

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents the background of the research, statements of the problem, objectives of the research, significance of the research, scope of the research and operational definitions.

#### **1.1 Background of the Research**

Reading is one of four language skills that students studying English must learn. According to Burhan in Maulana (2020:1), reading is a physical and mental activity that involves understanding the meaning of written materials, as well as a process of learning letters. It is referred to as a physical activity because it is carried out by many parts of the body, particularly our eyes. It's called mental activity because perception and memory. At the end, the readers goals in reading activity is to convey meaning (Glenberg in McNamara, 2007:231).

One of reading technique that recently applied in teaching reading is schemata technique. Schemata technique is a reading technique based on background knowledge or schema. Schemata are created simply through experiences with people, things and events in the daily life. Furthermore, according to the previous thesis by Kurnia Citra Dewi in Maulana (2020:2), "Schema activation strategy is a strategy which focuses on activating students' background knowledge". She also lists the following steps: (1) engaging students' interest and maintaining it, (2) evaluating prior knowledge and finding keywords, (3) connecting students' prior knowledge and the new material, and (4) comprehending the new material. The students are stimulate by the teacher to predict the keywords or words related to the title of a text based on their background knowledge. According to Zhao & Zhu (2012) about schema theory, students predict more accurately the more schema they have.

Then, the crucial aspects of learning reading is reading comprehension. Reading comprehension is a complex process, which students often struggle to derive meaning from written text (Grabe & Stoller, 2011). According to (Reza Ahmadi et al., 2013), reading comprehension is an important factor in the ESL/EFL learning process and should be emphasized at various levels of education. Despite this, in the realm of English language teaching, the teaching of reading comprehension method is usually ignored. Before conducting this research, the

researcher conducted preliminary interview with the teacher in order to know a brief about students' reading comprehension in English subject. Based on the interview, it is known that students' reading comprehension level is on the average level but not satisfying. The students lacked vocabulary understanding, and the reading technique that was applied in the English lesson was skimming. Furthermore, the researcher decided to conduct this research because there has never been research about schemata technique on reading comprehension in SMA N 1 Nalumsari Jepara.

The previous research conducted by Maulana (2020) shows that the way to improve English of junior high school student comprehension is by increasing their reading mastery using schemata technique where the students can do more exercises which indirectly also increase their comprehension in reading. This study then wants to know whether or not schemata technique affect senior high school student reading comprehension. Thus, implementing schemata technique consider to be reading technique that affect reading comprehension level among students.

## **1.2 Statements of the Problem**

Based on the background of the research above, the statements of the problem can be formulated as follow:

1. Is there any significant difference before the implemmentation of the schemata technique and after the implemmentation of the schemata technique in reading comprehension of eleventh grade students in SMA N 1 Nalumsari Jepara 2022/2023 academic year?
2. How are the implementation of schemata technique towards reading comprehension of eleventh grade students in SMA N 1 Nalumsari Jepara 2022/2023 academic year?

### **1.3 Objectives of the Research**

Based on the statements of the problems, the objective of this research are:

1. To identify is there any significant difference before the implementation of the schemata technique and after the implementation of the schemata technique in reading comprehension of eleventh grade students in SMA N 1 Nalumsari Jepara 2022/2023 academic year.
2. To describe the implementation of schemata technique towards reading comprehension of eleventh grade students at SMA N 1 Nalumsari Jepara in 2022/2023 academic year.

### **1.4 Significance of the Research**

By conducting this research, the researcher hopes that this research would be beneficial theoretically and practically.

Theoretically, this research is primarily useful for the readers to enlarge their knowledge about reading comprehension. Because this research contains many theory related to schemata technique theory towards reading comprehension.

Practically, the researcher hope that this research can improve the quality of teaching and learning process of reading activity. Other than that, the students' reading competence increases, the students are trained to be capable of reading comprehension using schemata technique which can improve the students' learning motivation. The last, other researchers can use this research as a reference in improving reading comprehension.

### **1.5 Scope of the Research**

The researcher focuses the research on the implementation of schemata technique on students' reading comprehension by analyzing and interpreting analytical exposition text in the form of a test. Then, researcher also observe and analyzing how are the implementation of schemata technique on students' reading comprehension. The participants of this research are the eleventh grade students at SMA N 1 Nalumsari Jepara in academic year 2022/2023.

### 1.6 Operational Definition

Based on the title of the research, there are three terms that can be defined in the operational definitions as follows:

1. Schemata technique is a way for reading where the readers are expected to use technique to active her prior knowledge when they read an English texts or passage.
2. Reading comprehension is the process of constructing meaning from written texts, based on a complex coordination of a number of interrelated sources of information.
3. Eleventh grade students refer to the students at SMA N 1 Nalumsari Jepara in 2022/2023 academic year that currently registered in eleventh grade.

