

THE EFFECT OF FAMILIAR AND UNFAMILIAR READING TOPICS ON THE STUDENTS READING COMPREHENSION ACHIEVEMENT

A THESIS

In Partial Fulfillment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching



By
LINDA GOTO
1213093065

No. INDUK	2092/98
TGL TERBIT	26. 6 98
REKTOR FAKULTAS	FKIP
No. BUKU	FK-ig Got e-1
KCP. KE	(SATU)

UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
JUNI, 1998

APPROVAL SHEET
(1)

This thesis entitled THE EFFECT OF FAMILIAR AND UNFAMILIAR READING TOPICS ON THE STUDENTS' READING COMPREHENSION ACHIEVEMENT

prepared and submitted by Linda Goto has been approved and accepted as a partial fulfilment of the requirements for Sarjana Pendidikan Degree in English Language Teaching by the following advisor



DR. Veronica L. Diptoadi, M.Sc.

Advisor

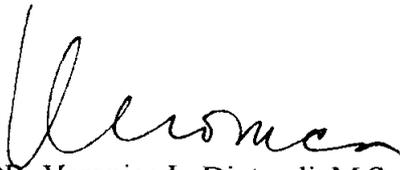
APPROVAL SHEET (2)

This thesis has been examined by the committee on oral examination with a grade of _____ on June 5, 1998.



DR. Wagiman M.A.

CHAIRMAN



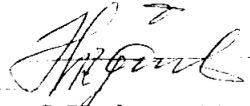
DR. Veronica L. Diptoadi, M.Sc

MEMBER



Dra. Agnes Santi W., M.Pd

MEMBER



Drs. I. Harjanto, M.Pd

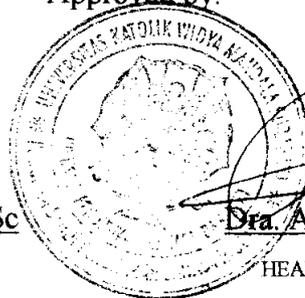
MEMBER

Approved by:



DR. Veronica L. Diptoadi, M.Sc

DEAN OF THE TEACHER
TRAINING COLLEGE



Dra. Agnes Santi, M.Pd

HEAD OF THE ENGLISH
DEPARTMENT

ACKNOWLEDGEMENTS

Above all, the writer would like to thank to Almighty God, Jesus Christ for His mercy and love so that she can finish this thesis as the requirement for completing her study at Widya Mandala University.

Her deepest and sincere gratitude also goes to:

1. DR. Veronica L. Diptoadi, M.Sc., her advisor, for invaluable guidance, advices, encouragement and suggestions have been of great help to her in accomplishing this thesis
2. The headmaster and the English teacher of SMU Kristen Petra III Surabaya, who had allowed her to conduct this study at the school
3. All the students of SMU Kristen Petra III Surabaya, especially for the third year students of IPA and IPS programs, who had participated in the teaching reading process which was carried out for her study
4. Drs. I. Nyoman Arcana, who helped her a lot with the statistical computation for this thesis
5. Her beloved family, her brother, sisters, especially her parents for their love and the continual support during her study until the finishing of this thesis
6. All the lecturers of Widya Mandala Catholic University for their guidance during her study at the University
7. Pien Wijaya, S.T., her beloved boy friend, who always gives helps and encouragement when she was in despair
8. Finally, she would like to thank anyone who has helped her in finishing her thesis.

The writer hopes that the grace of the Lord Jesus Christ be with them and bless them abundantly.

The writer

TABLE OF CONTENTS

APPROVAL SHEET (1)	i
APPROVAL SHEET (2)	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
LIST OF APPENDICES	vii
ABSTRACT	viii

CHAPTER

I. INTRODUCTION	1
1.1 Background of the Study	1
1.2 The Statement of the Problem	3
1.3 The Objective of the Study	4
1.4 The Significance of the Study	5
1.5 Hypotheses	5
1.6 Scope and Limitation	6
1.7 Definition of Key Term	6
1.8 Organization of the Study	7
II. REVIEW OF RELATED LITERATURE	8
2.1 Reading Comprehension	8
2.1.1 The Concept of Reading	8
2.1.2 The Concept of Reading Comprehension	9
2.1.3 Reading Skills	10
2.1.4 The role of Reading Teacher	11
2.2 Schema Theory	12
2.2.1 The Importance of Subject Matter	14

2.2.2	The Procedure to Activate Schemata	15
2.2.3	The Characteristic of Schemata	16
2.2.3.1	Schemata have variables	16
2.2.3.2	Schemata can embed one within another	16
2.2.3.3	Schemata are idiosyncratic	17
2.2.3.4	Schemata are active process	17
2.2.4	The Types of Schemata	17
2.2.4.1	Formal Schemata	18
2.2.4.2	Content Schemata	18
2.2.4.3	Linguistic Schemata	18
2.2.5	The Function of Schemata in Reading Comprehension	20
2.2.5.1	In Making Prediction	20
2.2.5.2	In Making Inferences	21
2.2.5.3	In Allocating Attention	21
2.3	Related Studies	22
III.	METHODOLOGY OF RESEARCH	25
3.1	Research Design	25
3.2	Population and Sample	26
3.3	Instrument	27
3.3.1	Validity	28
3.3.2	Reliability	28
3.3.3	Item Analysis	30
3.3.2.1	Difficulty Index	30
3.3.2.2	Discrimination Index	32
3.4	Procedure of Collecting Data	34
3.5	Procedure of Data Analysis	36
IV.	DATA ANALYSIS AND DISCUSSION OF FINDINGS	41
4.1	The Result of Data Analysis	41

4.2 Interpretation of the Findings	43
V. CONCLUSION	49
5.1 Conclusion	49
5.2 Suggestions	51
BIBLIOGRAPHY	
APPENDICES	

LIST OF APPENDICES

APPENDIX I : TABLES

- Table I : The Calculation of Alpha Reliability (Electricity)
- Table II : The Calculation of Alpha Reliability (Banking)
- Table III : The Calculation of ANOVA
- Table IV : The Calculation of TUCKEY METHOD
- Table V : The Calculation of Item Difficulty and Item Discrimination
(Electricity)
- Table VI : The Calculation of Item Difficulty and Item Discrimination
(Banking)
- Table VII : The Values of F (F table)
- Table VIII : The Values of q (q table)

APPENDIX II : QUESTIONNAIRES AND READING PASSAGES

- Questionnaire I : Electricity
- Questionnaire II : Banking
- Reading I : Electricity
- Reading II : Banking

ABSTRACT

In teaching reading comprehension in English as second language to SMU students, the teacher cannot avoid facing many problems that occur during the teaching learning process. It has been proved that most students get troubles in their reading lesson. During the teaching learning activities, the teacher usually asks students a text to read, then asks them to answer questions after they read the text. To overcome the problem, the teacher can improve the way of her teaching as the treatments suggested in this study namely familiar and unfamiliar reading topics in the students' reading comprehension achievement. It is because the treatments view reading as an interactive process between the reading topic and the readers' background knowledge.

This study was carried out mainly to find out whether there is a significant difference on the students' reading comprehension when using familiar and unfamiliar reading topics. The population of this quasi experimental study is the third year students of IPA and IPS programs of SMU Kristen Petra III in the academic year of 1997-1998. While the samples are one IPA program and one IPS program. Some instruments were used to obtain the required data. The first one is the questionnaires in order to know whether the students are familiar or unfamiliar to the reading topics given later in the written reading tests. The second one is the written reading tests that are related to the topic in the questionnaires given above. The tests are in the form of essay-questions. The result of the tests was divided into four groups, namely IPA-F, IPA-UF, IPS-F, and IPS-UF. The results, then, were analyzed using the F-test (ANOVA) and HSD Tuckey test.

The result of the study reveals that familiar and unfamiliar reading topics affect the students' reading comprehension. Students who were familiar to the topic of the text achieved higher scores than the students who are unfamiliar to the topic of the topic of the text. It also shows that IPA students still can achieve high scores for the unfamiliar topic although it is not as high as the familiar one. However, the IPS students get low scores for the unfamiliar topic.

Knowing that familiarity of the topic of reading selection determines the students' comprehension, it is suggested that the students should be given familiar topic of reading in order to help the students to comprehend the passage. And, by giving the familiar topic, it can also motivate students to learn English.