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IN INFLUENCING THE UNDERSTANDING
OF READING TEXTS AMONGST FORM FOUR STUDENTS

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THE ROLE OF SCHEMA THEORY IN INFLUENCING
THE UNDERSTANDING OF READING TEXTS
AMONGST FORM FOUR STUDENTS

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ABSTRACT

The purpose of this study is to find out the role of schema theory in influencing the understanding of reading text amongst 16 Form Four students. This study is intended to throw some light on the effects of cultural familiarity of a text, prior knowledge the reader possess and reading habits in influencing the understanding of a reading text.

A recall protocol assessment was administered to the subjects to gauge their understanding and recall of two texts. The first text (top spinning) is a familiar text and the second text (curling) is considered an unfamiliar text. The results of the recall protocol assessment were compared with the data obtained from the response to the questionnaire, which probed into the subjects' reading habits. The data from these two sources of information were analyzed in tandem with the third source of data; a semi structured interview, which gave an indication about the subjects' prior knowledge about the two texts.

The results of this study seem to indicate that content knowledge (cultural familiarity) appears to have a positive effect on the subjects' recall protocol assessment marks. The subjects who spent more time reading had an added advantage over those who did not read as much. Those who read more had more relevant prior knowledge, which was related to the understanding of the familiar text. In view of these findings, the role of the ESL teacher should be one of a facilitator encouraging students to read more.

**Peranan Teori Schema Dalam Mempengaruhi Pemahaman Petikan Bacaan
Pelajar Tingkatan Empat.**

Tujuan penyelidikan ini adalah untuk mengkaji peranan teori schema dalam mempengaruhi pemahaman petikan bacaan 16 pelajar Tingkatan Empat. Kajian ini diharap akan memberi penjelasan tentang kesan mengenali budaya kandungan sesuatu petikan, pengetahuan sedia ada yang terdapat pada pembaca dan tabiat membaca yang diamalkan dalam mempengaruhi pemahaman petikan bacaan.

Satu ujian menyebut semula apa yang telah dibaca akan dijalankan untuk mengukur pemahaman ingatan semula dua petikan. Petikan pertama bertajuk “Top spinning” dan petikan kedua bertajuk, “Curling”. Keputusan penilaian ingatan semula dibandingkan dengan data soal selidik yang mengkaji tentang tabiat bacaan 16 pelajar. Maklumat dari dua sumber ini dibandingkan dengan maklumat temuduga bersama pelajar. Ini akan memberitahu tentang pengetahuan sedia ada berkaitan dengan dua petikan.

Maklumat yang didapati menunjukkan pengetahuan budaya yang sediaada pada pelajar memainkan peranan penting dalam ujian sebut semula pelajar. Pelajar yang meluangkan lebih masa untuk membaca didapati mempunyai lebih banyak pengetahuan sedia ada yang dikaitkan dengan kandungan petikan untuk memahami bacaan.

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