

## The Correlation between Content Schemata, Linguistic Schemata and Reading Comprehension of Foreign Language Learners

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### ABSTRACT

Reading is a complicated process that involves the reader's engagement with the text to develop meaning. Language proficiency is regarded to be more significant and to contribute more to reading comprehension in reading a second language or a foreign language than other aspects. This study is aimed at to measure which of the content schemata and linguistic schemata contributes the most to reading comprehension. The study was carried out in a sample of 35 English students of the first semester at Foreign Language Class in Al-Qolam Islamic Institute Gondanglegi Malang. The data collection involved two instruments, namely self-assessment, linguistic test and reading comprehension test. To achieve the purpose of the present study, the data were analyzed by using simple correlation with the help of SPSS 16. The result of the computation of simple correlation showed that linguistic schemata contribute more to reading comprehension. The effect analysis of the combined predictors and reading comprehension indicating significance at .000. Simple regression correlation calculations required a significance level of less than 0.05. In other words, there was a correlation between content schemata, linguistic schemata and reading comprehension. EFL teaching professionals and other scholars who intend to study relevant subjects in future research are addressed in suggestions made based on the results.

**Keywords:** Content Schemata; Linguistic Schemata; Reading Comprehension

### INTRODUCTION

Researchers frequently do research on everything pertaining to schooling in the field. Essentially, it is done since the educational landscape is evolving in step with the times. Reading abilities are consistently the aim or a frequent variable in the numerous studies carried out by researchers. This is due to the fact that reading ability itself is a tool that is frequently used to add to and enhance information as well as to broaden people's perspectives, particularly students in Indonesia. As Patel & Praveen (2008:113) stated that reading is a dynamic process that requires both comprehension and recognizing abilities. The reader must become adept in schemata in order to comprehend a text.

Although reading can provide students with knowledge and information that may be useful to them, becoming a proficient reader is arduous, particularly if the English literature is complex. Because understanding requires negotiating meaning with the texts as you read. Reading in this instance is a strategy or procedure for studying a text (Brown, 2004). Understanding words and word recognition are related reading processes. Word recognition is the process of understanding how spoken language and written symbols correspond to one another. Making sense of words, sentences, and related content is part of understanding.

It agrees with McNamara's (2007) assertion that After the reader has evaluated the content in the text and used past knowledge to do so, comprehension is the process by which the reader forms a clear image or picture in their mind of what the text is about. McNamara (2007) also stated that when you consider the many levels and components that must be acquired, reading is an amazing feat. It means that in order to read well, the reader needs understand and grasp some textual components. One of the subjects on which scholars choose to concentrate their research is the role of schemata in reading comprehension. The significance of schemata on reading ability has been the subject of numerous research investigations up to this point because it is such an important topic. Recently, schema analysis has been conducted by Hamid, Manda, Hakim, and Ria (2020). Their research centered on how linguistic background affects EFL readers' comprehension. The results indicated that the pupils' reading comprehension was significantly impacted by their grammatical and vocabulary abilities. The fact that their grammatical schemata are more significant than their vocabulary knowledge further exemplifies the study's novel aspect from the most current research. The results showed that the grammar-related schemata are crucial for the EFL students' comprehension processing.

They went on to say that both kinds of information are crucial for deciphering the meaning of the phrase and structuring the reading passage. In reality, linguistic knowledge, which serves as formal schemata in readers' cognitive structures, has a significant impact on one's ability to read in a foreign language. The researcher actually investigated the effect of formal schemata on reading comprehension. However, grammatical structure and vocabulary are of more interest to researchers. In other words, the study looked into how linguistic schema affected readers' comprehension. Because formal schemata concentrate on a variety of factors in addition to linguistic structure and vocabulary. Formal schemata are higher order structures that include knowledge of rhetorical organizing structures, as well as broad knowledge of text type characteristics and genre distinctions (Carrell & Eisterhold, 1983).

One of the studies was conducted by Xue (2019). His research integrated English reading comprehension with schema theory, and it made recommendations on how to teach reading comprehension to students in order to increase their

reading comprehension skills. This study did not measure the variables using qualitative or quantitative research. But this study was a review of the literature. Another study was conducted by Rahman and Zahid (2018). They looked into how English teachers perceived content schemata's function in reading comprehension. This study was carried out in a Saudi Arabian institution's EFL classroom. To gather data, 61 male and female EFL professors from the English Language Center (ELC) were given a modified Likert scale questionnaire.

The results have confirmed that Saudi EFL students' past knowledge greatly aids their ability to read more quickly and with greater comprehension. Additionally, it has been stated that the most popular pre-reading technique for triggering the background knowledge of Saudi EFL students is the brainstorming and class discussion of topics and questions. The results have also shown that English language teachers view Saudi ELF students' poor reading abilities and low English language competency as well as the absence of suitable teaching resources as the main barriers to activating the content schemata. In conclusion, content schema play a significant influence in reading. Despite the lack of a numerical calculation for this study, the researcher was quite sure in her assertion that the higher a person's schema level, the greater their capacity for reading comprehension would be. In his conclusion, he claimed that using schema theory would change how English teachers and students currently perceive English reading comprehension, introduce new ideas and creative teaching methods, and provide teachers with a theoretical and practical framework for researching how to teach English reading comprehension to students of different English proficiency levels.

Therefore, using the right schema will make it easier for the reader to understand the material. Schemata are units of information that represent how humans remember a topic (Yunyoung Kang, 1987). It can be inferred that people could understand a text or issue by using their recollections from the past. Schemata are trusted because of their direct connection to reading comprehension activity. Knowing this can provide views or ideas in improving language skills, especially in reading comprehension skills where the writing presented is written in English. Given this important issue, this study will investigate the relationship between linguistic schemata and reading comprehension ability in Indonesian college at Foreign Language Class.

The researcher believed that there is any correlation between linguistic and reading comprehension. The result of this study will be used as knowledge addition for teacher or lecturer to solve and accomplish teaching learning activity in the class. It can also be related to other areas of ability in English, when the positive correlation is found in two existing abilities or variables.

## **METHOD**

This section presents the research method. It focusses on the method that is used in conducting this study. The decision covers research design, participant, instrument, data collection technique, and data analysis technique.

### **Design**

The aim of the study was to quantify the correlation between the factors. The purpose of this study, according to the researcher's first chapter, was to describe the correlation between content and linguistic schemata and reading comprehension. As a result, the researcher had to select a research design that would enable the researcher to measure the association between variables accurately. As a result, correlational research was used to conduct this study. In this study, researcher measured the relationship between three variables, predictor variables and criteria variable. The predictor variables were content schemata and linguistic schemata. They became predictor variables because the function is to cause another variable that will be researched / observed. In other words, it was causes of another variable, in this research. as Arikunto (2010) stated. Meanwhile, criteria variable was the effect of another variable. In this research the criteria variable was the students' reading comprehension. As stated by Latief (2019).

### **Participant**

Students taking foreign language classes in their first year made up the research subject's population. Due to the large number of students from various majors and rank levels in first-year foreign language programs. Primary, intermediate, and advanced were those. That is what the population is. The researcher completed the first step by selecting the sample. That was limiting the population or deciding the target population (Nana, 2010). The target population was chosen to decide the sample. For instance, if the target audience was one of the classes at that institution, such as the first only, the second only, or the third only, and the general population was all classes in the Foreign Language Class, including the elementary, intermediate, and advanced levels. In other words, the researcher only paid attention to one of the groups they selected as the target demographic. The intermediate class was the study's target demographic.

A simple random sample of the population was taken in the current study. The sample was drawn at random from the population by the researcher. 35 pupils were selected as a sample for the research based on the entire population. 35 participants were selected in order to meet the criteria for an accurate statistical calculation, with a score distribution that is near to the normal curve. According to Kerlinger and Lee (2000), taking at least 30 respondents will lessen the likelihood of bias.

### **Instruments**

In this study, the researcher used tests as the instrument. The first instrument was reading comprehension test. Multiple choice questions were utilized in this test to gauge the students' text comprehension skills. The cognitive abilities of a pupil were assessed using multiple choice and short response examinations. Each teacher frequently evaluates the cognitive component to determine the degree of success of a process of student learning activities. As explained by Myers, the term "cognition" itself refers to all mental processes associated with thinking, knowing, and remembering previously learned information (1996). The students were asked twenty-five questions. The reading comprehension texts served as the basis for the quiz questions.

A different tool is a proficiency test (grammar and vocabulary test). The tests have to be completed by the students in one and a half hours. There were 25 multiple-choice tests for the vocabulary test and 25 for the grammatical competency examination. The purpose of this test was to assess the students' linguistic schemata. Self-assessments were the penultimate tool. This test was intended to gauge how much students believed they knew about the subject relevant to the reading materials at hand. According to Rensis Likert, the Likert scale is the scale that is most frequently employed in survey research. This is the rationale for the researcher's decision to use this tool to assess the students' subject schemata. Based on the indicators, the self-items assessments were created. There were 20 elements total in the questions. Answers to the questionnaire were those of the students. According to Rensis Likert in Creswell, the researcher employed the Likert Scale in five areas to determine the students' content schema (2008). Very Little (1), Little (2), Sufficient (3), Much (4), and Very Much (5).

The instruments had to be legitimate and sufficient in terms of reliability before being used on research subjects. So, instrument testing was required. The tryout was required to guarantee the validity and dependability of the test. It was carried out before to the actual test. The audition took place on August 4, 2022. Other students from the Al-Qolam Islamic Institute's Foreign Language Class served as the sample for the try-out. Validity is a crucial component of a good test. The degree to which an instrument measured what it was supposed to measure is known as validity. According to Latief, the validity of the assessment result is an abstract concept that can be anticipated by giving validity proof (2011). Reliability, on the other hand, refers to how accurately the language skill evaluation reflects the real level of the examinees' expertise.

The significance value for each question item was less than 0.05 based on the findings of the validity calculation using SPSS. In conclusion, all of the test's questionable items were legitimate. While the value of must be more than 0.60 in order to determine if the test is credible or not (Ghozali, 2016). The self-assessment and language test had a value of 0.977. In other words, the linguistic exam and self-assessment tools were both reliable. According to the reliability statistics table, the

reading comprehension score was 0.944. Therefore, the reading comprehension test's instrument was trustworthy.

### **Data Collecting Technique**

The data collection procedures for this study were generally divided into three tests, per the research design. Three instruments were given to the students to complete as part of the data collection process. One was a self-assessment based on an indication to gauge the students' content schema. Then, multiple choice tests were utilized to assess students' reading comprehension while grammar and vocabulary tests were employed to gauge their linguistic schema.

The first exam was administered to the research subjects on August 6, 2022, marking the beginning of the data collection. The research's initial test was measuring the students' content schemata by having them complete a self-assessment questionnaire. It took place for 20 minutes. Before taking the following test—the language test—the pupils were given a break of roughly 30 minutes. was carried out to evaluate the students' vocabulary and grammar skills. This examination lasted 30 minutes. The researcher then gave out the final instrument that was due on August 7, 2022. It was a test of reading comprehension. This examination lasted for 60 minutes.

### **Data Analysis Technique**

To test the study's hypothesis, statistical data analysis was done. Data that represented the students' test results and were in the form of scores were evaluated. The researcher utilized SPSS version 16's Regression Analysis or Correlation Analysis to analyse the data. In order to determine how much the value of the dependent variable would vary if the value of the independent variable were altered, modified, increased, or decreased, regression analysis was utilized. The direction and intensity of the association between two or more variables were found using correlation analysis (Sugiyono, 2007). It can be said that as analytical tools, both regression and correlation analysis have a functional link.

However, the researcher included two factors in multiple regression. Because when two independent variables (content schemata and linguistic schemata) were used as predictors, the researcher wanted to know how the condition of the criteria variable would change. Based on the average scores that had been classified, the researcher interpreted the students' results. The score category was presented as the table below,

The Score Level	Category	Level
80-100	Very Good	High



66-79	Good	Middle
56-65	Fair	Low
40-55	Less	Very
30-39	Fail	Low
		Bad

Furthermore, to categorize how big strength of correlation between content schemata, linguistic schemata, and reading comprehension on reading comprehension expository text of the foreign language students at Al-Qolam Islamic Institute, the researcher used categories in the table below;

#### 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, 2004)

## RESULTS AND DISCUSSION

This part presents findings of the research. This chapter presents the result of the computation between score obtained from each variable. The researcher presented his study findings, which were ascertained by data analysis, in this chapter. It dealt with the impact of content schemata and linguistic schemata on reading comprehension.

### Results

A self-assessment with 20 items pertinent to the subject was distributed to the students. It was conducted to gather data on their content schemata. In addition, the category of the students' subject schemata had been determined based on the distribution of a questionnaire. It was contributed to 35 students in the English department's first semester. It is seen in the statistic that follows,

Statistics Summary of Students' Content Schemata		
N	Valid	35
	Missing	0
Mean		61.80
Median		61.00
Mode		59a
Sum		2163

a. Multiple modes exist. The smallest value is shown

The mean score of the students' subject schemata was 61.80, as seen in the table above. The middle value of 61.00 is also displayed in the table above. 59 is displayed in the value that frequently appears, however. Thus, the students' topic schemata were 61,80 from the 20 question items. It might fit into the Fair category.

Then, the researcher gave the pupils a grammar and vocabulary competence test as part of her effort to collect their linguistic schemata. A multiple-choice test with 25 questions on grammar proficiency and 25 fill-in-the-blank questions on vocabulary was administered by the researcher. To explain students' language framework, the researcher provided a descriptive statistic. See the table below,

Statistics Summary of Students' Linguistic Schemata		
N	Valid	35
	Missing	0
Mean		79.14
Median		80.00
Mode		80
Sum		2770

According to the table above, the median score of the students' linguistic schemata was 80.0. While, the mode, or the value that frequently appears, was 80. Then, the mean score was 79.14. The table clearly showed that the total score was 2770. Thus, the students' linguistic schemata were 79.14 out of the 50 question items. It might fit under the Good category.

Then, information about the students' reading comprehension was revealed by the results of the reading comprehension test utilizing an explanatory text. The researcher gave the class a 25-item multiple-choice test. It was conducted to gather



information on the students' reading comprehension. The Summary outcome was shown as follows,

N	Valid	35
	Missing	0
Mean		79.54
Median		80.00
Mode		80
Sum		2784

The reading comprehension grade for expository texts was shown in the table above. According to the aforementioned information, the mean reading comprehension score for pupils was 79.54. The median score at that point was 80.00. The mode, however, was 80. The total score was therefore 2784. Thus, the pupils' reading comprehension scored 79.54 out of 25 questionable items. It might fit under the **Good** category.

Then, the researcher calculated the correlation between content schemata, linguistic schemata and reading comprehension by using SPSS 16 Version. The result could be seen below,

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.715 <sup>a</sup>	.512	.481	7.552	.512	16.756	2	32	.000

a. Predictors: (Constant), linguistic schemata, content schemata

b. Dependent Variable: reading comprehension

Based on the model summary table above, it was determined that the correlation coefficient (R) value for the relationship between content schemata and linguistic schemata on reading comprehension was 0.715. Given that the coefficient interval lies in the range of 0.700-0.900, it may be inferred that there is a high degree of correlation between the predictor variables and the criterion variable. While the combined (R<sup>2</sup>) contribution of linguistic and variable content schemata to reading comprehension was 0.512. The researcher also presented the ANOVA result to give more detail information about the variables.

ANOVA <sup>b</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1911.446	2	955.723	16.756	.000 <sup>a</sup>
	Residual	1825.240	32	57.039		
	Total	3736.686	34			

a. Predictors: (Constant), Linguistic Schemata, Content Schemata

b. Dependent Variable: Reading Comprehension

Based on the aforementioned table, the calculation between two predictor variables and one criterion variable yielded a significance value of 0.000. The p value needs to be below 0.05 for the calculation of the correlation between several regressions. In other words, there was a correlation between reading comprehension and both content and language schemata. Based on the data that had been described previously, the researcher concluded that the most influential variable on reading comprehension was linguistic schemata.

## Discussion

The findings of this investigation were discussed using the data analysis described in the preceding chapter. The debate was covered by two portions of the research findings, respectively. The students' scores in Content Schemata, Linguistic Schemata, and Reading Comprehension were the topic of the first section of the conversation. The second round of the debate focused on how the data analysis results should be interpreted in light of current theories and earlier research.

Based on the findings from the preceding chapter, researchers discovered discrepancies with earlier work by Rahman and Zahid (2018). If prior research has consistently asserted that content schemata play a significant part in and influence reading comprehension skills, then this study's findings demonstrate an inverse relationship between the two. According to a study, not all prior knowledge (content schemata) can aid someone in understanding what they are reading. Cai did this study (2019). The goal of this study is to identify the language level at which background information has an impact on reading comprehension. According to the study's researcher, not all students benefit equally from background information, and some students with very limited language skills may even suffer as a result. It has to do with a study that Anggraini had done (2017). She claimed in her study that a variety of factors affect pupils' academic achievement. One of them was the background knowledge of the students. For instance, in one study, students' background knowledge scores averaged out to a value that was in the good category,

indicating that prior knowledge of the subject under consideration was fairly represented. In the opposite situation, where prior knowledge did not apply to the subject at hand, student achievement likewise dropped. The National Center for Education Statistics (2000) found in Anggraini (2017) that a variety of factors, including the school's organizational features, the students' backgrounds, the teachers' qualifications, the school's culture, and reading comprehension, affected the students' academic achievement.

The results of the other variables, however, were consistent with earlier studies on the impact of linguistic schemata on reading comprehension conducted by Xue (2019). This was demonstrated by the results of the SPSS computation used to determine the average value of the linguistic schemata test in the previous chapter. Because the average value fell under that category, the outcomes were placed in the Good category. The average difference between the values of linguistic schemata (79.14) and content schemata (61.80) was 17.34, which led the researcher to the conclusion that linguistic schemata were a predictor variable that significantly influenced reading comprehension skills.

Studies that included linguistic schemata as a variable were few and far between. The majority of researches only employed a portion of the linguistic schemata as variables. Of them, Cain was one (2007). He only employed one component of the linguistic schemata, namely grammar awareness, as an independent variable in his study. In his study, he came to the conclusion that while the relationship between syntactic awareness and reading comprehension was mediated by vocabulary, grammatical knowledge, and memory, word reading and syntactic awareness shared a characteristic variance that was not explained by these variables. We look at its significance for reading skills as well as the implications for how we gauge syntactic awareness. Reading comprehension and syntactic awareness have been linked, according to Tunmer & Bowey (1984).

The researcher came to the conclusion that this study hypothesis was approved after referring to the hypothesis in the first chapter. The results of the multiple regression computation, which produced a value of  $\text{sig.} < 0.05$ , demonstrated this. Reading comprehension was influenced or correlated with both linguistic and content schemata at the same time. This research's findings, however, still require development. Since numerous studies that looked at the same variables came to the same conclusion that content schema had an impact on reading comprehension. Kukus recently did a research on the impact of content schemata on reading comprehension (2021). The outcome demonstrated that content schemata had a significant impact on both literal and inferential text comprehension.

The investigation on linguistic and changeable content schemata, which was considered to be related to reading comprehension, revealed a strong association. These two elements made up 0.512, or 51.2%, of the total. According to the study's

findings, both variables significantly impacted reading comprehension. Background knowledge hasn't gotten much attention from the institution or the teacher up until now. Then, in order to overcome this, it is required for the parties involved to make efforts in order to improve reading comprehension abilities by making changes or comprehending the background knowledge of students with the expectation that their background knowledge would increase.

Based on the findings of a study on the connection between content schemata, linguistic schemata, and reading comprehension in students taking foreign language classes at the Al-Qolam Islamic Institute of Malang, it is clear that there is a connection between the three, and that students' comprehension of texts or reading can be improved with more background knowledge. Teachers, educators, or lecturers should provide or teach pupils strategies for enhancing their vocabulary and linguistic abilities, such as memorization, translation, and extensive reading. The Al-Qolam Islamic Institute of Malang's foreign language students are expected to improve their own skills with a dedicated and persistent attitude. because doing something repeatedly is the key to learning it, including language.

Finally, the study's conclusions have some applications for English teachers working with students in the classroom, particularly when it comes to teaching grammar. the discovery that reading comprehension significantly correlates with both linguistic and content schemata. To improve the students' schemata, lecturers, teachers, and educators merely need to employ a variety of tactics. The relationship between content schemata and linguistic schemata on reading comprehension also demonstrates that language proficiency is not a major concern for reading skill trainers, instructors, or lecturers. Because the two predictor variables have a strong correlation with reading comprehension, they must take into account students' language skills while evaluating their capacity to recognize the purpose of words in sentences.

Teachers, lecturers, and lecturers must also pay attention to students' attitudes and motivations because reading comprehension was found to be substantially connected with both of these predictor variables. when pupils. To put it simply, training programs to enhance students' reading comprehension and schemata skills should be incorporated into the teaching and learning activities of the teacher to help students grasp readings or texts better. The researcher came to the conclusion that the variables examined in this study would keep expanding and produce various outcomes in the future. It depends on a number of variables, maybe including the quantity of individuals, their health, and other elements. Which predictor factors significantly influence pupils' ability to comprehend a text has not been extensively examined in this study. Therefore, by taking into account the numerous elements described earlier, this research can still be developed.

## CONCLUSION

Based on the finding and discussion in the previous chapters, the researcher got the result and examined the hypothesis. The calculation results of each test in testing each variable showed different values with different categories. The results of the calculation of the content schemata obtained from the questionnaire were 61.80. While, the average value of the linguistic schemata obtained from the grammar and vocabulary proficiency test was 79.14. Then, the average score of students in the reading comprehension test reached 79.54.

After all the values obtained, the researcher correlated them using SPSS 16 Version to find out whether there was a correlation between the three variables. Based on the computation between two predictor variables and one criterion variable yielded a significance value of 0.000. The significance value required to be smaller than 0.05 in order for the computation of the multiple regression correlation to be considered valid.

The hypothesis of this study was approved after referring to the hypothesis in the first chapter. The results of the multiple regression computation, which produced a value of sig. less than 0.05. The researcher came to the conclusion that content schemata and linguistic schemata correlate with reading comprehension. The level of correlation between variables was strong because the coefficient interval lies at 0.700-0.900.

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