ABSTRACT

Cahandrajati, Andri Budi. *"A Study on the Effect of Linguistic and Content Schemata on Comprehending A Technical and Scientific Text in EFL Reading".* A Thesis Submitted as Partial Fulfillment of the Requirement for the Sarjana Degree of the English Department Faculty of Letters Airlangga University, 2002.

This study attempts to know which schemata, linguistic or content schemata have greater influence on comprehending scientific texts in EFL reading. Actually there are three kinds of schemata, which are linguistic schemata, content schemata, and formal schemata. Here, the writer limited the research only to content and linguistic schemata since the writer aims .to know the effect of those types of schemata on comprehending scientific text in EFL reading. Therefore, in order to limit the effect of formal schemata, the text is arranged in the same rhetorical organization.

There are two groups of respondents in this study. The first group is from the English Department who are assumed to have good linguistic schemata but poor content schemata. The second group is from Management of Finance Department who are assumed to have good content schemata but poor linguistic schemata. In collecting the data, the writer gave both groups of respondents a reading test. Then, the writer asked them to do the multiple choice questions and written recall protocol. In analyzing the data, the writer classified the data based on its group. After scoring the data, the writer compared the two groups using mean differential test and then tested the hypothesis. Afterwards, the writer explained the finding using schema theory in reading comprehension.

The result of this study shows that content schemata have greater influence on comprehending technical and scientific text than linguistic schemata do. A reasonable explanation of this case is that background knowledge becomes an important variable since it may be able to compensate the syntactic weakness. Thus, the interest and background knowledge will enable the reader to comprehend the reading at a reasonable rate and keep him interacting with it in spite of its syntactic weakness.

CHAPTER I

INTRODUCTION