THE CORRELATION BETWEEN CONTENT SCHEMATA AND READING COMPREHENSION OF ENGLISH DEPARTMENT STUDENTS

A THESIS

In Partial Fulfillment of the Requirements for

The Sarjana Pendidikan Degree

In Teaching English as a Foreign Language

By:

Felicia Budianthi Santoso

1213014004

ENGLISH DEPARTMENT

FACULTY OF TEACHING TRAINING AND EDUCATION

WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA

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APPROVAL SHEET

(1)

This thesis entitled **The Correlation between Content Schemata and Reading Comprehension of English Department Students** conducted and submitted by **Felicia Budianthi Santoso** has been approved and accepted as a partial fulfillment of the requirement for *Sarjana Pendidikan* Degree in English Language in Faculty of Teacher Training and Education by the following advisor:

Dr. Bartolomeus Budiyono, M.Pd.

Thesis Advisor

APPROVAL SHEET

(2)

The thesis has been written and submitted by Felicia Budianthi Santoso (1213014004) for acquiring Sarjana Pendidikan Degree in English Language in Faculty of Teacher Training and Education by the following board of Examiners on oral exam with the grade of _____ on January 31st, 2019.

Dr. Ignatius Harjanto, M.Pd.

Chairperson

Drs. B. Himawan Setyo W., M.Hum.

Secretary

Dr. Bartolomeus Budiyono, M.Pd.

Member

Dr. V. Luluk Prijambodo, M.Pd.

Dean of the Faculty of
Teacher Training and Education

Hadi Sutrisno Winarlim, S.Pd., M.Sc.

Head of the English Education
Study Program

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SURAT PERNYATAAN

Bersama ini saya:
Nama : Felicia Budianthi Santoso
Nomor Pokok : 121301 4004
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan Unika Widya Mandala Surabaya

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Nomor Pokok	:	1213014004
Program Studi Pendidikan	:	Bahasa Inggris
Jurusan	:	Pendidikan Bahasa dan Seni
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NRP. 1213014004

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The writer

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Abstract

Santoso, Felicia Budianthi. 2019. "*The Correlation Between Content Schemata and Reading Comprehension of English Department Students*". S-1 Thesis. English Faculty of Teacher Training and Education. Widya Mandala Catholic University, Surabaya.

Keywords: *correlation, content schemata, reading comprehension.*

English is widely used around the world to communicate whether it is spoken or written. In Indonesia, English is still known as a foreign language. In order to master English language, students have to master four skills and three language components. The four language skills are listening, reading, speaking, and writing. One of those important skills is reading. There are some factors must be concerned by a teacher as the students are doing reading test. If students are not familiar with the topic or they don't have the background knowledge, it will be harder for them to comprehend the text. In addition, the purpose of this study is to find out whether there is a positive correlation between content schemata and reading comprehension of English Department students or not. In this study, the writer used quantitative approach. The method used in this study was correlation methodology which has relation between two variables. The instrument used were questionnaire and reading comprehension test. After giving the test and questionnaire to the subjects, the writer calculated the mean of each score and correlated it using Pearson Product Moment formula. Based on this analysis, it is known that the correlation between content schemata and reading comprehension is 0,71 which means that Null hypothesis (H0) is rejected and Alternative hypothesis (H1) is accepted. As a result, it can be concluded that there is a positive, strong correlation between content schemata and reading comprehension. The result showed that the more background knowledge the students own and the more familiar the text is for the students, the higher reading comprehension result or scores they could earn.