

# **CHAPTER I**

## **INTRODUCTION**

Chapter one provides background of the study, research questions, research aims, scope of the study, significance of the study, and clarification of terms.

### **1.1. Background of Study**

In learning process, whether it is learning in general or in specific for language acquisition, reading is the basic foundation (Hansen, 2016). Reading is not only about decoding letters and words but also the process of making meaning of what the readers' read. To make meaning of the reading itself, comprehension should be achieved. The goal of all reading is indeed the comprehension of the text or materials. Certain focus in reading instruction also become evident in recent years as there is a high need of a good comprehension of the students (Hansen, 2016).

Reading is actually a complicated skill which requires time and practice to develop, especially for ESL and EFL learners (Hansen, 2016). However, teachers seemed to have not realized its complexity. Reading instruction dominates students' classroom activities compared to other skills such as speaking, listening and writing. Despite the domination of reading activities, many students expresses that they still often encountered difficulties in reading. Their concern is always that it is not easy for them to understand the text. They faced a lot of reading

exercises but they are still facing the same problem every time. Harvey (2008) mentioned that there are some factors behind students' difficulties in comprehending a text which are lack of vocabularies, lack of skill in decoding words, phrases, and sentence and also lack of past experience related to the text or background knowledge.

Reading itself is an interactive process between the text and the reader (Salbego & Osborne, 2016). It is said that texts do not contain meaning (Carrel & Eisterhold, 1983), it is rather having the potential of meaning which the meaning itself is realized by a successful interaction between the text and the readers (Kim, 2010). The interaction happens between the text and the readers require reader's linguistic knowledge and knowledge of the world. The knowledge is stored in human's memory and it is called *schema*. Schema or schemata (in plural) can help the readers to relate what they have already known with the new information the text has. By relating the readers' schema with the current text, understanding of the text will be achieved.

As mentioned before that one of the factors that causes difficulties in understanding a text is the lack of background knowledge or schema. The term schema and background knowledge are interchangeably used to indicate one's culture-oriented knowledge (Ryan, 2010). The lack of schema leads to a failed interaction between the readers and the text. The closer the match between the reader's schema and the text, the more comprehension occurs (Wallace, 2001 as cites in Davoudi & Ramezani, 2014). Moreover, Anderson (2004) mentioned that comprehension is the process of fitting and cutting a schema in order to achieve a

Dea Rizki Ananda, 2018

**SCHEMA ACTIVATION IN SHAPING STUDENTS' INTERTEXTUAL RESPONSES IN READING  
PICTURE BOOK**

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

satisfactory message of the material. This supports Harvey's statement that there is a high possibility that lack of schema is one of the factors in readers' failure in comprehending a text.

Everyone definitely has their own schemata, however not all of them can use it well or aware that they have a related knowledge of what is being read. That is one of the reasons why schema needs to be activated. Supporting this, Bransford (2004) mentioned that there is an evidence that students who do not spontaneously use schemata as they read will engage them if given explicit instructions prior to reading. Those instruction can be done not only with some instruction before the reading or pre-reading activity but also during while-reading and post-reading activities (Zhao & Zhu, 2012).

One of a way for the students displayed their activated schema is through responses of the reading. In post-reading activities, students' will be able to expand their understanding by giving response to the text. Students' responses to the text or literature in this case, can be in form of analytical, intertextual, personal, transparent and performative response (Sipe, 2008).

Several studies have been conducted to investigate some similar cases regarding the process of activating readers' schema and its relation or influence to the readers' comprehension. Musakorn (2015) presents the result of her research on activating schema through self-generated questioning which turned out that activating schema via self-generated questions helped them to understand text better. Furthermore, Mihara (2011) revealed the result of study carried out with Japanese students in investigating schema activation through two pre-reading

Dea Rizki Ananda, 2018

*SCHEMA ACTIVATION IN SHAPING STUDENTS' INTERTEXTUAL RESPONSES IN READING  
PICTURE BOOK*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

strategies; vocabulary pre-teaching and comprehension question presentation. The results indicated that vocabulary pre-teaching was less effective as a pre-reading strategy because students tended to use dictionaries and, many times, failed to make connections between the context and the words. On the other hand, the presentation of the comprehension questions prior to the reading seems to help the students contextualize the topic of the text.

However, only a small number of Indonesian researchers who are showing interest in schema related research which makes it categorized as a rare one. Not many researchers showing interest in this topic compared to other similar topics. Personally, the researcher believes that schema is an important part of language teaching and should be applied in classroom activity especially in classroom reading. Using picture book as narrative text, this study would like to investigate how schema activation influence students' responses in the classroom.

## **1.2. Research Question**

This study is expected to answer the following questions:

How does schema activation develop students' responses in reading the selected picture book?

## **1.3. Research Aims**

This intended study aims to:

Explain the process of schema activation in shaping and developing students' responses in reading the selected picture book.

## **1.4. Scope of Study**

Dea Rizki Ananda, 2018

*SCHEMA ACTIVATION IN SHAPING STUDENTS' INTERTEXTUAL RESPONSES IN READING PICTURE BOOK*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

This study looked into the process of activating students' schema and how does it help the students in reading the selected picture book. Various activities are used based on the selected picture book and students' responses. Not only the process of activating schema but also the way it helps the students in understanding selected picture book will be explained.

### **1.5. Significance of Study**

There are two aspects regarded the significance of this intended study; theoretical and practical. Theoretically, the significance of this study is not only to enrich theoretical resources in EFL students' reading comprehension related studies but also to give more highlight to the existence of schema theory, its role in reading activities, its relation with intertextual responses and also the use of picture book in the classroom. Practically, the findings can be implemented in future instruction to help the students to improve their reading activities.

### **1.6. Classification of Terms**

#### **1. Schema**

A schema (plural schemata) is an organized knowledge of the world (Anderson, 2004). Schemata can be seen as the organized background knowledge, which leads the readers to expect or predict aspects in the interpretation of discourse. Furthermore, Stephen (2011) explained schema as knowledge structures which provides framework of understanding. Schema shapes readers' knowledge of objects, situations, genres and cultural forms and ideologies.

#### **2. Schema Activation**

Dea Rizki Ananda, 2018

***SCHEMA ACTIVATION IN SHAPING STUDENTS' INTERTEXTUAL RESPONSES IN READING PICTURE BOOK***

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

Schema activation can be seen as a process of signaling the direction or area for the readers to look for and also evoking relevant schemata from the readers' memory into the present reading material (Li and Cheng, 1997 as cited in An, 2013).

### 3. Intertextual Responses

Intertextual response is a response resulted from intertextual connection of the current text to another related text (Sipe, 2008).

### 4. Narrative Text

Narrative is the representation of events, consisting of story and narrative discourse. The word narrative has a strong image on fiction from of writings such as tales, fables and other kind of imaginative writing. However, non-fiction form of writing can be also considered as narrative (Abbot, 2008).

## **1.7. Organization of Paper**

The paper will be delivered into five chapters. Each chapter has subtopics that elaborate issues.

Chapter I is an introduction. It consists of background of the study, research questions, research aims, scope of study, significance of study, and clarification of terms.

Chapter II focuses on the theories related to schema theory in reading, schema activation, students' responses to literature, narrative text and picture book as narrative text.

Chapter III discusses research methodology. This chapter consists of participants and methods of selection, techniques of collecting data and, research design. Chapter IV will deliver the discussion and findings of data obtained.

Chapter V presents the conclusions of the study and there are suggestions for teacher or the other researchers.

**Dea Rizki Ananda, 2018**

***SCHEMA ACTIVATION IN SHAPING STUDENTS' INTERTEXTUAL RESPONSES IN READING  
PICTURE BOOK***

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

### **1.8. Concluding Remarks**

This chapter has discussed the background of the study and presented the research question, research aims, scope of study, significance of study and the organization of paper. The following chapter will discuss the literature review used as the pillar of this research.