

THE CORRELATION BETWEEN STUDENTS' SCHEMATA AND THEIR SPEAKING ABILITY

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Abstract: The objective of this research was to find out the correlation between students' schemata and their speaking ability. The population of this research was the second grade of SMA Negeri 1 Kotagajah consisting of 8 classes. The sample was XI Science 3 numbering of 26 students was chosen based random sampling technique. In collecting the data, the researcher used multiple choices test covering content schemata, formal schemata, and linguistic schemata test and the speaking test was done in form of transactional conversation. The data were analyzed by using the statistical formula of Pearson Product Moment and SPSS 17. The result of the analyses showed that the coefficient correlation between students' content schemata and their speaking ability was 0.43, between students' formal schemata and their speaking ability was 0.46, between students' linguistic schemata and their speaking ability was 0.91 and between the whole schemata and students' speaking ability was 0.81. It can be conclude that there are positive significant correlation between students schemata and their speaking ability.

Keywords: *Correlation, Content Schemata, Formal schemata, Linguistic*

Schemata, Speaking Ability and Students' Schemata.

KORELASI ANTARA SCHEMATA SISWA DAN KEMAMPUAN BICARA SISWA

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Abstrak: Tujuan penelitian ini adalah untuk mengetahui hubungan antara *schemata* siswa dan kemampuan bicara. Populasi dalam penelitian ini adalah siswa kelas 2 SMA Negeri 1 Kotagajah yang terdiri dari 8 kelas. Sampel penelitian ini adalah siswa kelas XI IPA 3 terdiri dari 26 siswa yang dipilih dengan secara acak. Dalam mengumpulkan data, peneliti menggunakan test pilihan ganda meliputi *content schemata*, *formal schemata*, *linguistic schemata* dan test berbicara di lakukan dalam percakapan transaksional dengan tema *Hari Kemerdekaan Indonesia*. Data dianalisis dengan menggunakan rumus *Pearson Product Moment* dan *SPSS 17*. Hasil dari analisis menunjukkan bahwa koefisien korelasi antara *content schemata* dan kemampuan berbicara siswa adalah 0.43, antara *formal schemata* dan kemampuan bicara siswa adalah 0.46, antara *linguistic schemata* dan kemampuan bicara siswa adalah 0.91, dan antara seluruh *schemata* dan kemampuan bicara siswa adalah 0.81. Dapat disimpulkan bahwa ada hubungan positif signifikan antara *lschemata* siswa dan kemampuan berbicara mereka.

Kata Kunci: *Content Schemata, Formal Schemata, Kemampuan Berbicara Siswa Korelasi, Linguistic Schemata dan Schemata Siswa,*

INTRODUCTION

Schemata are plan or generic concept about things, events and knowledge about world that is store in mind. Every people have their own schemata that is got from past experience, the existing knowledge enable people to understand everything because they have concept store in mind. Furthermore, Schema is used to store and process an information or knowledge and conceptual understanding in our mind. It is in line with Widdowson (1983: 54) who states that schema concerns of how we organize information to long term memory. In other hand, schema represents the knowledge, information and the conceptual understanding to be interpreted and mastered. Briggs (1970) states that skill of schema includes in writing, listening, writing and talking.

Schema is a framework or plan which is store in mind. Schema is used to prepare what students need to say, what kind of information to be given to their friend. In speaking skill, students always do planning or preparation or rehearsals before perform their speaking .It is in line with Harmer (2007) states that planning and rehearsal has great value for speaking success. Students will perform much better if they have the chance to think about what they are going to say and how to say it. It can be said that when students prepare their speaking they use their schemata of past experience to provide and explore a lot of information to be delivered.

For example, when Wilson was trying to use German while living in Austria, he found out something that most speakers of foreign languages know. If he was to go into a restaurant and order something, it was much better if he spent some time outside the restaurant, reading the menu and then rehearsing (in his head) what he

was going to say. Then when he went in and placed his order, he did it fluently and without panic (Wilson 2005 as quoted in Harmer 2007).

There are many considerations in mastering speaking skill, one of them is students' schemata. Students have some problems in delivering their idea in speaking class, one of their problems is caused by their language proficiency and background knowledge that they have to deliver the topic being discussed. In order to have good ability in speaking English, the students should have the schemata to convey what they talk. In short, schemata have a role in organizing pattern of thought, so that students have enough preparation in their mind to be spoken. Speaking is an oral production in which a speaker utters the spoken message to the listener and the listener receives the information from the speaker. This is in line with Byrne (1984: 8) who mentions that speaking or oral communication is a two way process between speaker and listener and involves the productive skills and the receptive skill of understanding. Therefore, there are two processes in speaking, the process of giving information and receiving the information.

The types of schemata for speaking skill is adapted from Carrell's theory in (Zhao and Zhu, 2012: 2-3) who states that there are three kinds of schemata, namely, content schemata, formal schemata and linguistic schemata. Content schemata refer to the background knowledge of content area of the topic talks about or the knowledge of the world. They include the topic familiarity and previous experience with a field. Students will easily deliver the idea about the content of the topic given if they have previous knowledge of that topic. They also

have a lot of information to be informed to the listener. The existing previous knowledge will enable students to deliver the information fits to the topic given. In short, content schemata are the knowledge, message and information about the topic given which include topic familiarity and previous experience. For example; knowledge about Physics, Indonesia's history and story of Malin Kundang.

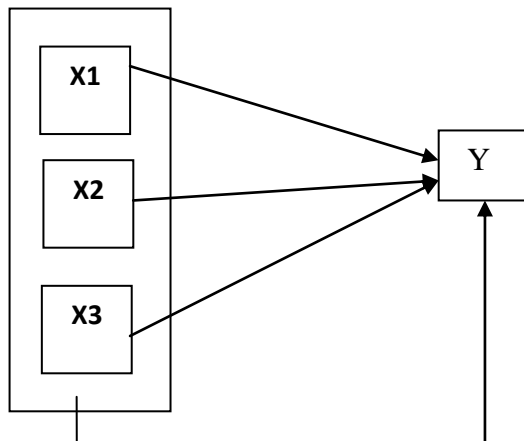
Then Formal schemata are background knowledge of organizational pattern of different types of texts (i.e. narration, argumentation, exposition, and recount) has its own conventional structure, which presents a schema of ways speaker include all necessary information in the topic given. By having formal schemata, students can arrange their ideas in logical ways.

Linguistic schemata refer to students' existing language proficiency in vocabulary and grammar. Linguistic knowledge plays an essential part in productive skill. It affects students' fluency in speaking. Students who have a lot of vocabulary will speak without too much effort. While grammar helps students to construct the correct sentences in conversation. In conclusion, the more students have linguistic schemata, the more fluency they have in speaking.

Based on the theory and explanations above schemata is also used in speaking ability, people may not speak without having idea or content, because speaking relate toward the existing thing. The researcher curious to know whether there are also correlation between schemata and speaking ability. It primarily study examines schemata and speaking, because during this year schemata is only learnt for reading.

METHOD

This research is co-relational study. In this research the researcher uses Ex Post Facto design because the researcher wanted to investigate whether schemata have positive significant correlation with students' speaking ability. Hatch and Farhady (1982: 26) states that Ex Post Facto design is often used when the researcher had control over the selection and manipulation of the independent variable. In this research, there was no control group and no treatment to the subject. In doing this research, the data is taken by having a content schemata test (X_1), formal schemata test (X_2), linguistic schemata test (X_3), and a speaking test (Y) to the sample.



The research was conducted at SMA N 1 Kotagajah Lampung Tengah and the population was the second year students. The sample was XI IPA 3 consists of 30 students but there were only 26 students involved in the research. At SMA N 1 Kotagajah, there are eight classes at second grade and the researcher chose one class as the sample which was chosen by probability sampling. Probability sampling enables every individual of the population has the same opportunity to be chosen as the sample.

The data of the research is focused on students' schemata and speaking ability. There were two instruments to collect the data in this research; they were students' schemata tests and speaking test. These tests were conducted to get the data about the students' schemata and their speaking ability. The schemata test was in the form of multiple choice tests that consists of 15 items for each type of schema. The speaking test was administrated in transactional conversation focused on accuracy, fluency and comprehensibility. In transactional conversation, students would have same schemata toward the topic given. The researcher used recorder to gain all the data about students' speaking test. After that, she transcribed the data gain.

RESULT AND DISCUSSION

The result showed that the coefficient correlation between content schemata and speaking score was 0.430 at significant level of 0.05, between students' formal schemata and speaking ability were 0.463 at significant level of 0.05. The value showed that content and formal schemata had moderate correlation to speaking ability. Then the correlation between students' linguistic schemata and their speaking ability was 0.91 at significant level of 0.01. It showed that linguistic schemata had very high correlation to students speaking ability. The positive sign exemplify that schemata have positive correlation to speaking ability. The more schemata, the more speaking ability they have. So, it can be said that there were positive significant correlation between students' schemata and their speaking ability. Therefore, the null hypothesis was rejected and the research hypothesis was accepted.

Schema is used to store and process an information or knowledge and conceptual understanding in our mind. It is line with Widdowson (1983:54) states that schema concerns of how we organize information to long term memory. It can be said, schema represents the knowledge and information to be interpreted and mastered. It can be inferred that schema is a background knowledge that is used by every people in order communicate with other people. No communication will run well if people do not have background knowledge of certain topic.

In this research, the researcher found some points. First, students are able to speak because they have content schemata about things and events. The knowledge about that is used to deliver the message or information that they know to other people. In reading ability, content schemata are used to comprehend the text. The more they have content schemata, the more information they can get from the text. it is supported by Carrels in Kang (1987) states that in the ESL reading classroom, content is primary importance. Reading is easiest when content is familiar and that reading is most difficult when contain are difficult. It is also relevance with speaking skill students who have more content schemata is able to deliver their ideas easily. It showed that content schemata affect students speaking ability especially in fluency. Students who have good content schemata were able to deliver their conversation fit to the topic given.

It means that the more content schemata the students have, the more fluent they can speak. Not only that, the conversations also run effectively because the students have the same schemata about the topic given so there is no misunderstanding between the students. The conversations run easily because the

students familiar to the topic given. In contrast, students who do not have adequate content schemata to the topic given speak very little. They can not tell the information about Indonesia Independence Day. They can speak but they can not tell a lot of information in the conversation. It is in line with previous research related to reading skill by Al Salmi (2011) who states that readers remembered the most when the content was familiar to them while unfamiliar content may cause more difficulties in correct comprehension.

Second, the researcher found that students' formal schemata enable students to present all necessary information in the topic given, inform their information in correct and logical order without missing information. So the listeners easily understand the message they inform. Beside that students also able to arrange their ideas or the ideas between other ideas interrelated. It is in line with the previous research in reading ability by Peregoy and Boyle (2000) stated that text structure knowledge or formal schemata enhance comprehension by helping readers to anticipate and predict the direction of a plot or argument, thereby facilitating attention to the larger meaning of the text. So, students who have formal schemata will able deliver their argument in a correct order because they know the order of the idea that they should delivered.

Third, the researcher also found that students with more linguistic schemata perform the speaking better than students who have less linguistic schemata. The previous research in reading ability, Al Salmi (2011) proposes as the basis of comprehension, language knowledge plays an important role on understanding text, especially for language knowledge, no reading strategy or skills can function

effectively. Therefore, the more language schemata readers have in their mind, the more information readers may acquire from the text. It is in line with the researcher finding relate to speaking ability. It is proved by their fluency in speaking, students who have more linguistic schemata can convey the conversation easily with out too much effort in producing the word. Beside that they also used appropriate word in delivering the message so the listeners understand what they speak. Meanwhile, students who have less linguistic schemata perform their speaking not fluently. They often stop in the middle, repeat the word, and sometimes using inappropriate word. They also produce incorrect sentences so they fail to produce a meaningful sound. In contrast, students who have less linguistic schemata needed much effort to remember what they should talk, they also often stopped in the middle of sentence and repeat the same words. It caused they can not speak fluently to share their ideas.

This finding support previous research by Syakur (1987:3) states that one can not effectively or express their ideas both in oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication. Then, Syakur states that grammar is needed for students to arrange a correct sentence in conversation. This utility of grammar is also to learn to the correct way to gain expertise in language in oral and written form. Although grammar is important in speaking ability, but most of the students still use incorrect grammar. The students always used present tense instead of past tense. The students should used past tense because they told about past event but they forgot to use past tense.

Fourth, the researcher found those students' content schemata, formal schemata, linguistic schemata correlate to students speaking ability. The previous research in reading ability by Anderson and Pearson (1984) propose that reader's understanding can be improved when a schema provides a kind of background, which is interpretable and assists learners interpret data, retrieve information from memory and determine goals and sub goals. It is in line with the researcher finding relates to speaking ability that the whole schemata really help students produce their speaking, without knowledge of things and events, about how the idea is organized in good arrangement idea, grammar and vocabulary the students may not have schema on the topic given.

The last, the researcher finds that linguistic schemata is closely correlate to students' speaking ability. The coefficient correlation between students' linguistic schemata is 0.91. Linguistic schemata which involve grammar and vocabulary play the most important rule in speaking ability. Students' who have high language proficiency have better performance in speaking ability. This finding support previous theory in speaking ability about grammar and vocabulary. Syakur (1987:3) states that grammar is needed for students' to arrange a correct sentence in conversation. The correct sentence will produce a meaningful sound. Furthermore, vocabulary is used to communicate effectively or express their ideas both in oral and written form. So vocabulary means the appropriate diction which is used in communication.

CONCLUSIONS AND SUGGESTIONS

Based on the data analyzed and the discussion of finding, the researcher draws conclusion, as follows:

First, there is a positive significant correlation between students' content schemata and their speaking ability. The coefficient correlation between students' content schemata and their speaking ability is 0.430 which is categorized as moderate correlation.. Second, there is a positive significant correlation between students' formal schemata and their speaking ability. The coefficient correlation between students' formal schemata and their speaking ability is found moderate with index correlation 0.463. Third, there is a positive significant correlation between students' linguistic schemata and their speaking ability. The coefficient correlation between students' schemata and their speaking ability is found to be very high with index correlation 0.910. It means that students' linguistic schemata have very high correlation to their speaking ability.

2. There are positive significant correlation between students' content schemata, formal schemata, linguistic schemata and their speaking ability. The coefficient correlation is 0.81 which is categorized to be very high correlation.

3. Linguistic schemata is closely correlate to students speaking ability with index correlation 0.91. It is caused by linguistic schemata play an important rule in students' fluency.

Regarding the conclusion stated previously, the researcher would like to propose several suggestions, as follows:

1. The English teacher should give more attention to students' linguistic schemata by giving more practice on grammar and vocabulary, teacher should also build students content schemata before they deliver their speaking so they can speak fluently, and the last, the teacher also give attention to students formal schemata by train them to deliver their information in right order.
2. The students should be able to prepare the idea, apply right order of information, and use appropriate vocabulary and grammar before they perform their speaking.
3. As this research is mainly based on speaking, further research should on correlation between schemata and different skill in order to determine if schemata is also needed by other skill.

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