

## CHAPTER II

### GENERAL DESCRIPTION OF THE OBJECT OF THE STUDY

#### 2.1. The Definition of Reading Comprehension

Reading, according to Goodman, is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought. (Goodman, cited in Carell, 1988 : 12).

McNeil stated that reading comprehension is a process of making sense out of text. Viewed from an interaction perspective, it is a process of acquiring information from context and combining disparate elements into a new whole. He also stated that there are four assumptions underlying the process; they are:

1. What students already know affects what they will learn from reading. The reader's prior knowledge interacts with the text to create psychological meaning. Background knowledge determines the interpretations made from text.

2. Both *concept-driven* and *data-driven* processes are necessary in comprehending text. A concept-driven process is a “top-down” strategy in which the reader’s goals and expectations determine what is read. In contrast, data-driven process occurs when the reader attends to the text and then searches for structures (schemata) in which to fit the incoming information.
3. The deeper a person processes a text, the more he or she will remember and understand it.
4. The context in which reading occurs influences what will be recalled. Important text elements are more likely to be learned and remembered than the less important ones. The reading context, including the reader’s purpose and perspective, affects the reader’s judgment about the importance of text elements as they are encountered (McNeil, 1992 : 16-18).

Different with the others, Heilman, Blair and Rupley Came with a floating idea of reading. To them, reading is one of the basic communicative skills, but it is a very complex process. They said that it is difficult to arrive at a precise definition of the reading process (Heilman, Blair and Rupley, 1981 : 2).

Yet, according to William Grabe, reading process is not simply a matter of extracting information from the text. Rather it is one in which the reading activates a range of knowledge in the reader's mind that he or she uses, and that in turn, may be refined and extended by the new information supplied by the text. Reading is thus viewed as a kind of dialogue between the reader and the text (Grabe, cited in Carell, 1988 : 56)

## **2.2. The Description of Schemata**

The term "schemata" were introduced firstly by Bartlett in 1932. He pointed out in his classical book *Remembering* (1932 : 201) that "schema" (the singular form of schemata) refers to "an active organization of past reaction, or past experience". The term "active" here was intended to emphasized what he saw as the constructive character of remembering, which he contrasted with a passive retrieve of "fixed and lifeless" memories (Anderson and Pierson, cited in Carell, 1988 : 39).

Bartlett also explained that information carried in stories is rearranged in the memories of readers or listeners to fit in with their expectations (Swales, 1990 : 83).

Not different with what Bartlett meant, schemata according to McNeil are the reader's concepts, beliefs, expectations, processes-virtually everything from past experiences that are used in making sense of things

and actions (McNeil, 1992 : 19). McNeil also stated that schemata serve several functions:

1. They are the slots for assimilating additional information. By using a schema for *desert*, it is easy to augment the familiar *ice cream* and *cake* with the new instance *flan*.
2. They help the reader to see what is important. A schema for reading word problems tells us how to decide which operations to use in finding the answer.
3. They permit inferential elaboration. With a sport schema, we can mentally differentiate the size of the balls in sentences such as *the golfer hits the ball* and *the batter hits the ball*.
4. They aid in summarizing by helping the reader to separate important from less important ideas. Schemata represent knowledge at all levels of abstraction—from major truths to the meaning of particular words. High-level schemata tend to be the more important ones. Readers with a schema for fable would in their summary of a fable give the moral more weight than any particular character, action, or event.
5. They aid in memory. It is our *interpretation* of what we read that is stored in memory. Hence, it is the interpretation rather than the text itself that we will recall. Our schema influences

the interpretation in the first place and also helps us to recall what we have stored from our reading (ibid : 20-21).

### **2.3. The Description of SMU Negeri V Surabaya**

The description of SMU Negeri V Surabaya here includes the history, the activities and achievements of SMU Negeri V Surabaya.

#### **2.3.1. History of SMU Negeri V Surabaya**

SMU Negeri V Surabaya was established on October 18, 1957. At the beginning, the name of the school was not SMU Negeri V Surabaya, but SMA B Negeri V Surabaya. It was actually the division of SMA B Negeri II; a public school that was well-known at that time.

The East Java Department of Education and Culture observed that the development of SMA B Negeri II in the progress needed an action. For that reason, the school was divided into two schools: SMA B Negeri II Surabaya itself and the other one was named SMA B Negeri V Surabaya. The attempt was meant to keep the efficiency and the prestige of both schools increase.

At that time, there were only three or four classes for each grade. Each class consisted of not more than 36 students. For the past few years, SMU Negeri V has been growing so fast that it has 28 classes in



which there are nine classes of first and second grade and ten classes of third grade.

The first headmaster chosen to manage the school was Mr. Ibnoe Darmawan. He became the first headmaster from 1957 to 1966, then Mr. Drs. Soepeno took the position until the year of 1978. Mr. Drs Soepeno then was replaced by Mr. Aries Moenandar.

After being a headmaster for five years, Mr. Aries Moenandar was replaced by Mr. Soehartoyo in 1983. Before his period, the address of SMU Negeri V Surabaya was on Jalan Wijaya Kusuma 48, following the address of SMU Negeri II Surabaya. Yet, when Mr. Soehartoyo became the headmaster, SMU Negeri V Surabaya was officially established on its on address on Jalan Kusuma Bangsa 2, Surabaya. Now, the headmaster in charge is Mr. H. Abdul Mukti, S.Pd.

### **2.3.2. Activities and Achievements of SMU Negeri V Surabaya**

SMU Negeri V is a school which is well-known for its various activities and a lot of achievements. Many extra-curricular activities can be joined, such as sports club, PMI ( Palang Merah Indonesia ), PETA ( Pecinta Alam ), Pramuka, KIR ( Karya Ilmiah Remaja )

religion-based activities such as SKI ( Seksi Kerohanian Islam ) and SKK ( Seksi Kerohanian Kristen ), etc.

There are also some yearly events besides those extra-curricular activities. S2EC is one of those events. It stands for Smula Science and English Computer; it is a merge between two previous events named LMF ( Lomba Matematika dan Fisika ) and SeComp ( Smula English Computer ). This event is actually a competition held by SMU Negeri V Surabaya for the students of East Java junior high schools. The aims of conducting the event are to measure the achievement of East Java junior high schools and to introduce more about SMU Negeri V as the first class public high school.

Other activities can be found are PENA ( Pekan Pengenalan Alam ), PHPRI ( Panitia Hari Peringatan Republik Indonesia ), MC3 ( Malam Cipta Citra Cita ), Smula Cup, LDKS ( Latihan Dasar Kepemimpinan Siswa ), PTB ( Paket Tahun Baru ), Bakti Sosial, Class Meeting, and MPDK ( Malam Perpisahan dan Keakraban ).

There are also many achievements reached in some English competitions especially in reading contest. For example, in the year of 2000 and 2001 they won the first position for a reading contest conducted by Phibeta and Airlangga University.

## **CHAPTER III**

# **PRESENTATION OF DATA AND DATA ANALYSIS**