out riding with some friends, his horse stumbled and cast a shoe. There was a village just ahead, and the horse was led up to door of a blacksmith.

The blacksmith was also a fine tall man, with broad shoulders and strong arms. The general asked him to bring out one of his best horse-shoes.

The blacksmith did so. Then the general was looking at it, said "Thi is poor stuff. It will not stand work. Look here!" he took it in his strong hands and with one twist he broke the iron like a biscuit.

For a moment the blacksmith looked at him then he brought out another shoe, which the general treated in the same way. Then, the general said "I see it no use picking and choosing among such a trashy lot. Give me another shoe and let me go away."

The blacksmith brought another shoe and fitted it on the horse. Then the general tossed him a gold coin. The blacksmith held it up to the light and said, "This coin of yours is poor stuff, my lord. Look here!"

He took the coin between his finger and thumb and with one pinch; he cracked it in two like water.

It was now the general's turn to stare. He gave the man second coin and it was broken in the same way.

Then, the blacksmith said "I see it is no use picking and choosing such a trashy lot; give me another coin and we will say good bye."

The general looked at him and then burst into a laugh, "Fairly caught!" He then said "My mom, I promised all the money in my purse to anyone met stronger than me. Here it is; it is yours. Now come along with me and serve as smith in my army. You shall not repeat having met me."

And the general was as good as his word.

19. The word "trashy" in paragraph nine has close meaning to…
   a. Qualified
   b. Quantity
   c. Out of date
   d. Low quality
   e. Low quantity

20. What is main idea of the story?
   a. Blacksmith was the stronger man
   b. The general did not pay his promise
   c. The general and the blacksmith were friend and the general paid his promise
   d. The general paid his promise to give all money in his purse for the stronger man
   e. The general was the strongest than anyone.

APPENDIX D

ANSWER KEYS OF FORMAL SCHEMATA TEST

1. T	8. T	15. T
2. F	9. T	16. T
3. T	10. T	17. T
4. T	11. T	18. F
5. F	12. T	19. T
6. T	13. T	20. T
7. T	14. F	

ANSWER KEYS OF READING COMPREHENSION OF

NARRATIVE TEXT TEST

1. B	8. A	15. E
2. D	9. A	16. A
3. E	10. C	17. E
4. C	11. C	18. D
5. A	12. E	19. D
6. E	13. C	20. D
7. C	14. C	

ITEM DIFFICULTY OF STUDENTS' FORMAL SCHEMATA (TRY OUT)

RESPONDENT	ITEM NUMBER																				Xt	SCORE	Xt2
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	17	85	225
2	1	1	0	1	0	0	1	0	1	0	0	0	1	0	1	1	0	1	0	0	9	45	144
3	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	15	75	289
4	1	0	0	0	0	1	0	1	1	1	1	1	0	1	1	0	1	1	1	0	12	60	81
5	0	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	16	80	256
6	0	1	1	1	1	1	0	1	0	0	0	0	0	1	1	1	0	0	0	1	10	50	196
7	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	16	80	289
8	1	0	1	0	0	1	0	1	0	1	0	0	0	0	1	0	1	1	0	0	8	40	81
9	0	1	1	1	1	1	1	0	0	1	1	0	1	0	0	0	1	0	1	1	12	60	144
10	1	0	0	1	1	0	1	1	1	0	1	0	0	1	0	1	0	1	1	0	11	55	144
11	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	18	90	361
12	1	0	1	0	0	1	0	1	0	1	0	1	1	0	1	0	0	0	0	1	9	45	81
13	0	1	0	1	0	0	1	0	0	0	0	1	1	0	0	1	1	0	1	0	8	40	49
14	1	1	1	1	1	1	0	1	1	0	1	0	0	1	1	1	1	1	0	1	15	75	196
15	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	17	85	256
16	0	1	0	0	1	0	1	0	1	1	1	0	1	1	0	0	0	0	1	0	9	45	81
17	1	1	1	1	0	1	0	1	1	1	1	1	0	0	1	1	1	1	0	1	15	75	289
18	0	0	1	1	1	0	1	0	1	0	0	1	1	1	0	1	1	0	1	0	11	55	121
19	1	0	1	0	0	1	0	1	1	0	1	0	0	0	0	1	1	1	0	1	10	50	144
20	1	1	0	0	1	0	1	1	1	1	1	1	1	0	1	0	0	0	1	0	12	60	121
TOTAL	14	14	13	12	12	12	13	14	13	12	12	12	13	11	12	13	14	10	12	12	250	1250	3548
p	0,70	0,70	0,65	0,60	0,60	0,60	0,65	0,70	0,65	0,60	0,60	0,60	0,65	0,55	0,60	0,65	0,70	0,50	0,60	0,60			
q	0,30	0,30	0,35	0,40	0,40	0,40	0,35	0,30	0,35	0,40	0,40	0,40	0,35	0,45	0,40	0,35	0,30	0,50	0,40	0,40		pq = 4.64	
pq	0,21	0,21	0,23	0,24	0,24	0,24	0,23	0,21	0,23	0,24	0,24	0,24	0,23	0,25	0,24	0,23	0,21	0,25	0,24	0,24			
MP	184	189	173	155	164	158	171	183	170	160	161	166	169	151	157	173	190	131	159	170			

Rejected   0,30 (Accepted) up to 0.70   Rejected

ITEM DIFFICULTY OF STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT (TRY OUT)

RESPONDENT	ITEM NUMBER																				Xt	SCORE	Xt2
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	0	1	16	80	256
2	0	0	1	1	0	0	1	1	1	0	0	1	0	1	0	0	1	0	1	1	10	50	121
3	1	1	0	0	0	1	1	0	0	1	1	1	1	1	0	1	1	1	1	0	13	65	144
4	0	0	1	1	1	1	1	1	1	1	0	0	1	0	1	1	0	0	1	0	12	60	121
5	1	1	1	0	1	1	1	0	0	1	0	1	1	1	0	0	1	1	0	1	13	65	400
6	1	1	1	0	0	0	0	1	0	0	1	1	0	0	0	1	0	0	0	0	7	35	36
7	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	1	15	75	169
8	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	1	1	1	16	80	289
9	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	17	85	144
10	0	0	0	0	1	0	0	0	1	0	0	0	0	1	1	0	0	0	0	1	5	25	196
11	1	0	1	1	0	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	15	75	289
12	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	17	85	144
13	1	1	0	1	0	0	1	1	1	0	0	0	1	0	1	1	0	1	0	0	10	50	196
14	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	15	75	144
15	1	0	0	1	0	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	14	70	289
16	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	16	80	81
17	1	1	1	1	1	1	0	0	0	0	1	0	0	1	0	1	0	1	0	0	10	50	169
18	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	17	85	196
19	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	1	1	6	30	64
20	1	1	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	0	1	1	15	75	169
TOTAL	14	14	14	13	12	13	14	12	13	12	12	14	13	13	12	13	14	12	12	13	259	1295	3617
p	0,70	0,70	0,70	0,65	0,60	0,65	0,70	0,60	0,65	0,60	0,60	0,70	0,65	0,65	0,60	0,65	0,70	0,60	0,60	0,65			
q	0,30	0,30	0,30	0,35	0,40	0,35	0,30	0,40	0,35	0,40	0,40	0,30	0,35	0,35	0,40	0,35	0,30	0,40	0,40	0,35		pq = 4.53	
pq	**0,21**	**0,21**	**0,21**	**0,23**	**0,24**	**0,23**	**0,21**	**0,24**	**0,23**	**0,24**	**0,24**	**0,21**	**0,23**	**0,23**	**0,24**	**0,23**	**0,21**	**0,24**	**0,24**	**0,23**			
MP	193	197	187	183	169	179	202	165	179	169	169	201	191	177	168	181	199	174	166	174			

Rejected   0,30 (Accepted) up to 0.70   Rejected

|

APPENDIX G

Rejected items of Formal Schemata Test

3. Recount is a kind of narrative.

12. Past Tense is the general tense in narrative text

13. Meanwhile is included to connectives

17. Every narrative ends happily ever.

APPENDIX H

Rejected items of Reading Comprehension of Narrative Text Test

1. What is mainly discussed in the text?

    a. Arungbinang and Dewi Tisnawati married
    b. Stone Flower can cure Queen's illness
    c. The Queen's illness
    d. How to cure Dewi Kalasekti
    e. The Strange illness

3. The word "shamans" in the paragraph one, has close meaning to … .

    a. pediatrics
    b. doctors
    c. dentist
    d. obstetricians
    e. healer

5. Which statement is TRUE according to the text?

    a. Queen Dewi Kalasekti had not suffered from a strange illness for a long time
    b. Queen Dewi Kalasekti would marry Tumenggung Arungbinang since he had helped.
    c. Tumenggung Arungbinang followed the direction of the sunset, but he didn't climb up the hill
    d. Tumenggung Arungbinang found the stone flower at a steep hill slope near the South Sea
    e. Tumenggung Arungbinang married with a beautiful princess who guarded the flower garden

6. Below are the details in the paragraph four, EXCEPT ….

    a. Tumenggung Arungbinang followed the direction of the sunset
    b. Tumenggung Arunbinang was a brave, honest, and loyal nobleman
    c. Tumenggung Arunbinang at a steep hill slope near the South Sea
    d. Tumenggung Arunbinang climbed up the hill
    e. Tumenggung Arunbinang slipped and slid down, he rolled over and fell down unconscious

7. Paragraph one is…

    a. orientation

b. introduction
c. reorientation
d. resolution

e. goal of text

9. The story took place…

a. Under an old tree
b. on a dusty road
c. On a dusty tree
d. at the shadow of tree
e. On a dusty and rough road

12. '*the hound*' means …

a. The king
b. The unjust king
c. The fox
d. The majesty

Reliability of Students' Formal Schemata (Try Out)

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded	0	.0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.586	.587	20

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
12.5000	11.000	3.31662	20

APPENDIX J

Reliability of Reading Comprehension of Narrative Text (Try Out)

		N	%
Cases	Valid	20	100.0
	Excluded	0	.0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.698	.700	20

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
12.9500	14.155	3.76235	20

APPENDIX K

Table "r" Product Moment for Significant Level at 5% and 1%

df/db	5%	1%	df/db	5%	1%
1	0,997	1,000	24	0,388	0,496
2	0,950	0,990	25	0,381	0,487
3	0,878	0,959	26	0,374	0,478
4	0,811	0,917	27	0,367	0,470
5	0,754	0,874	28	0,361	0,463
6	0,707	0,834	29	0,355	0,456
7	0,666	0,798	30	0,349	0,449
8	0,632	0,765	**35**	**0,325**	**0,418**
9	0,602	0,735	40	0,304	0,393
10	0,576	0,708	45	0,288	0,372
11	0,553	0,684	50	0,237	0,354
12	0,532	0,661	60	0,250	0,325
13	0,514	0,641	70	0,232	0,302
14	0,497	0,623	80	0,217	0,283
15	0,482	0,606	90	0,205	0,267
16	0,468	0,590	100	0,195	0,254
17	0,456	0,575	125	0,174	0,228
18	0,444	0,561	150	0,159	0,208
19	0,433	0,549	200	0,138	0,181
20	0,423	0,537	300	0,113	0,148
21	0,413	0,526	400	0,098	0,128
22	0,404	0,515	500	0,008	0,115
23	0,369	0,505	1000	0,062	0.081

(Adapted from Hartono, 2010.)

APPENDIX L

OUTPUT OF SPSS 16

Descriptive Statistics of the Variables

		Formal Schemata	Reading Comprehension of Narrative
N	Valid	36	36
	Missing	0	0
Mean		62.2222	64.3056
Std. Error of Mean		1.62379	1.97356
Median		62.5000	65.0000
Mode		60.00	60.00
Std. Deviation		9.74272	11.84138
Variance		94.921	140.218
Skewness		-.255	-.167
Std. Error of Skewness		.393	.393
Kurtosis		-.264	-.686
Std. Error of Kurtosis		.768	.768
Range		40.00	45.00
Minimum		40.00	40.00
Maximum		80.00	85.00
Sum		2240.00	2315.00
Percentiles	25	55.0000	55.0000
	50	62.5000	65.0000
	75	70.0000	75.0000

Formal Schemata

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	2.8	2.8	2.8
	45	2	5.6	5.6	8.3
	50	3	8.3	8.3	16.7
	55	4	11.1	11.1	27.8
	60	8	22.2	22.2	50.0
	65	7	19.4	19.4	69.4
	70	6	16.7	16.7	86.1
	75	3	8.3	8.3	94.4
	80	2	5.6	5.6	100.0
	Total	36	100.0	100.0	

ReadingNarrative

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	2.8	2.8	2.8
	45	3	8.3	8.3	11.1
	50	2	5.6	5.6	16.7
	55	4	11.1	11.1	27.8
	60	6	16.7	16.7	44.4
	65	5	13.9	13.9	58.3
	70	5	13.9	13.9	72.2
	75	5	13.9	13.9	86.1
	80	3	8.3	8.3	94.4
	85	2	5.6	5.6	100.0
	Total	36	100.0	100.0	

FormalSchemata

Mean =62.02
Std. Dev. =9.743
N =36

Frequency
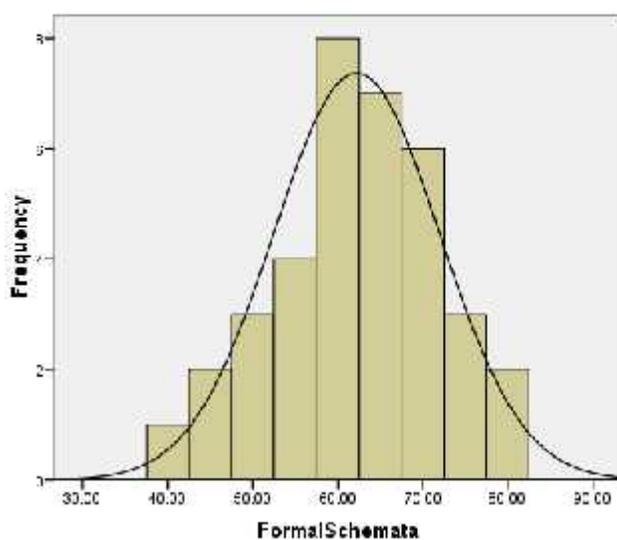
FormalSchemata

ReadingNarrative

Mean =64.3?
Std. Dev. =11.841
N =36

Frequency
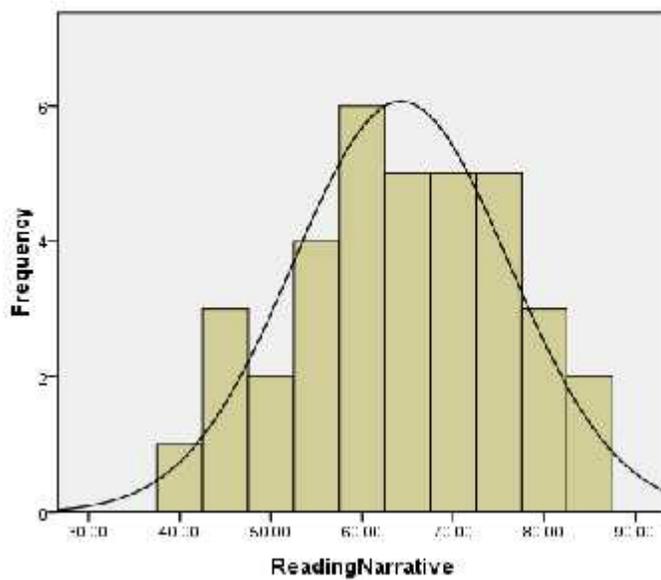
ReadingNarrative

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
ReadingNarrative	64.3056	11.84138	36
FormalSchemata	62.2222	9.74272	36

Correlations

		Reading Narrative	Formal Schemata
Pearson Correlation	Reading Narrative	1.000	.565
	Formal Schemata	.565	1.000
Sig. (1-tailed)	Reading Narrative	.	.000
	Formal Schemata	.000	.
N	Reading Narrative	36	36
	Formal Schemata	36	36

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Formal Schemata[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: ReadingNarrative

Model Summary[b]

Model	r	r Square	Adjusted r Square	Std. Error of the Estimate
1	.565[a]	.319	.299	9.91455

a. Predictors: (Constant), FormalSchemata

b. Dependent Variable: ReadingNarrative

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1565.498	1	1565.498	15.926	.000[a]
	Residual	3342.140	34	98.298		
	Total	4907.639	35			

a. Predictors: (Constant), FormalSchemata

b. Dependent Variable: ReadingNarrative

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	21.593	10.830		1.994	.054	-.416	43.602
	FormalSchemata	.686	.172	.565	3.991	.000	.337	1.036

a. Dependent Variable: ReadingNarrative

Residuals Statistics^a

|	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	49.0510	76.5092	64.3056	6.68794	36
Residual	-2.46446E1	18.78763	.00000	9.77188	36
Std. Predicted Value	-2.281	1.825	.000	1.000	36
Std. Residual	-2.486	1.895	.000	.986	36

a. Dependent Variable: ReadingNarrative

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: ReadingNarrative
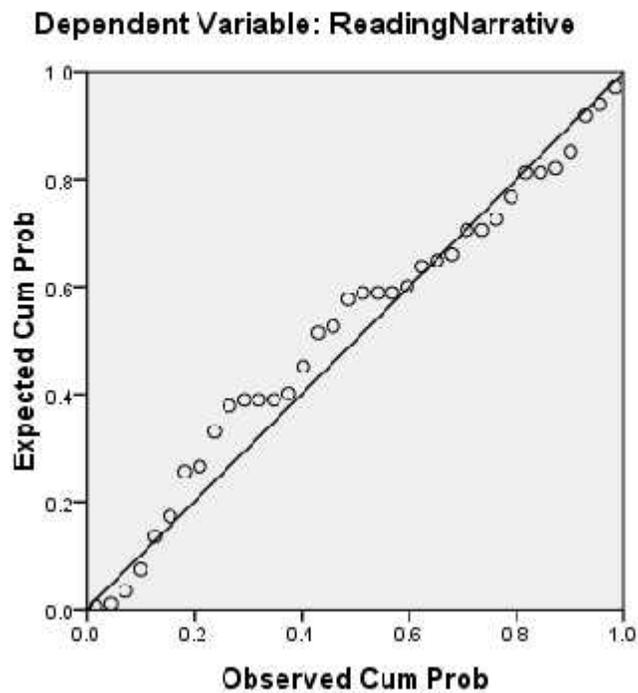
Scatterplot

Dependent Variable: ReadingNarrative
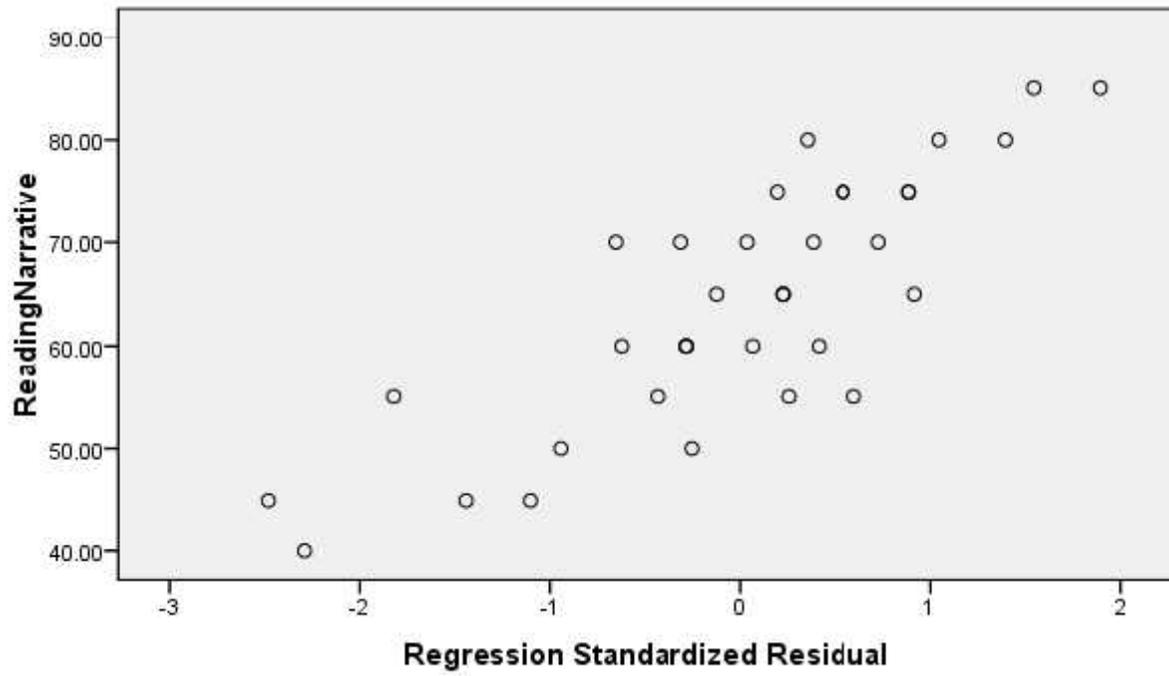
CURRICULUM VITAE

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Ayahanda : Zainal Tanjung

Pekerjaan : Buruh

Ibunda : Erlina

Pekerjaan : Ibu Rumah Tangga

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Nama saudara : Niko Fajri (Kuliah)

Mardhatillah (Sekolah)

M. Nazer (Sekolah)

Latar Belakang Pendidikan

TK Aisyah Rumbai (1994-1995)

SD Inpres Tanjung Balai (1995-2001)

SMPN 15 Pekanbaru (2001-2004)

SMAN 3 Pekanbaru (2004-2007)

UIN SUSKA RIAU (2007-2011)

Pengalaman Organisasi

1. Anggota Inti OSIS SMAN 3 Pekanbaru, T.A 2005-2006

2. Penasehat Dewan Ambalan Putri (Pramuka) SMAN 3 Pekanbaru 2005-2006

3. Anggota HMJ PBI, Tahun Angkatan 2008-2009

4. Anggota "Regional Conference EDSAI (English Department Students Association of Indonesia) RIAU 2008"

5. Observer ICAS TEST 2011 (Unisadhaguna Testing Center) dari University New South Wales, Sydney.