CULTURAL SCHEMATA AND THE EFFECTIVENESS OF READING MATERIALS IN JUNIOR HIGH SCHOOL ENGLISH TEXT BOOKS: A EXPERIMENTAL STUDY AT JUNIOR HIGH SCHOOL 3 KOPANG

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ABSTRACT

Reading comprehension skill is still one of major problems for junior high school students. The students' lack of vocabularies and good reading materials are some of possible causes. This experimental study is about the comparison of using of two different kinds reading materials in English textbook for Junior High School: Students cultural schemata based and non students' cultural schemata based reading materials. There are 60 students of class IX in a junior high school in Central Lombok academic year 2014/2015 as the sample populations. The purposes of this study were to determine whether the reading materials were effective to improve students' reading comprehension and to find out the percentage of students cultural schemata role in reading comprehension. The results of tests data is that the cultural-schemata based reading material was .004 or less than 5% (.004<.05). It means that null hypothesis was rejected. The means difference shows that non-cultural schemata based reading test was lower than cultural-schemata based. The statistical analysis to determine which reading material is more effective showed that t-test was -2.92 at the significance level of 0.004 or less than 5% (0.004<5%). There was significant difference between non-cultural schemata based reading material and cultural schemata based reading material in teaching reading. The last statistical analysis showed that the role of cultural schemata in reading comprehension was 13 %.

Key words: *Cultural-schemata, Reading materials, Junior High School.*

SKEMATA BUDAYA DAN KEEFEKTIFAN MATERI BACAAN DALAM BUKU TEKS SMP: SEBUAH KAJIAN EKSPERIMEN DI SMP 3 KOPANG

ABSTRAK

Skil memahami bacaan merupakan masalah utama bagi siswa sekolah menengah pertama. Kekurangan perbendaharaan kata dan materi bacaan yang bagus adalah penyebabnya. Kajian ini mengenai perbandingan dua jenis materi bacaan berbeda dari buku teks bahasa Inggris bagi SMP. Ada 60 siswa smp kelas IX sebagai populasi sample di kabupaten lombok tengah pada tahun ajaran 20142015. Tujuan kajian ini adalah untuk menentukan apakah materi bacaan terkait dengan peran skemata dalam pemahaman bacaan. Temuan kajian menunjukkan materi bacaan berbasis skemata budaya adalah0.04 atau kurang dari 5 % (.004<.05. Artinya hipotesis nol ditolak. Perbedaan rerata menunjukkan bahwa bacaan bebasis non-skemata lebih rendah dari bacaan berbasis skemata. Analisis statistk untuk menentukan materi bacaan mana yang lebih efektif mengungkapkan bahwa t-tes -2.29 pada taraf signifikan 0.004 atau kurang dar 0.5 persen (0.004<0.5) . oleh karena itu, ada perbedaan signifikan antara materi bacaan berbasis skemata non-budaya dengan yang berbasis skemata budaya dalam pengajaran membaca. Analisa statistik terahir menunjukkan peran skemata budaya yang signifikan dalam pemahaman bacaan, yakni 13%.

Katakunci: Skemata budaya, materi bacaan, SMP

INTRODUCTION

Reading is a fundamental part of language teaching. Reading is an activity with purposes. English is a compulsory subject for junior high school. The ability to understand and/produce spoken text and/or written text which integrated comprehensively in four skills, such listening, speaking, reading, and writing. This objective is aimed to reach functional literacy level and the ability to understand and create various short functional text, monologues as well as essay in a form of procedure, descriptive, recount, narrative, and report are the scopes of teaching English in junior high school. Based on these scopes, skills in reading texts written in English imply an important aspect of English curriculum for Junior high schools in Indonesia.

Considering the essential value of reading for our students, an English teacher may try hard to apply some techniques and methods, fulfill various aspects such as reading materials, reading strategies, and factors affecting reading comprehension to reach the goal of teaching reading. One of ways to fulfill those aspects is by facilitating students with textbooks with good reading materials.

Textbooks are best seen as a source in achieving aims and objectives that have already been set in terms of learner needs (Cunningsworth,1995:7). Textbook is an important resource for the teacher in assisting students to learn English. Textbooks are best seen as a source in achieving aims and objectives that have already been set in terms of learner needs (Cunningsworth,1995:7).

Based on the students' data scores, it is found that most of the scores on formative and summative tests are under minimum score. The students find reading in English texts is difficult. Most of the contents of reading material are not familiar to them. Apart from the linguistic context, the problems may come from the learning process, facilities, human

resources, media and text books. Relate to English textbooks, the problem may arise in the quality of content, compliance with the curriculum, or, the correspondence between the contents of the background of students. In Indonesia, the students come from different cultural, ethnic and language backgrounds. Students from different region may find difficulties in understanding topic materials about certain different region with different culture background. Researchers studying reading process have long known that readers' background knowledge affects their reading comprehension. Schema theory suggest that what we know about a topic or construct influences how much we can or will learn by reading a passage address that topic (Anderson and Pearson, 1984). Thus our knowledge and experiences relate to key ideas in the text we read influence what we learn and remember about what we read; World knowledge and word meaning influence our understanding. The more we read and learn about the topic, the easier text passage on that topic will be for us to understand (Klinger et.al.2007:2).

From the result of my temporary observations, the students find some of the reading materials are not familiar to students and bring difficulties for students to comprehend. The students have low reading comprehension because they do not understand the meaning of the text. Most of the students' insufficient vocabulary to support them to comprehend the reading materials and the reading materials are too difficult for them to comprehend as most of the content of the reading materials in the supplied textbook are not familiar to the students. The students are beginner of English foreign language learners. The reading texts in the textbooks relate to certain cultures from certain regions in Indonesia. Those reading materials are hard to comprehend by the students in another part of Indonesia which has different culture, specifically students from Lombok. Some of the reading materials are too far from students cultural or backround knowledge.

One of complex tasks facing the English as a foreign language (EFL) reading teacher is the selection of appropriate reading passages. To find out appropriate reading passages become problems for most teachers in teaching reading. The teachers often find it necessary to use additional readings as supplements. The selection of an appropriate reading passage is critical. If the passage chosen is inappropriate, the chances to reach the goal of particular lesson are substantially lessened. Cultural Schemata Theory explains the familiar and pre-acquainted knowledge one uses when entering a familiar situation in his/her own culture . According Cunningsworth (1995) the materials in a coursebook must be ensured whether the coursebook sets its material in social and cultural contexts that are comprehensible and recognizable to the learners, in terms of location, social mores, age group, etc. Turner (1988) stated that the cultural heritage of the reader has both direct and indirect influence on potential for reading success.

Based on above explanation it is a worth idea to find out one solution to meet the students need to get the goals of teaching reading in junior high schools. The fulfillment of the text book is not a matter anymore but to find out suitable reading texts is a chalenging task to Junior High School English teachers, the reading text that meet the cultural background of the students which will contribute to students reading comprehension ability, specifically students' cultural background ,reading material that based on local life and culture environment that very closely related to the students' life and situation.

METHOD

This research was quantitative experimental research refers to compare two kinds of reading materials tests scores non-cultural schemata based reading material and cultural schemata based reading material which one is more effective through analyzing the means of the tests result. The research procedures based on some steps:

- The first step was the researcher took two classes as experimental groups by matching students' achievements.

- The second step was the researcher conducted teaching reading process to both experimental groups. There were six meetings for each group. In each meeting the researcher allocated two hours lesson to teach the reading materials. The first three meetings were the researcher taught the group with reading materials which are not based on students' cultural schemata and the next three meetings the researcher taught reading using reading materials based on students' cultural schemata.

    After teaching learning process, the researcher conducted post tests to both experimental groups at the end of the treatment. Each group got two kinds of tests the first was the reading tests which was the material based on students' cultural schemata and the second test was reading test not based on the students' cultural schemata reading materials. These tests were aimed to compare the effectiveness of two different reading materials. The population of the study were two classes of the ninth grade students of Junior High School 3 *Kopang*.

The sampling technique that was used for taking the sample was simple random samples (Match pairs design) because the two classes are equal. The sample is homogenous dealing with their reside in the same district, same school, equally grade, language, tribe, religion and racial. The total samples were 60 students. All of the students come from *Sasak* family background and all of the students are Moslem. Most of the students use *Sasak* language to communicate. They speak *Bahasa* Indonesia with some teachers from other part in Indonesia.

The results of the tests of each reading materials was compared to find out which reading material was more effective and the role of cultural schemata in textbook readability or reading comprehension of each sample group.

There were two kinds of reading materials given during the reading instruction. Both kinds of the reading materials were given to both experimental classes(Class IXB and Class IXE). The tests were given after teaching process. There were two kinds of tests: the first reading test was based on non-cultural schemata reading material and the second reading test was based on cultural schemata reading material. Each test was consisted of twenty five numbers multiple choice questions. Most of the question referred to finding information of paragraph or text. Each number had four (4) score for correct answer whereas 0 for incorrect answer or not answering. The form of the test was multiple choice tests because it is regarded as an objective form test. The questions were derived from report, descriptive, procedure and narrative texts. The type of data that was used in this research was ratio data which was belong to quantitative data. The data consist of the students tests scores.

Total numbers of the experimental group were 60 students. The experimental groups were from the ninth grader students of SMPN 3 Kopang. The experimental groups were the students who already got reading skill materials genre in forms of text procedure, text descriptive, texts report and text narrative. The groups were given reading materials in four kinds of text genres. Namely, procedure text, descriptive text, report text and narrative text. Those four kinds of reading material were based on students' cultural schemata and non-cultural schemata based reading materials. Those texts were taken from local based content reading texts, some materials were downloaded from internet sites with some writer editing. The results of the test were used to find out the effectiveness of using students' cultural schemata based reading material.

    The data description of this research is presented by the result of study to provide the general description of spread data that obtained in the field. The data is raw data presented used

the statistic descriptive consist of frequency, total score, average, standard deviation, variance, minimum score and maximum score.

FINDINGS AND DISCUSSIONS

The data in this study were taken from the scores of test of experimental classes. Both experimental classes were given two kinds of reading tests material (Cultural schemata based and non cultural schemata based reading text material). Each test was consist of 25 multiple choice questions which each correct answer had a score 4 and wrong answer or not answer had a score zero.

The highest score for reading with non-cultural schemata based reading material test were 100 to 80, range score were 70 to 60, and the lowest scores were 0 to 50. It means that the distribution of the test score was from the lowest score 0 to the highest score 100. The data analysis in this study was aimed to measure the effectiveness of the reading materials and the role of students' cultural schemata on students' reading comprehension in junior high school.

The statistical analysis elaborated the discovery of counting under the terms of 1) students' reading comprehension using non cultural schemata based reading material 2). The level of students' reading comprehension using cultural schemata based reading material cultural schemata based reading material 3) the more effective reading material for improving the students' reading comprehension.

-        The level of Students' reading comprehension on non-cultural schemata based reading material.

Determining the students' reading comprehension on non-cultural schemata based reading material based on the score of the test. The score was categorized into three; highest, range, and low where 100 - 80 categorized highest, 60-70 range and 50- 10 low the result is as in table 1.

Table 1: Students' reading comprehension on Reading material based on non cultural schema

Scores	Frequency	%
31	4.00	0.07
39	3.00	0.05
48	6.00	0.10
57	8.00	0.13
66	11.00	0.18
74	12.00	0.20
83	7.00	0.12
92	9.00	0.15
100	0.00	0.00
Total	60	1

The table showed that the distribution of 60 students' scores was   dominated by lowest and range category. There were 35 % of 60 students had lowest score (21 students) while 38 % of

60 students had range score (23 students) while 27 % of 60 students had high score (16 students) showed in table 2.

Table. 2: Students' reading comprehension on Reading material based on cultural schemata reading test.

Scores	Frequency	%
READING 2		
31	0	0
39	0	0
48	0	0
57	0	0
66	17	0.28
74	10	0.17
83	10	0.17
89	14	0.23
92	9	0.15
100	0	0.00
Total	60	1.00

The table showed that the distribution of 60 students' scores was dominated by highest and range category. There were 50 % of 60 students had range score (30 students) while 50 % of 60 students had high score (30 students)

In term of the t-test determining the effectiveness of both Reading material based on Non-cultural schemata based and Reading Material based on cultural schemata in teaching reading at SMPN 3 Kopang. The t-test used was called "Independent T-test". The score of Reading Material(Non-cultural schemata) and Reading Material (cultural schemata based reading material) of each experiment classes were compared to find out the significance level of the tests. The assumption whether Null hypothesis is accepted if the significance level of the test is higher than 5% (p>.05) the result in table 3.

Table 3. The t-test determining the effectiveness of both Reading material based on Non-cultural schemata based and Reading Material based on cultural schemata

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	T	Df
SCORES	Equal variances assumed	.041	.841	-2.921	118
	Equal variances not assumed			-2.921	117.432

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
SCORES	Equal variances assumed	.004	-9.317	3.190
	Equal variances not assumed	.004	-9.317	3.190

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
SCORES	Equal variances assumed	-15.634	-3.000
	Equal variances not assumed	-15.634	-2.999

In the term of the t-test of the reading material was -2.921 at the significance level .004 or less than 5% (.004 -< .05). It means that the Null hypothesis was rejected. The mean difference is -9.317 shows that non cultural schemata based reading material has lower mean score compared to cultural schemata based reading material. Therefore Cultural schemata based reading material was more effective material in teaching reading to the ninth grade students as SMPN 3 Kopang.

To find out the role of students' cultural schemata in reading comprehension the following statistical analysis formula was applied:

$$\eta^2 = \frac{t^2}{t^2 + df}$$

$$\eta^2 = \frac{2.921^2}{2.921^2 + (60-1)}$$

$$\eta^2 = \frac{8.532}{8.532 + 59}$$

$$\eta^2 = \frac{8.532}{67.532}$$

$$\eta^2 = 0.126$$

$$\eta^2 = 13\ \%$$

This Z-test was aimed to determine which reading material is more effective the non-cultural schemata based reading material or Cultural schemata based Reading Material. The hypothesis of this test was to find out whether there was any significantly difference between non-cultural schemata based Reading Material or cultural schemata based Reading Material in teaching reading. The test was analyzed by using SPSS 1.7.. The assumption whether the Null hypothesis was accepted by seeing the significance level of the test was higher than 5% (p> .05). The result is shown in table 4 :

Table 4. Comparing two reading materials Z-Test both Reading material based on Non-cultural schemata based and Reading Material based on cultural schemata

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | t-test for Equality of Means | | | t-test for Equality of Means | |
| | | | | | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
test_scores	Equal variances assumed	0.041	0.841	-2.92	118	0.004	-9.31667	3.18989	-15.6335	-2.99981
	Equal variances not assumed			-2.92	117.432	0.004	-9.31667	3.18989	-15.6338	-2.99949

The table above shows that the score of the T-test was -2.92 at the significance level of 0.004 or less than 5% (.0.004<.05) therefore null hypothesis was rejected . There was significant difference between non cultural schemata based reading material and cultural schemata based reading materials in teaching reading to the ninth grade students of SMPN 3 Kopang.

The results of statistical analysis showed three points of discussions. First, the result refers to the first research question whether Cultural schemata based reading materials are effective reading materials in teaching reading to the ninth grade students of SMPN 3 Kopang. Based on statistical analysis the researcher obtained scores distribution description of both kind of reading tests scores (Non-cultural schemata based reading test and cultural schemata based reading material. The first reading scores were dominated by lowest (35% of 60 students) and range score categories (38% of the 60 students) while 27 % of 60 students had high score (16 students). While second test reading score were dominated by range scores and high scores 50% of 60 students had range scores and 50% of had high scores (30 students). It means that there were some students' scores improvements in the second reading tests which was based on students' cultural schemata based reading materials.

The statistic test in answering the research question whether cultural schemata based reading materials are effective materials in teaching reading at SMPN 3 Kopang was independent t-test which compared the score of the non-cultural schemata based reading test material and the score of students' cultural schemata based reading material test. It was found that the result t–test score analysis was -2.921 at significance level 0.004 which was less than 5% (0.004 <.05). Based on the result, the Null Hypothesis (Ho) was rejected; it means that the reading materials are effective reading materials in teaching reading to the ninth grade student at SMPN 3 Kopang. It is in line with Keshavaraz and Atai (2007) study on the effects on

linguistic simplification and content schemata on reading comprehension and recall; content schemata have greater effect than linguistic simplification on both EFL reading comprehension and call and the material developers are suggested to choose familiar texts to present new linguistic items to EFL readers. ; Steffensen and Joag-Dev (1979) found that readers comprehended texts about their own cultures more accurately than the other. Steffensen et.al (1981) their experiments in investigating the relationship between cultural schemata and reading comprehension shows that cultural schemata can influence how prose material is interpreted. Fahmi (2003) emphasized the importance of providing EFL students with reading materials familiar with students schemata.

Therefore, Cultural schemata based reading material was appropriate to student and gave contributions in increasing students' reading comprehension achievements. Based on the second research question the analysis of statistic showed that the students' cultural schemata has its role in students' reading comprehension. There are 13 % contribution of the reading comprehension factors of the students of SMPN 3 Kopang.

The scores of the tests of both reading material tests were compared to find out the significance level of the test. It was found that the score of the test was -2.921 at the significance level 0.004 which was lower than 5% (0.004 < .05). The Null hypothesis of this test was rejected. Which states: if the significance level of the test is higher than 5% (p<.05) then alternative hypothesis is rejected. Therefore both reading material has significantly difference reading materials in teaching reading to the ninth grade students of SMPN 3 Kopang.

Finally, there are three conclusions can be obtained from this study, the first students Cultural schemata was considered as an important aspect in teaching reading especially one of the factors to be considered as content of reading material in teaching reading. Secondly students' cultural schemata based reading materials contributed a positive effect in teaching reading to the ninth grade students at SMPN 3 Kopang . The last, there was significance difference between non-cultural schemata based reading material and cultural schemata based reading material. Therefore cultural schemata based reading material can be one of the option in as alternative material in teaching reading especially for ninth grade students of Junior high School students.

CONCLUSION

Based on data analysis and discussions, there are some points can be concluded from this study, they are: a) Cultural schemata based reading materials are effective reading materials in teaching reading to the ninth grade students at SMPN 3 Kopang. Therefore, Cultural schemata based reading material can be an alternative solution to help students in comprehending the reading material in teaching reading; b) Cultural schemata has significance role in reading material for teaching reading for the ninth grade students at SMPN 3 Kopang, therefore Cultural schemata based reading material can be good reading materials for teaching reading especially for the students who are in level of beginner of learning English in TEFL.

Both reading material, non cultural schemata reading material and cultural schemata based reading material has significance differences on the effectiveness in teaching reading. Therefore cultural schemata based reading material is more effective reading materials in teaching reading at SMPN 3 Kopang. Data analysis showed that Cultural schemata based reading material was more effective reading material in teaching reading, but the availability of the materials are not sufficient prior to the ability of the teachers to write and create material based on students cultural schemata, the English teacher are challenged to be creative and productive in preparing material which are familiar to their students.

The study only focus on reading material contents, there some more other factor should be considered as the factors in teaching reading and helping students in comprehending and predicting the meaning of the reading text. The availability of the text books which are based on students' cultural schemata are not sufficient enough to fulfill the needs of the students from different regions in Indonesia as in Indonesia the students come from different cultural background.

This study was only conducted in one place where the research organized. It did not cover the whole Junior High Schools (SMP) of Central Lombok regency. Further study should cover more Junior High Schools. This study was only focused on reading based on students' cultural schemata, further study on the effect of students' culture schemata to other language skills such as writing, speaking or even listening.

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