THE IMPLICATION OF TEACHING METHOD AND STUDENT'S SCHEMA THROUGH READING COMPREHENSION ON FACING ASEAN ECONOMIC COMMUNITY

Irpan Ali Rahman

Universitas Buddhi Dharma
irpanalirahman@gmail.com

Abstract

The purpose of the research is to know the effect of teaching method, student's schema through reading comprehension on facing of Asean Economic Community. To collect the data, the writer persuade two techniques on teaching English, they are conventional and contextual technique. The method used in this research is quantitative research by using a survey method and correlation technique. The method and the technique have intention to know the correlation among dependent variable (Y), it is Reading comprehension while teaching method (A), and Student's Schema (B) as the two of independent variables. The characteristics of the descriptive method are to give the existence of the data, straight to the problems and the recent variables aren't manipulated by the writer. Furthermore, the writer got the data by giving short and simple of reading comprehension exercise to the participants. The writer got some findings about the effect of teaching method and student's schema through reading comprehension. Based on the teaching method by using SQ3R found that $F_h = 18.683$ that is higher than $F_t = 3,15$ and the student's schema is $F_h = 38.163$, that is also higher than $F_t = 3,15$. So, the result of reading comprehension score through contextual method (SQ3RR) and student's schema have high significant score than conventional method. Finally, we may say that there is the different effect between contextual method and conventional method.

Keywords: *Teaching technique, SQ3R, Student's schema, Reading Comprehension*

Introduction

Today, billions people are learning English. English is also one of six official languages of the United Nations. Since English is widely spoken as international language so it absolutely refers as a global language in the modern era. However, some countries choose that English is not an official language for them and makes it as a second language. As a nation whose have regional community it is necessary to do the improvement on language skill especially English.

Asean Economic Community is a challenge and opportunity for us to compete with others on regional environment. To support all these challenges we must have very good preparation on facing it. One of the preparations is English language skill. When English language skill has been owned by us, means we absolutely solve one problem on facing the Asean Economic Community. Again, English ability is one of obligation for us to support, compete, and develop ourselves in Asean. To develop the

English skill needs an integrated teaching method and technique. So, the learner can learn, implement, and progress very smoothly.

Reading is categorized into *Receptive skills*; students receive the information out of their mind and then try to comprehend it. *Receptive skills* emphasizes to the involving of students' activities as the reader. On their daily routines, that reading habit will invite the reason why other people doing it, such as being interested or realize to the benefit of the activity. Comprehension refers to cognitive circle, which is mentality, or spiritual feeling works into the brain. It is said on psychological perspective that cognitive is the source and also controls the mentality or spiritual feelings such as affective and psycho-motor.

There is the signal of Students' success in learning English especially on Reading skill. It is signed by the skill in understanding English text, which is also influenced by *Schema* or students' first language acquisition. Richards and Rodgers stated on Brown's book *Teaching by Principles an Interactive Approach to Language Pedagogy*, Third Edition (2007, p.17) that method is a generalized set of classroom specification for accomplishing linguistics objectives. Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are sometimes-but not always-thought of as being broadly applicable to a variety of audiences in a variety of contexts. Meanwhile, Harmer stated on his book *The Practice of English Language Teaching*, Fourth Edition (1991, p.62) that method is the practical realization of an approach. The originators of a method have arrive at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful and some model of syllabus organization. Methods include various procedures and techniques as part of their standard fare. When methods have fixed procedures, informed by a clearly articulated approach, they are easy to describe. However, if a method takes procedures and techniques from a wide range of sources (some of which are used in other methods or are informed by other beliefs), it is more difficult to continue describing it as a 'method'. Grellet stated on his book *Developing Reading Skills: A practical Guide to Reading Comprehension Exercise* (1981, p.3) that understanding a written text means extracting the required information from it as efficiently as possible. On the other words to comprehend, the reading text means making an outline of information from its reading as efficiently as possible. Furthermore, reading comprehension is an activity or process to find the information needed on reading text efficiently to adjust the gap of information between the readers. The experts stated many definitions about what reading is. Ram and Moorman define that reading is a process to analyze the input in the form of writing and creating an output in the form of comprehension. *(Soenjono Dardjowidjojo. Psikolinguistik. Jakarta: Yayasan Obor Indonesia. 2008, p. 303)*. Readers must have some references to involve on the process, such as the ability on processing the words, understanding the meaning on the text, handling something new, and finding better choice.

Schema is a mental or cognitive structure that can make someone adapt and coordinate to the environment intellectually. The terminology is as same as behaviorism concept; it is "habit" or "response". And, it is also consist of pure cognitive concepts that can create information process actively. It is also useful to direct on several of different schema. Schank and Abelson stated on Freedle's book *New Direction in Discourse Processing Volume II* (1979, p.10) that Schemata as knowledge structures used for understanding what is read. Yet, Nunan stated on his book *Introducing Discourse Analysis* (1993, p.71) that Schema theory suggests that the knowledge we carry around in our head is organized into interrelated patterns.

These constructed from all our previous experiences and they enable us to make predictions about future experience. So, to comprehend the reading text we need two kinds of knowledge, it is linguistic and our previous knowledge or schema or mentality of script film. Next, Carrel explained on his book *Content and Formal Schemata in ESL Reading in TESOL Quarterly Vol. 21 No.3* (1987) about both of schema's categories above that the first category of schema is the knowledge that has owned by the reader to comprehend the reading text, named Content Schemata. It is the knowledge that correlates with the content of the reading. The second category is Formal Schemata, or anything that correlates with the arrangement of formal structure and rhetoric all kind of text.

Anderson et al stated on Alderson and Urquhart's book *Reading in Foreign Language* (1984, p.54) that there are three functions of schema. *First*, schema supplies the main information as the basis to complete the gap on the reading and gives the coherence to interpret through elaboration and information. *Second*, if the reader has different knowledge and assumption with the writer, so the reader will do reinterpretation to the unclear information on the text and tries to synchronize with their own schema, so the reader decides to approve or reject the information. In addition, the information is becoming a part of the schema that has been available before. *The third*, by designing the correlation between the first knowledge on schema with linguistic message the readers can supervise their own comprehension and know whether the information comprehendible or not.

A technique that is going to use by the researcher is SQ3R technique. SQ3R is reading strategy that formed by its sentences or letters. The SQ3R method had developed by Robinson in 1941, to provide students with a systematic approach to study a textbook and assignment. The method capitalizes on the predictable format on most traditional content of textbook (e.g., title, introduction, headings, subheadings, conclusion, etc.). The steps are: (1) Survey, (2) Question, (3) Read, (4) Recite, and (5) Review. SQ3R will help student build a framework to understand their reading assignment. SQ3R is a method for active elaboration of material that you read by doing five steps as mentioned.

There are many factors that affect student's reading comprehension and they are correlated each other, they are internal factor and external factor. Self-motivation and interest are the example of internal factor while reading material and teacher are called as external factor.

Thus, the writer tries to find up and analyze the problem formulation of the research. So, it will be decided as follow:
1. Is there any effect of teaching method toward student's reading comprehension?
2. Is there any effect of student's schema toward student's reading comprehension?
3. Are there any interactive effects of teaching method and student's schema toward student's reading comprehension?

Furthermore, the writer expects that the research will have some benefits to others. By doing the research we can find the information whether is affecting or not between the student's schema and student's reading comprehension especially in English text. The effect will be useful for us to improve the reading comprehension skill for the students. The problems will be answered by the result of the research itself.

Finding and Discussion

The writer tries to reveal some points that affect the reading comprehension through the data that has been calculated. Hopefully, the data will be understandable to be corrected and also have some benefits to the readers. To test the hypothesis of the research which is based on the test creates some steps to research. The first step is the analysis of descriptive by using analytical description based on variables. The second is the test of the terms of the data; they are normality test and homogeneity test. Furthermore, the Analysis of variants of two-ways (Anova) will be used if the data is very suitable to be analyzed.

Here are the summaries of descriptive data based on the analysis of the research:

Table 1. Descriptive data based on the analysis of the research

Student's Schema	Teaching Method (A)		Total
Reading Comprehension	Contextual (A₁)	Conventional (A₂)	
High (B₁)	n = 15	n = 15	n = 30
	X = 88.47	X = 76.53	X = 82.50
	s =8.288	s = 4.719	s =8.986
Low (B₂)	n =15	n = 15	n = 30
	X = 73.40	X =70.73	X =73.93
	s = 6.139	s = 6.519	s = 6.322
Total	n =30	n = 30	n = 60
	X = 82.50	X =72.07	X =77.28
	s =8.986	s =6.368	s = 9.343

The analysis result of participants who use contextual method.
The instrument of the research uses objective test with multiple choices form with 4 optional answer and 30 questions. Thus, the score of the questions are 1 (one) point for each true answer. And score will be 0 (zero) for each wrong answer. Furthermore, the total score will be 100 for all true answers by using formula of ; *(True answer : Total of question x 100 = Total Score)*. There are 30 (thirty) participants who use contextual method. In addition, based on the statistical result that the average score is 80.93 by median 80.00 and 10.491 of standard deviation, and also 110.064 of variants.

Finally, we can conclude based on the data above that the contextual method has higher result score than conventional method.

The analysis result of participants who use conventional method.
The instrument of the research uses objective test with multiple choices form with 4 optional answer and 30 questions. Thus, the score of the questions are 1 (one) point for each true answer. And score will be 0 (zero) for each wrong answer. Furthermore, the total score will be 100 for all true answers by using formula of ; *(True answer : Total of question x 100 = Total Score)*. There are 30 (thirty) participants who use conventional method. In addition, based on the statistical result that the average score is 73.63 by median 76.00 and 6.322 of standard deviation, and also 39.964 of variants.

Finally, we can conclude based on the data above that the conventional method has lower result score than conventional method.

The analysis result of teaching method through contextual method with High result.

The instrument of the research uses objective test with multiple choices form with 4 optional answer and 30 questions. Thus, the score of the questions are 1 (one) point for each true answer. And score will be 0 (zero) for each wrong answer. Furthermore, the total score will be 100 for all true answers by using formula of ; *(True answer : Total of question x 100 = Total Score)*. There are 30 (thirty) participants who get teaching through the contextual method. In addition, based on the statistical result that the average score is 82.50 by median 80.00 and 8.986 of standard deviation, and also 80.741 of variants.

Finally, we can conclude based on the data above that the result of teaching method by contextual method (B_1) has higher result score than conventional method (B_2).

The analysis result of teaching method through conventional method with Low result.

The instrument of the research uses objective test with multiple choices form with 4 optional answer and 30 questions. Thus, the score of the questions are 1 (one) point for each true answer. And score will be 0 (zero) for each wrong answer. Furthermore, the total score will be 100 for all true answers by using formula of ; *(True answer : Total of question x 100 = Total Score)*. There are 30 (thirty) participants who get teaching through the conventional method. In addition, based on the statistical result that the average score is 72.07 by median 73.00 and 6.368 of standard deviation, and also 40.547 of variants.

Finally, we can conclude based on the data above that the result of teaching method by conventional method (B_2) has lower result score than conventional method (B_1).

The analysis result of student's schema through contextual method with High result.

The instrument of the research uses objective test with multiple choices form with 4 optional answer and 30 questions. Thus, the score of the questions are 1 (one) point for each true answer. And score will be 0 (zero) for each wrong answer. Furthermore, the total score will be 100 for all true answers by using formula of ; *(True answer : Total of question x 100 = Total Score)*. There are 30 (thirty) participants who have schema through the contextual method. In addition, based on the statistical result that the average score is 88.47 by median 86.00 and 8.288 of standard deviation, and also 68.695 of variants.

Finally, we can conclude based on the data above that, the result of student's schema by contextual method (A_1B_1) has higher result score than conventional method (A_2B_1).

The analysis result of student's schema through conventional method with Low result.

The instrument of the research uses objective test with multiple choices form with 4 optional answer and 30 questions. Thus, the score of the questions are 1 (one) point for each true answer. And score will be 0 (zero) for each wrong answer. Furthermore, the

total score will be 100 for all true answers by using formula of ; *(True answer : Total of question x 100 = Total Score)*. There are 30 (thirty) participants who have schema through the conventional method. In addition, based on the statistical result that the average score is 73.40 by median 76.00 and 6.139 of standard deviation, and also 37.686 of variants.

Finally, we can conclude based on the data above that, the result of student's schema by conventional method (A_1B_2) has lower result score than contextual method (A_2B_2).

The analysis result of student's schema toward reading comprehension through conventional method.

The instrument of the research uses objective test with multiple choices form with 4 optional answer and 30 questions. Thus, the score of the questions are 1 (one) point for each true answer. And score will be 0 (zero) for each wrong answer. Furthermore, the total score will be 100 for all true answers by using formula of ; *(True answer : Total of question x 100 = Total Score)*. There are 30 (thirty) participants who have schema toward reading comprehension through the conventional method. In addition, based on the statistical result that the average score is 76.53 by median 76.00 and 4.719 of standard deviation, and also 22.267 of variants.

Finally, we can conclude based on the data above that, the result of student's schema toward reading comprehension by conventional method (A_2B_1) has lower result score than contextual method (A_1B_1).

The analysis result of teaching method toward reading comprehension through conventional method.

The instrument of the research uses objective test with multiple choices form with 4 optional answer and 30 questions. Thus, the score of the questions are 1 (one) point for each true answer. And score will be 0 (zero) for each wrong answer. Furthermore, the total score will be 100 for all true answers by using formula of ; *(True answer : Total of question x 100 = Total Score)*. There are 30 (thirty) participants who get teaching toward reading comprehension through the conventional method. In addition, based on the statistical result that the average score is 70.73 by median 73.00 and 6.519 of standard deviation, and also 42.495 of variants.

Finally, we can conclude based on the data above that, the result of teaching method toward reading comprehension by conventional method (A_2B_2) has lower result score than contextual method (A_1B_1).

Conclusions

Furthermore, based on the result of hypothesis test and the analysis result of the data decided some conclusion they are:

There is significant effect of reading comprehension through SQ3R method has got high significant effect than conventional method. We may say that there is the different effect significantly between contextual method and conventional method. Thus, the teaching method by SQ3R has the price of $F_h = 18.683$ higher than $F_t = 3, 15$, by the Mean of score of contextual method is 80.93 higher than the score of Mean of conventional method it is 73.63.

There is significant effect of reading comprehension score through student's schema has high significant score than conventional method. Thus, the student's

schema has the price of $F_h = 38.163$ higher than $F_t = 3,15$, by the Mean of score of contextual method is 82.50 higher than the score of Mean of conventional method it is 72.07.

There are significant effects of reading comprehension score through contextual teaching method (SQ3R) and student's schema than conventional method. We may say that there is the different effect significantly between contextual method and conventional method.

Therefore, the researcher found the result of the research that there is significant effect between contextual method and conventional method. The students mostly have high score when the contextual method is really implemented to them. On the other hand, it is specifically found that the score of reading comprehension will be higher when the contextual method (SQ3R) and student's schema are absolutely implemented in a very good way. Thus, we can conclude that there is significant effect of reading comprehension through contextual teaching method (SQ3R) and Student's schema. Therefore, the contextual method has high different effect on learning process especially to reading comprehension. Furthermore, contextual method has further different significantly on teaching and learning process.

References

Brown's, H. Douglas. (2007), *Teaching by Principles an Interactive Approach to Language Pedagogy,* Pearson Education ESL, Third Edition.

Dardjowidjojo, Soenjono. (2008), *Psikolinguistik,* Yayasan Obor Indonesia, Jakarta.

Freedle, RO. (1979), *New Direction in Discourse Processing Volume II,* Ablex, Norwood.

Grellet, F. (1981), *Developing Reading Skills: A practical Guide to Reading Comprehension Exercise,* Cambride University Press, New York.

Harmer, J. (1991), *The Practice of English Language Teaching*, Oxford University, Fourth Edition.

Nunan, D. (1993), *Introducing Discourse Analysis,* Penguin, Harmondsworth.

Robinson. (1941), *The grandfather of study strategies,* on Lipson and Wixson.

Urquhart, A.H. (1984), *Reading in Foreign Language*, Longman Group Limited.