

## **ASSISTING THE STUDENTS MASTERING LITERARY TEXT COMPREHENSION THROUGH SCHEMATA**

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**Abstract.** *Reading comprehension presents one of the ways of getting some information and the information that readers read differs one from another. Understanding different information is influenced by reader's previous knowledge: the more previous knowledge readers have, the better they understand the text read. Considering that there are different texts genres, the texts within one genres are designed in a manner that each of them has their own writing style. As an assistance to memorize the facts related on the reading comprehension and to understand what is read, and when it is about all texts genres, the schemata technique is used. Some researchers states that in the readers' memory there is predictable structure of knowledge which can be taken as a base that the readers, using these structures in reading, understand all texts genres easily. For improving students' abilities to master the literature texts, especially the prose and poetic texts, the schemata technique is applied in this research. In the preliminary study, it is determined that the student's achievements in mastering the prose texts were below the set criteria of the success, and that students were less motivated to learn, too. Students achieved an average of 70.20 points, while the criteria of the success set by the Sekolah Tinggi Bahasa Asing Malang (STIBA) Academy were 75.00. After applying the schemata technique, students achieved an average of 85.85 points in the prose course and were more motivated to learn. In the preliminary study, in the poetry course, students achieved an average of 66.05 points, and the motivation to learn was low. After applying the schemata technique, students achieved an average of 84.15 points, and the motivation to learn increased. Based on the obtained results, it can be concluded that the application of the schemata technique affects the improvement of students' abilities to understand literary texts, especially prose and poetry, as well as their motivation to study these contents.*

**Key words:** *Schemata technique, pervious knowledge, prose, poetry, literary text*

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## 1. INTRODUCTION

Reading comprehension in English classrooms has undergone much advancement in terms of research and practices of teaching. This is due to the fact that the reading and comprehension of texts have been admitted as a very complex activity which is highly valued in industrialized societies in this globalization era. Throughout their biggest part of their lives, people encounter many kinds of texts which need to be glanced at, skimmed, carefully read or deeply interpreted. In order to be able to carry out these actions successfully, people get access to new and often valuable information about their environment, present and past events, facts, opinions and emotions. This information will probably influence their lives and give them a kind of advantage over those lacking this ability.

However, given the fact that there are so many different types of texts, it is unlikely to think that every text is mentally processed in the same way. A news story in a daily newspaper, for instance, is absolutely read to acquire information about real-world events, while a literary text may be read for entirely different purposes such as for aesthetic pleasure.

In formal language classrooms, this awareness of the possible mental processing has led to the dichotomy between literature and language classrooms. That is to say that one should not try to use literary text for language teaching since it may cause a lot of problems due to the uniqueness of literary discourse. However, there has been an increasing amount of research on the use of the so-called authentic literary texts in language classrooms. It has been widely discussed that, using authentic literary texts and encouraging students to join literary discussions, can enhance their language development (Carter & McRae, 1996).

To some extent, this indicates that very few researchers (Donato & Brooks, 2004; Mantero, 2002) have been concerned with the mediational role of literary texts in language classrooms. In fact, most of the studies investigated ways to incorporate the academic disciplines into a language and literature discipline, while there are many more commonalities between these two fields than differences. According to Burnett and Fonder-Solano (2002), the disconnections between language and literature are not more than imaginations and misconceptions of the scholars trained separately in those academic fields. Therefore, this research is primarily based on the assumption that, the literature perspective leading to reader response theory and schema theory and the language perspective which emphasizes the sociocultural perspective, are important theoretical backgrounds that support the use of authentic literary texts in the second/foreign language classrooms.

**First**, the schema theory suggests that readers construct meaning from a text with the help of their background knowledge. Thus, comprehending a text is an interactive process between the readers' knowledge (schemata) and text. Cook (1994) distinguished the schemata into: language schemata, textual schemata and World schemata. However, scholars put too much emphasis on the refreshment of schemata leading to defamiliarization, while ignoring the fact that in turn, the defamiliarization causes readers to create new schemata in order to adjust to the material in the text. This process is guided by "affect" (according to Miall, 1989), which is defined as subjective feeling of emotions and feelings which including little or no cognitive content but which operate immediately as judgments, preferences, and the like.

**Second**, the reader response theory rejects the notion that readers need to be given expository texts so that the vocabulary, structure, and the content of the text can be appropriated by the learners. This means that, using these texts helps narrow down numerous possible meanings for mental processing or, in other words, the use of expository texts tend to limit readers' use of schemata. Iser (1981) proposed that reading an authentic literary text

can “open up an increasing number of possibilities, so that the combination of schemata entails selective decisions on the part of the reader”.

**Third**, Bakhtin’s sociocultural theory suggest that learning a language is associated with being exposed to a variety of speech genres, not learning lexical, syntactic and morphological functions of the language (1986). Further, he also says that “text is the stimulus and map of language acquisition” where learners create their own understandings of a language through a text. This means that all genres of authentic literary texts are supposed to be applicable in language classrooms. One does not necessarily limit to narrative form, but poetry as well as drama may be used as authentic texts.

Concerning with the fact found by the researcher above, the main goal of this research was, how to help students of foreign languages college to improve their capability in mastering literary text comprehension in subjects such as prose, poetry and drama.

The research was conducted in Sekolah Tinggi Bahasa Asing Malang (STIBA MALANG) college of foreign languages specified for the study of literature. In addition, that college is also completed with skill and linguistic courses which all involve the reading power. Because a large number of students had difficulty understanding prose and poetry texts, this research was only focused and limited on this literature courses.

There are some reasons why prose is hard to understand:

- Prose is the product of fiction and non-fiction story. To those who read prose, without life experience or previous knowledge, it is difficult to understand it.
- Prose is written in such a way that it sends messages to the reader that he can use in real life. In order to understand them, it is necessary for the reader to have many references of life and experience as well.

Poetry is also hard to understand, since it is written typically for expressing something special in an artistic way. The language of poetry tends to be more expressive or decorated, with comparisons, rhyme, and rhythm contributing to a different sound, feel and meaning in addition. Figurative speech used in poetry is also hard to understand directly without relating the style of poet in writing the poetry.

The application of shemata technique in working with students should help them in all activities related to reading comprehension, especially those related to understanding the content that contains philosophical ideas and hidden messages. This paper deals with this problem.

## 2. METHOD

The method used in this research is action research. Kurt Lewin (2008) states that action research is a plan to improve teaching and learning program which cover, reconnaissance or preliminary study, planning, acting, observing and reflecting. In addition, Stringer (2008, p. 1) states that action research is an applicable approach for the teaching and learning process and it is beneficial for teachers to make better their teaching and students’ learning. Kemmis and Taggart (1988, p. 14), states that action research is a spiral form, first cycle to next cycle to get perfect results. This action research was begun by preliminary study. The researchers met 2 different lecturers; prose lecturer and poetry lecturer of STIBA Malang (Colleges of Foreign Languages located in Malang each Java Indonesia) fifth semester students, and interviewed them concerning with:

- the method used by the lecturers of prose and poetry,
- student responds in the classes while having class of prose and poetry,
- students' capability in reading prose and poetry and to the student scores.

The next preliminary study was concerned with the students. The researchers interviewed the students concerning the prose and poetry course and their mood of study in learning prose and poetry.

After getting information completely, the researchers observed the two classes in 4 meetings each. The observation done by the researchers was to see directly the students' capability to understand the text of prose and poetry given by the lecturers.

After the preliminary study was over, the researchers got the description problems experienced by the students in reading prose and poetry clearly. The researchers began planning to solve the problem of the students. The planning covered preparing the teaching method, designing lesson plans and choosing material going to be used in the classes.

With the finishing of planning, the next step was acting. The acting for prose ran for 3 meeting, 2 meeting for prosed activity and with test as last activity. Both classes applied the schemata. The teaching process covered three stages; pre-teaching, while-teaching and post-teaching.

The **pre-teaching** stage was begun by introducing the topic. In this stage the teachers used the novel entitled *Jane Eyre*. The reason for choosing that novel for one of the schemata models is that:

- the novel is famous for those who take the literature department and in that manner could calling students previous knowledge and
- the number of pages is not too many or too thick.

Since schema is defined as "A conventional knowledge structure that exists in our memory" (Yule, 2010), due to that understanding, the lecturer began asking the students about the exposition of the novel plot such as asking about the setting. For example; where Jane Eyre lived, what school she went to and where she was born. The next questions were about characters such as Jane Eyre father, mother, aunt and teacher. After the students got a description of exposition, the schemata model moved to recall the students' memory about the complication. The researchers asked them about what is meant by the protagonist, antagonist, and kinds of conflict and characterization of the main character. The last schemata model was asking them about the rising, falling and denouement. This model of schemata is called textual schemata.

Language schemata and word schemata were also discussed in pre-teaching. For the word schemata, the lecturer asked and discussed the difficult vocabularies encountered by the student and for the language schemata, the researchers asked and discussed language use they did not understand. In addition, the lecturer also paid attention to the student's responses while giving questions to raise the students 'previous knowledge'. As the action research is focused more on the process of student improvement that's why every step in this research was carefully planned.

In a **while-teaching**, the researchers asked the students to read a complete novel of Jane Eyre. As the novel pages are 608, the students were given two days to read it before being given exercise to answer the questions dealing with the plot of the novel. On the third meeting or day three, the class was begun with the simple schemata. The lecturer only reminded or reviewed the novel plot. After that, the researchers asked the students to fill the story map which is, according to Wright (2014) a new medium for sharing not only data, but also photos, videos, sounds, and maps, as a way to tell a specific and compelling story by way of that

content. Concerning teaching and learning, it can be interpreted that the readers of the novel may map the story through the story plot such as writing down what they have read.

The researchers used a model of story map as follows.

The students were asked to fill the following questions:

- 1) **Beginning:** a) Who is the main character? b) Where does the story take place? c) When does the story happen?
- 2) **Middle:** a) What is the problem? b) How are the characters trying to solve it?
- 3) **End:** a) How is the problem finally solved? b) What did the main character find out about herself/himself?, c) Is it happy ending or sad ending story?

After all students answered the question, the researchers asked the students to present the results of story map one by one, the researchers controlled them and evaluated the results. The evaluation comprehension elements covered: 1) story elements including characters, setting, problem, event sequence and resolution, 2) detail, 3) inference, prediction and conclusions. See the below scoring rubric in the table 1.

**Table 1** Rubric for Story Retellings

Comprehensions Elements	Score of 4	Score of 3	Score of 2	Score of 1
Story Elements: ( ) characters, ( ) setting, ( ) problem, ( ) even sequence, ( ) resolutions.	Without prompting, the reader includes all Story elements.	The reader includes most of the story elements or the reader includes all of them when prompted.	The reader includes some of the story elements	The reader is unable to state or confuses story elements
Details	The reader laces retelling with significant & accurate details and some minor one in a subordinate way.	The reader laces retelling with significant & accurate details.	The reader includes some accurate details.	The reader does not include accurate details or gives inaccurate details
Inferences Predictions, and conclusions	Reader between the lines to make an insightful interpretation supported by through evidence from the next	Reads between the lines to make an accurate interpretation with sufficient evidence from the next.	Makes a partially accurate interpretation of the next	Does not read between the lines or makes an inconsistent of accurate interpretation.

The scoring system of this rubric was counted as follows: The perfect scoring system is 12 which is obtained from comprehension element consisting of story element, detail and inferences prediction and consultation. Each is given score 4 for the perfect story telling of the novel. The score the students get is divided into  $100 : 12 \cdot \text{student score}$ . For example, when the student get 10, it will be counted as follows;  $100 : 12 \cdot 10 = 83.3$ .

In **post-teaching** the activities done by the lecturers were evaluating every element presented by the students by using the above rubric, giving feedback and motivated the students. The second course to be investigated is poetry. Poetry is one of three literature genres considered the most difficult one. Interpreting poetry means interpreting the poet's feelings. In writing poem the poet involved some elements such as word choice, rhyme, and rhythm to express his or her ideas of a certain thing or a situation, experiences they or other people had, humane feelings such as love, revulsion, admiration, friendship, faith and descriptions of certain things as well or some conditions they may experience. The biggest problem experienced by the STIBA Malang students is to understand figurative speech (word choice), as the words cannot be understood literally. The words usually go beyond their literal meaning and the word themselves.

To visualize the words the readers should understand the atmosphere, rhythm and mood of the poet. Using the schemata technique implemented by the lecturer, it would be of great help to students to interpret the meaning of the content in poetry. The teaching of poetry also applied the schemata like what was done in the teaching of prose above. The model of teaching used three stages: 1) pre-teaching, 2) while-teaching and 3) post-teaching. The poetry used was entitled *The Road Not Taken* by Robert Frost.

The **pre-teaching** stage was begun by introducing a few about the poet (Robert Frost) his background of life and biography. The teaching was continued by asking students questions still related to the more poet background of life. The goal of this stage is to enliven students' previous knowledge of the poet to make them easy to analyze his poetry, as the mood of poetry usually was created inter-textual with the experience of his life through other people.

In the next step, introducing word choices used in poetry, students were given question related to the words of figurative speech used in the poetry entitled *The Road Not Taken*. Knowledge of the types of figurative speech such as simile, hyperbole, metaphor, personification, synecdoche, etc. would help the students to interpret the meaning of the poetry contents, intrinsically or extrinsically.

After the students got a description completely about the poetry, the lecturer ran the **while-teaching** step of teaching in which students were asked to answer the questions related to the poem such as: 1) the name of the poet, 2) the meaning of the poem including the poet's purpose and message, 3) the poetic element included in the poem. By answering those three questions above, the content of the poem could be easily understood by the students.

The last step of teaching was **post-teaching** activity in which we wanted to see how far the students can apply schemata and how is the effect of the schemata to the students 'capability' in analyzing the literature genres poetry and prose. As the teaching run for 3 hour, the last 45 minutes were used by the lecturer to ask some students to present their analysis concerning the students' comprehension, analysis and interpretation. In addition, the lecturer gave feedback directly to the result of presentation as well. The last post-teaching activity was question and answer and giving motivation to the students. The fifth meeting was done like the fourth meeting yet it used different poetry. After the fifth meeting, the lecturer gave a poetry test. The scoring system used for poem analysis is given in the table 2.

**Table 2** Poem analysis Rubric

Category	4	3	2	1
Comprehension	Student clearly understands the poem and accurately answers questions related to the story.	Student seems to understand most of the poem and accurately answers most questions related to the poem.	Student understands some parts of the poem and accurately answers some question related to the poem.	Student has trouble understanding most parts of the story or answers are incomplete.
Analysis	Insightfully describes several dominant elements and poetic devices used by the poet and thoughtfully relates how they are used by the poet to reinforce the theme, meaning, mood, or feeling of the poem.	Accurately describes a couple of dominant elements and poetic devices used by the poet and accurately relates how these are used by the poet to reinforce the theme, meaning, mood, or feeling of the poem.	Describes some dominant elements and poetic devices used by the poet, but has difficulty describing how these relate to the meaning of feeling of the poem.	Has trouble identifying the dominant elements and poetic devices used in the poem.
Interpretation	Forms a creative hypothesis about the symbolic or metaphorical meaning of the poem and is able to support this with evidence from the text.	Forms a somewhat reasonable hypothesis about the symbolic or metaphorical meaning and is able to support this with evidence from the work.	Student identifies the literal meaning of the work and/or can relate how the work makes him/her feel personally.	Student finds it difficult to interpret the meaning or mood of the work.

While doing the acting process in the form of teaching, the lecturers did the observation to all activities beginning from the first meeting up to the last meeting (meeting 1 – meeting 5). The observation covered: 1) the students' response while the lecturers were applying the schemata, 2) the students' mood changes when the lecturers applied schemata and 3) the student capability after the lecturer used the schemata technique.

The last activity in the action research was reflection. The reflection was done to see the whole activities in the action research. It was begun by: 1) comparing the student's response before and after the application of schemata, 2) the student's mood of change in learning using schemata and 3) comparing the scores before and after using the schemata. The criteria of success used by the lecturer is the academic scoring standard of passing grade in College of foreign languages (STIBA). It is as follows: a score from 85 to 100 – A, from 80 to 84 – A-, from 75 to 79 – B, from 60 to 74 – C and from 59 to 40 – D. Thereby, A means – Excellent, A- means – Very well, B – Good, C – Fair and D – Fail.

### 3. FINDING AND DISCUSSION

From the preliminary study of lecturers, it was found that the lecturer mostly used an old method called Grammar Translation Method (GTM). This is, actually, method of second language instruction based mostly on the translation of passages from the native language into the target language at the same time. Using this method students are enlightened about the grammar rules, etymology, and syntax of the target language. It is focused more on linguistics than communication (Plotz, 1819-1881). The lecturers' reason still used it was that the method was still effective and easy to make the student understand, especially for the slow learner. When the class began, the lecturer usually explained more the prose theories and poetry such as the theme, plot, literature critics and ended by asking the students to read the novel and poetry chosen by the lecturers. The next meeting, the lecturers discussed the content of the novel dealing with the theory he/she explained. This activity was done repeatedly. The students' response are passive and only few tried to answer and respond to the lecturer's answer due to the heterogeneous student capability. The students' ability was considered from low to average and it depended on the pages of the novel. If the novel has a larger number of pages, they are in low capability and if it has a smaller number of pages, such as a short story, they are in average one.

From the results of the students' interview, it is found that 15 students of 20 said that poetry and prose were difficult and hard to understand. They also said that they were quite bored to learn both of the courses. The result of the researchers' observation showed that the students responded to the prose and poetry course, while in the classes were less enthusiastic, as it was difficult to them to accept the lecturer's explanation. They said that it was caused by the lecturers' explanation being too theoretical and too long, and their capability too short. This can be seen from the fact that the same students always answered the questions while the others were passive. The number of students who answered the questions was much smaller than those who did not.

The last preliminary study done by the researchers was interviewing the lecturers related to the criteria of success used by the lecture. They said that there were two criteria of success (for passing grade) used by the lecturers:

- 1) The first was determined by the academic of the campus. The success of the teaching and learning process was determined by passing the test and achieving the minimum score 75 with converted score B.
- 2) The second was the mean score of the student. When the students' mean score is above the minimum score 75 with converted score B+, the teaching and learning process was considered successful.

From the table given by the lecturers, the 20 students they taught never fulfilled both criteria. Thus, the students could not fulfill both the mean score and all students cannot pass the test. Obtained results are given in table 3.

The table 3 shows that 6 students failed the test, 2 students got fair predicate, 5 students got good predicate, 6 students got very good predicate and 1 student got excellent predicate. The mean score got from the test result given by the lecturer was 70.20 (see table 5) which is below 75. The conclusion from the score given by the lecture in preliminary study is that the students could not pass the criteria of success determined by the academic; passing the test 100 % and fulfilling the mean score 75.

From the results of the preliminary above, the researchers used schemata technique to teach the students and the designed activities that involved 5 meetings where the schemata techniques were applied and 2 meetings for having tests.



**Table 3** The score given by lecturer before using schemata

No	Reg Number	The Score of Story Element	The Score of Story Detail	The Score of Inference, Prediction and Conclusion	Total and conversion score
1	0012019	3	3	3	75 = A-
2	0022019	3	2	1	50 = D
3	0032019	4	3	3	83 = A-
4	0042019	3	2	3	66 = C
5	0052019	4	2	2	66 = C
6	0062019	3	4	3	83 = A-
7	007209	4	3	3	83 = A
8	0082019	2	2	2	50 = D
9	0092019	4	3	3	83 = A-
10	00102019	4	3	4	92 = A
11	00112019	3	4	3	83 = A-
12	00122019	4	3	3	83 = A-
13	00132019	2	1	3	50 = D
14	00142019	3	3	3	75 = B
15	00152019	4	2	3	75 = B
16	00162019	3	1	2	50 = D
17	00172019	3	2	2	50 = D
18	00182019	2	2	2	50 = D
19	00192019	2	4	3	75 = B
20	00202019	3	3	3	75 = B

In first 5 meetings, the prose used is entitled *Jane Eyre* and poetry called *The Road Not Taken* by Robert Frost. The meetings was divided as follows; 3 meetings for discussing prose and 2 meetings for poetry.

The first meeting in acting, the researchers applied the textual schemata technique to begin the class in pre-teaching. The students' respond was enthusiastic to answer the questions. As the textual schema was applied in the form of question and answer, almost half of the students wanted to answer the questions given by the researchers. It showed that the textual schemata could assist and open the students mind to recall the course they got before. The language schemata and word schemata were applied after the textual schemata. The result of both applications significantly helped the students to understand the content of the novel. It was signed by their brief explanation of the novel content was understood easily by the researchers. In addition, the students completed each other's answer. The students were actually active to discuss the content of the novel.

While teaching, the application of story maps such as the questions of: a) Who is the main character? b) Where does the story take place? c) When does the story happen? d) What is the problem? e) How are the characters trying to solve it? f) How is the problem solved? g) What did the main character find out about herself/himself? h) Is it a happy ending or sad ending story? could be answered correctly by the student, even if their answers were not perfect. In these steps, the students complained about the time given to finish the questions. The researchers gave more time to read the novel at home for 2 days. The third day, the researchers gave them a quiz.

In the post-teaching of the first meeting, the students shared their learning experience using the schemata. They said that schemata was really helped them to understand the novel. The assistance they received covered their understanding of content through textual

schemata as well as their understanding of sentences and vocabulary through language schemata and word schemata. They also said they felt easy to learn prose. The third day of the teaching, the student got quiz by doing story telling of the novel. Students were separated into two groups, each with ten students, and each group was assigned to a different teacher. The teachers were the researchers themselves. The evaluation of the story telling of the novel used method is given in table 4. The result of score counting is based on the Table 1 rubric for story retelling.

**Table 4** The results of the story retelling test

No	Reg Number	The Score of Story Element	The Score of Story Detail	The Score of Inference, Prediction and Conclusion	Total and conversion score
1	0012019	4	3	3	83 = A-
2	0022019	3	3	3	75 = B
3	0032019	4	4	3	92 =A
4	0042019	3	3	3	75 = B
5	0052019	4	3	4	92 = A
6	0062019	3	4	3	83 = A-
7	007209	4	4	3	92 =A
8	0082019	4	3	3	83 = A-
9	0092019	4	4	3	92 =A
10	00102019	4	3	4	92 =A
11	00112019	4	4	3	92 =A
12	00122019	4	3	3	83 = A-
13	00132019	3	3	3	75 = B
14	00142019	3	4	4	92 =A
15	00152019	4	4	3	92 =A
16	00162019	4	3	3	83 = A-
17	00172019	4	3	3	83 = A-
18	00182019	3	3	3	75 = B
19	00192019	4	4	3	92 =A
20	00202019	4	3	3	83 = A-

The obtained results given in the Table 4 showed that the students have improved their capability in learning prose and that they are able to fulfill the criteria of success determined by academic. All the students passed the exam and the mean score of the students is above 75. Table 5 shows the results before and after using schemata technique for poetry.

**Table 5** Paired Samples Statistics for poem

Pair	Score from the lecturers	Mean	N	Std. Dev.	Std. Error Mean
1	Score from lecturer after using schemata	70.20	20	15.07036	3.36984
		85.85	20	6.31852	1.41286

Based on the results given in the Table 5, it can be seen that the mean score gotten by the students is higher than the score given by the lecturers before using schemata, furthermore the passing score of the students changed drastically. Only two students got B or good predicate while others got A and A- excellent and very good predicate.

On the fourth day of the research, the schemata technique was applied to the poetry class. When the schemata were begun, almost all students responded enthusiastically. Students' was answered correctly on every question given by researchers and all of them participated to answer the questions. When students were not motivated to learn and replied incorrectly on the majority of the questions, the results of the schemata technique were largely different from the results of the observation before using it. Also, from the result of the interview, it was found that they did not understand the content of the poetry, which they justified by saying that poetry is difficult to understand.

On the fifth day, the researchers gave the students a test to evaluate their understanding in interpreting poetry. Since the students acquired the score above the average and could exceed the criteria of success, the test results are categorized as successful. The success of the students' poem test will be given in table 8 after being compared with the score given by the lecturers before (Table 6) and after (Table 7) applying the schemata technique.

**Table 6** Poem score before applying schemata

No	Reg Number	Comprehension	Analysis	Interpretation	Total and conversion score
1	0012019	2	2	2	50 = D
2	0022019	3	2	2	58 = D
3	0032019	3	1	2	50 = D
4	0042019	3	3	3	75 = B
5	0052019	3	3	2	66 = C
6	0062019	2	2	2	50 = D
7	007209	3	3	3	75 = B
8	0082019	3	3	3	75 = B
9	0092019	4	2	2	66 = C
10	00102019	2	2	2	50 = D
11	00112019	3	1	2	50 = D
12	00122019	4	3	2	75 = B
13	00132019	3	3	3	75 = B
14	00142019	2	2	4	66 = C
15	00152019	3	3	3	75 = B
16	00162019	4	3	3	83 = A-
17	00172019	2	3	2	58 = D
18	00182019	3	3	3	75 = B
19	00192019	2	3	3	66 = C
20	00202019	4	3	3	83 = A-

The results of the score given by lecturer before application of schemata showed that 7 students got D with fail predicate, 4 students got C fair predicate, while 7 students got B with good predicate and 2 students got A- with very good predicate. Since the students' scores did not exceed the criterion of success given by the academy, it can be concluded that the students learning in the class were not successful. In the following table were given the score after applying the schemata.

Table 7 shows the results of students' capability in analyzing the poem after being taught how to apply schemata in the same. Seven students got A score with excellent predicate, 8 students got A- score with very good predicate while 5 students got B with predicate good.

**Table 7** Poem score after applying schemata

No	Reg Number	Comprehension	Analysis	Interpretation	Total and conversion score
1	0012019	4	4	3	92 = A
2	0022019	3	4	3	83 = A-
3	0032019	4	3	3	83 = A-
4	0042019	4	3	4	92 = A
5	0052019	3	4	4	92 = A
6	0062019	3	3	4	83 = A-
7	007209	4	3	3	83 = A-
8	0082019	4	3	4	92 = A
9	0092019	4	3	3	83 = A-
10	00102019	3	4	4	92 = A-
11	00112019	3	3	3	75 = B
12	00122019	3	3	3	75 = B
13	00132019	3	3	3	75 = B
14	00142019	4	4	3	92 = A
15	00152019	4	3	3	83 = A-
16	00162019	4	3	4	92 = A
17	00172019	3	4	3	83 = A-
18	00182019	3	3	3	75 = B
19	00192019	4	3	2	75 = B
20	00202019	4	3	3	83 = A-

The students capability exceed the criteria of success and passing score determined by academic, was determined by comparing the arithmetic mean before and after applying schemata. The obtained results are given in the Table 8.

**Table 8** Paired Samples Statistics for poetry analysis

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Before schemata	66.0500	20	11.59163	2.59197
After schemata	84.1500	20	6.72994	1.50486

From the result given in the table above, it can be seen that the mean score of the class before schemata was applied was 66.05. It showed the mean score of the class was lower than criteria of success (75). After the schema was applied, the mean score of the class was 84.15 which is higher than criteria of success. The results obtained in this way indicate that the application of the schemata technique can improve the students' abilities in learning literature genre, especially prose and poetry.

#### 4. CONCLUSION AND SUGGESTION

This current research is trying to help improve the students learning literature genres especially prose and poetry. Those two courses are regarded to be difficult courses by semester 5 students. Actually, it is not absolutely true. If the method given in the research is used, the courses can be understood easily and the learning could be conductive as well. Then the choice of schemata to be applied in the learning literature genre is

appropriate, since the learners actually are not those who never know the courses. They experience what they learn in those courses every day.

Prose and poetry are non-fiction stories created from the daily life of people. To learn those courses, the lecturers just need to remind what they have experienced and activated their previous knowledge by asking them appropriate questions. Learning literature genres must not always be theory-based, yet experiences of lives are also needed to sharpen the students' analysis. The success of improving the students' capability in exceeding the success criteria (75) determined by academics is becoming the proof that the students' 'experience' need to be involved in learning.

Schemata approach not only can be applied in learning that involve reading skills such as prose and poetry but also in others skills such as listening, speaking and writing. Every learning process needs previous knowledge to support the students' idea before learning, as learning everything cannot run well without reminding things in their mind at beginning. From the result of this current research, it is suggested that every teacher applied the schemata technique, not only in teaching prose and poetry, but also in other courses before coming to the main learning process. It will lighten the students to comprehend the previous course they learned to support the new things they learn. The application of schemata should not be limited only to that, yet should be done based on the text needed. The more schemata are done the easier the learning will be.

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## **PRIMENA TEHNIKE ŠEMA KAO POMOĆ STUDENTIMA U RAZUMEVANJU LITERARNOG TEKSTA**

*Razumevanje pročitano g teksta predstavlja jedan od načina za dolaženje do informacija, a informacije koje čitaoci pročitaju razlikuju se jedne od drugih. Na razumevanje različitih informacija od strane čitalaca utiče i njihovo predznanje: što više predznanja imaju, to bolje razumeju pročitani tekst. S obzirom na postojanje različitih žanrova tekstova, tekstovi u okviru jednog žanra dizajnirani su tako da svaki od njih ima svoj stil pisanja. Kao pomoć čitaocu da shvati činjenice koje se odnose na razumevanje pročitano g kada se radi o svim tekstovnim žanrovima, koristi se tehnika šeme. Rezultati nekih istraživanja ukazuju na to da u pamćenju čitalaca postoji predvidljiva struktura znanja koja se može uzeti kao osnova da oni, korišćenjem ovih struktura u radu sa tekstom, lakše razumeju sve tekstovne žanrove. Za unapređivanje sposobnosti studenata u savladavanju literarnih tekstova, posebno proznih i poetskih, u ovom istraživanju primenjena je tehnika šema. U preliminarnoj studiji utvrđeno je da su postignuća učenika u savladavanju proznih tekstova bila ispod postavljenih kriterijumima uspešnosti, kao i da su studenti bili manje motivisani za učenje. Studenti su ostvarili u proseku 70.20 poena, dok su kriterijumi uspeha postavljeni od strane STIBA akademije, među čijim studentima je sprovedeno istraživanje, bili 75.00. Nakon primene tehnike šema, studenti su na kursu proze ostvarili u proseku 85.85 poena i bili su motivisaniji za učenje. U preliminarnoj studiji, na kursu poezije, studenti su u proseku ostvarili 66.05 poena, a motivacija za učenje bila je niska. Nakon primene tehnike šema, studenti su u proseku postigli 84.15 bodova, i bili su motivisaniji za učenje. Na osnovu dobijenih rezultata može se zaključiti da primena tehnike šema utiče na poboljšanje sposobnosti studenata za razumevanje literarnih tekstova, posebno proze i poezije, kao i na motivaciju istih za izučavanje ovih sadržaja.*

**Ključne reči:** tehnika šema, prethodna znanja, proza, poezija, literarni tekst