“THE CORRELATION BETWEEN STUDENTS’ GRAMMATICAL COMPETENCE, SCHEMATA, AND READING COMPREHENSION”

(A Correlational Study to the Eleventh Grade Students of SMA Negeri 2 Sragen in the Academic Year 2013/2014)

THESIS

By:

RIZKI AMELIA

K2210074

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA

2015
PRONOUNCEMENT

I would like certify that the thesis entitled “The Correlation between Students’ Grammatical Competence, Schemata and Reading Comprehension” (A Correlational Study to the Eleventh Grade Students of SMA Negeri 2 Sragen in the Academic Year of 2013/2014) is really my own work. It is not plagiarism or made by others. Everything related to the others’ works is written in quotations, the sources of which are listed on the Bibliography.

If then, this pronouncement proves wrong, I am ready to receive any academic punishment.

Surakarta, 5 January 2015

Rizki Amelia
“THE CORRELATION BETWEEN STUDENTS’ GRAMMATICAL COMPETENCE, SCHEMATA, AND READING COMPREHENSION”
(A Correlational Study to the Eleventh Grade Students of SMA Negeri 2 Sragen in the Academic Year 2013/2014)

RIZKI AMELIA
K2210074
Thesis

Submitted to Teacher Training and Education Faculty of Sebelas Maret University as a Partial Requirement for Getting the Undergraduate Degree of English Education

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2015

commit to user
APPROVAL OF THE CONSULTANTS

This thesis is approved by the consultants to be examined by the Board of Thesis Examiners of the English Education Department of Teacher Training and Education Faculty, Sebelas Maret University Surakarta.

On:

Approved by:

First Consultant,  
Drs. Gunarso Susilohadi, M.Ed.Tesol  
NIP.19540315 198503 1 002

Second Consultant,  
Endang Setyaningsih, S.Pd.M.Hum  
NIP.19800513 200312 2 002
APPROVAL OF THE THESIS EXAMINERS

This thesis has been examined by the Board of Thesis Examiners of the English Education Department of Teacher Training and Education Faculty, Sebelas Maret University Surakarta and approved as the fulfillment of the requirements for obtaining the Undergraduate Degree of English Education.

Day :
Date :

Board of Thesis Examiners

1. Chairman:
   
   Teguh Sarosa, S.S., M.Hum
   NIP. 19730205 200604 1 001

2. Secretary:
   
   Drs Sujoko MA
   NIP. 19510912 198003 1 002

3. Examiner I:
   
   Drs. Gunarso Susilohadi, M.Ed.Tesol
   NIP.19540315 198503 1 002

4. Examiner II:
   
   Endang Setyaningsih, S.Pd.M.Hum
   NIP.19800513 200312 2 002

Signature

Teacher Training and Education Faculty
Sebelas Maret University

The Dean,

Prof. Dr. H. M. Furseh Hidayatullah, M.Pd
NIP. 19600727 198702 1 001
APPROVAL OF THE THESIS EXAMINERS

This thesis has been examined by the Board of Thesis Examiners of the English Education Department of Teacher Training and Education Faculty, Sebelas Maret University Surakarta and approved as the fulfillment of the requirements for obtaining the Undergraduate Degree of English Education.

Day :
Date :
Board of Thesis Examiners Signature
1. Chairman:
   Teguh Sarosa, S.S., M.Hum
   NIP. 19730205 200604 1 001 (……………….)

2. Secretary:
   Drs Sujoko MA
   NIP. 19510912 198003 1 002 (……………….)

3. Examiner I:
   Drs. Gunarso Susilohadi, M.Ed.Tesol
   NIP.19540315 198503 1 002 (……………….)

4. Examiner II:
   Endang Setyaningsih, S.Pd.M.Hum
   NIP.19800513 200312 2 002 (……………….)

Teacher Training and Education Faculty
Sebelas Maret University
The Dean,

Prof. Dr. H. M. Furqon Hidayatullah, M.Pd
NIP. 19600727 198702 1 001

commit to user
commit to user
ACKNOWLEDGMENT

Alhamdulillaahi robi’l’alamin, all praises to Alloh SWT, the Merciful God who always incredibly gives blessing, health and help to the researcher so that she can accomplish this thesis. The researcher received lots of positive encouragement, inspiration, beneficial guidance and assistance from many people all the time during working on this thesis. Hence, she would like to express her eternal gratitude to:

1. The Dean of Teacher Training and Education Faculty of Sebelas Maret University Surakarta for his permission to carry out this study.
2. Dr. Muhammad Rohmadi M.Hum the Head of Language and Art Department of Teacher Training and Education Faculty for his permission to write this thesis.
3. Teguh Sarosa, S.S., M.Hum, the Head of English Education Department of Teacher Training and Education Faculty for his permission to conduct the research.
4. Drs. Gunarso Susilohadi, M.Ed. Tesol as the first consultant, for his time, great patience, advice, valuable comments and suggestion, which have surely improved this thesis.
5. Endang Setyaningsih, S.Pd. M.Hum as the second consultant, for her time, tremendous patience, sincere guidance and suggestion, which have surely improved this thesis.
6. All lectures in English Education Program for the precious knowledge and guidance.
7. The Headmaster of SMA Negeri 2 Sragen.
8. Drs. Marwan, the English teacher for being a good partner and sincerely helping the writer to do the research.
9. All eleventh grade students of science 2 and science 3 of SMA N 2 Sragen in the academic year of 2013/2014.
10. Her beloved parents for their prayers, support, help and motivation.
11. Her beloved sister and brother for their endless love, support and togetherness.
12. Her beloved special friends Dona and Eska for their incredibly help, loyalty and motivation.
13. Her dinner friends, Novita, Kartika, and all her friends in English Education Department class of 2010, who always cheer her up.
14. Her beloved housemate, Rotterdam Crews for pleasure

The researcher realizes that this thesis is far from being perfect. Thus, the researcher accepts every constructive comment and suggestion. Hopefully this thesis will be useful for readers and for those who are interested in the similar study.

Surakarta, 5 January 2015

Rizki Amelia
DEDICATION

With love, this thesis is dedicated to:

♥ My Beloved ‘Bapak’ and ‘Ummi’
   “Thank you for raising me to be the person who i am now and
   thank you for everything”

♥ My beloved sister and brother; Ega and Aziz

♥ My companion in arm; Dona Achlia and Listyanti

♥ Ardianto Raharjo, “Thanks for cherishing my day ”

♥ All my friends of SBI, class of 2010 in English Education
   Department. “Our togetherness is so precious and thanks for being
   my second family”.

commit to user
MOTTO

Actually, Alloh will never change men's destiny, unless they make an effort to change it themselves.

(Al-Ro'du : ii)

You are bigger than what you think you are.

(Winnie the Pooh)

If you have good thoughts they will shine out of your face like sunbeams and you will always look lovely.

(Roald Dahl)


(Anonymous)
PRONOUNCEMENT

I would like certify that the thesis entitled “The Correlation between Students’ Grammatical Competence, Schemata and Reading Comprehension” (A Correlational Study to the Eleventh Grade Students of SMA Negeri 2 Sragen in the Academic Year of 2013/2014) is really my own work. It is not plagiarism or made by others. Everything related to the others’ works is written in quotations, the sources of which are listed on the Bibliography.

If then, this pronouncement proves wrong, I am ready to receive any academic punishment.

Surakarta, 5 January 2015

Rizki Amelia
PRONOUNCEMENT

I would like certify that the thesis entitled “The Correlation between Students’ Grammatical Competence, Schemata and Reading Comprehension” (A Correlational Study to the Eleventh Grade Students of SMA Negeri 2 Srragen in the Academic Year of 2013/ 2014) is really my own work. It is not plagiarism or made by others. Everything related to the others’ works is written in quotations, the sources of which are listed on the Bibliography.

If then, this pronouncement proves wrong , I am ready to receive any academic punishment.

Surakarta, 5 January 2015

Rizki Amelia
# Table of Contents

<table>
<thead>
<tr>
<th>TITLE</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRONOUNCEMENT</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>iii</td>
</tr>
<tr>
<td>LEGALIZATION</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>v</td>
</tr>
<tr>
<td>MOTTO</td>
<td>vi</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>ix</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xiv</td>
</tr>
<tr>
<td>CHAPTER I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>B. Problem Identification</td>
<td>6</td>
</tr>
<tr>
<td>C. Problem Restriction</td>
<td>6</td>
</tr>
<tr>
<td>D. Problem Formulation</td>
<td>7</td>
</tr>
<tr>
<td>E. Objectives of the Study</td>
<td>7</td>
</tr>
<tr>
<td>F. The Benefit of the Study</td>
<td>8</td>
</tr>
<tr>
<td>CHAPTER II. REVIEW OF RELATED LITERATURE</td>
<td>9</td>
</tr>
<tr>
<td>I. Reading Comprehension</td>
<td>9</td>
</tr>
<tr>
<td>A. The Notion of Reading Comprehension</td>
<td>9</td>
</tr>
<tr>
<td>B. Models of Reading</td>
<td>11</td>
</tr>
<tr>
<td>C. Reading Purpose</td>
<td>15</td>
</tr>
<tr>
<td>D. Reading Strategies</td>
<td>18</td>
</tr>
<tr>
<td>E. Reading Comprehension Skills</td>
<td>19</td>
</tr>
<tr>
<td>II. Grammatical Competence</td>
<td>26</td>
</tr>
<tr>
<td>A. The Notion of Grammatical Competence</td>
<td>26</td>
</tr>
<tr>
<td>Section</td>
<td>Title</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>B.</td>
<td>Scope of Grammar</td>
</tr>
<tr>
<td>C.</td>
<td>Assessing Grammar</td>
</tr>
<tr>
<td>D.</td>
<td>The Interaction Between Grammatical Competence and Reading Comprehension</td>
</tr>
<tr>
<td>III.</td>
<td>Schemata</td>
</tr>
<tr>
<td>A.</td>
<td>The Definition of Schemata</td>
</tr>
<tr>
<td>B.</td>
<td>The types of Schemata</td>
</tr>
<tr>
<td>C.</td>
<td>Three Functions of Schemata</td>
</tr>
<tr>
<td>D.</td>
<td>Students’ Schemata Related to Their Reading Comprehension</td>
</tr>
<tr>
<td>IV.</td>
<td>Related Research</td>
</tr>
<tr>
<td>V.</td>
<td>Rationale</td>
</tr>
<tr>
<td>A.</td>
<td>The Correlation between Grammatical Competence and Reading Comprehension</td>
</tr>
<tr>
<td>B.</td>
<td>The Correlation between Schemata and Reading Comprehension</td>
</tr>
<tr>
<td>C.</td>
<td>The Correlation between Grammatical Competence, Schemata and Reading Comprehension</td>
</tr>
<tr>
<td>VI.</td>
<td>Hypotheses</td>
</tr>
</tbody>
</table>

**CHAPTER III. RESEARCH METHODOLOGY** | 45 |
| A. | Place and Time of Research | 45 |
| B. | Research Design | 45 |
| C. | Population and Sample | 46 |
| 1. | Population | 46 |
| 2. | Sample Design | 47 |
| 3. | Sampling | 47 |
| 4. | Technique of Collecting Data | 48 |
| 5. | Try out of the Instruments | 50 |
| a. | The Validity of the test instrument | 50 |
| b. | The Reliability of the instrument | 52 |
| D. | Statistical Hypotheses | 53 |
CHAPTER IV. RESULT OF THE STUDY ........................................... 60
A. Data Description .......................................................... 60
   1. The Data of Students’ Grammatical Competence .......... 60
   2. The Data of Students’ Schemata ................................. 63
   3. The Data of Students’ Reading Comprehension .......... 66
B. The Testing of Pre-requisite Analysis .............................. 68
   1. Normality Test of Students’ Grammatical Competence,
      Schemata and Reading Comprehension ........................ 68
   2. Linearity and Significance of Regression ..................... 69
C. The Hypothesis Testing ................................................ 71
   1. First Hypothesis (Grammatical Competence and Reading
      Comprehension) ...................................................... 71
   2. Second Hypothesis (Schemata and Reading Comprehension) 72
   3. Third Hypothesis (Grammatical Competence, Schemata and
      Reading Comprehension) ......................................... 73
D. Contribution Analysis ................................................. 75
E. Research Result and Discussion .................................. 76
CHAPTER V. CONCLUSION, IMPLICATION AND SUGGESTION .... 83
A. Conclusion ............................................................... 83
B. Implication ............................................................. 84
C. Suggestion ............................................................. 85
BIBLIOGRAPHY .......................................................... 87
APPENDIX ............................................................... 93
### LIST OF TABLE

<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.1</td>
<td>The Data of Grammatical Competence</td>
<td>60</td>
</tr>
<tr>
<td>4.1.2</td>
<td>The frequency Distribution of Grammatical Competence</td>
<td>61</td>
</tr>
<tr>
<td>4.1.3</td>
<td>The Mean of the Students’ Grammatical Competence</td>
<td>61</td>
</tr>
<tr>
<td>4.1.4</td>
<td>The Mode of the Students’ Grammatical Competence</td>
<td>61</td>
</tr>
<tr>
<td>4.1.5</td>
<td>The Median of the Students’ Grammatical Competence</td>
<td>62</td>
</tr>
<tr>
<td>4.1.6</td>
<td>The Standard Deviation of the Students’ Grammatical Competence</td>
<td>62</td>
</tr>
<tr>
<td>4.2.1</td>
<td>The Data of Students’ Schemata</td>
<td>63</td>
</tr>
<tr>
<td>4.2.2</td>
<td>The frequency distribution of Students’ Schemata score</td>
<td>64</td>
</tr>
<tr>
<td>4.2.3</td>
<td>The Mean of the Students’ Schemata</td>
<td>64</td>
</tr>
<tr>
<td>4.2.4</td>
<td>The Mode of the Students’ Schemata</td>
<td>64</td>
</tr>
<tr>
<td>4.2.5</td>
<td>The Median of the Students’ Schemata</td>
<td>65</td>
</tr>
<tr>
<td>4.2.6</td>
<td>The Standard Deviation of the Students’ Schemata</td>
<td>65</td>
</tr>
<tr>
<td>4.3.1</td>
<td>The Data of Students’ Reading Comprehension</td>
<td>66</td>
</tr>
<tr>
<td>4.3.2</td>
<td>The frequency distribution of students’ reading comprehension</td>
<td>66</td>
</tr>
<tr>
<td>4.3.3</td>
<td>The Mean of the Students’ Reading Comprehension</td>
<td>66</td>
</tr>
<tr>
<td>4.3.4</td>
<td>The Mode of the Students’ Reading Comprehension</td>
<td>67</td>
</tr>
<tr>
<td>4.3.5</td>
<td>The Median of the Students’ Reading Comprehension</td>
<td>67</td>
</tr>
<tr>
<td>4.3.6</td>
<td>The Standard Deviation of the Students’ Reading Comprehension</td>
<td>67</td>
</tr>
<tr>
<td>4.4.1</td>
<td>The Linearity and Regression Model : Analysis of Variance for $X_1 - Y$</td>
<td>69</td>
</tr>
<tr>
<td>4.4.2</td>
<td>The Linearity and Regression Model : Analysis of Variance for $X_2 - Y$</td>
<td>70</td>
</tr>
<tr>
<td>4.5.1</td>
<td>The Contribution Analysis of the Variables</td>
<td>75</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

Figure 3.1  Diagram of the relationship between student’s Grammatical Competence ($X_1$), Student’s Schemata ($X_2$), and Reading Comprehension ($Y$) ........................................................... 46

Figure 4.1.1  The Histogram of the students’ grammatical competence… 63

Figure 4.2.1  The Histogram of the students’ Schemata ........................ 65

Figure 4.3.1  The Histogram of the students’ Reading Comprehension … 68
LIST OF APPENDIX

Appendix 1  List of Students joining try-out .......................................................... 94
Appendix 2  List of Students joining test ................................................................. 95
Appendix 3a  Blueprint of Grammatical Competence (Try-out) ......................... 96
Appendix 3b  Grammatical Competence Test (Try-out) .................................... 97
Appendix 3c  The Answer Key of Grammatical Competence Test (Try-out) .... 102
Appendix 4  Student’s Worksheet of Grammatical Competence Test ............... 103
Appendix 5a  Blueprint of Grammatical Competence Test (Take Data) ............ 105
Appendix 5b  Grammatical Competence Test (Take Data) ................................ 106
Appendix 5c  The Answer Key of Grammatical Competence Test ..................... 111
Appendix 6  Students’ worksheet of Grammatical Competence Test ............... 112
Appendix 7a  Blueprint of Schemata Test (Try-out) ........................................... 114
Appendix 7b  Schemata Test (Try out) ................................................................. 115
Appendix 7c  The answer key of Schemata Test (Try-out) .................................. 121
Appendix 8  Student’s worksheet of Schemata Test (Try-out) ......................... 122
Appendix 9a  Blueprint of Schemata Test (Take the Data) ............................... 124
Appendix 9b  Schemata Test (Take the Data) ....................................................... 125
Appendix 9c  The Answer Key of Schemata Test (Take the Data) ..................... 130
Appendix 10  Student’s Worksheet of Schemata Test (Take the Data) ............. 131
Appendix 11a Blueprint of Reading Comprehension Test (Try Out).............. 133
Appendix 11b Reading Comprehension Test (Try Out) .................................... 134
Appendix 11c The Answer key of Reading Comprehension Test (Try Out) ....... 145
Appendix 11d Student’s Worksheet of Reading Comprehension Test ............. 146
Appendix 12a The Blueprint of Reading Comprehension Test ....................... 148
Appendix 12b Reading Comprehension Test (Take the Data) ......................... 149
Appendix 12c The Answer Key of Reading Comprehension Test ...................... 160
Appendix 12d Student’s Worksheet of Reading Comprehension Test ............. 161
Appendix 13a The Computation of Validity Test of Grammatical
Competence Test (Try-out and Take) ........................................... 163
Appendix 13b The Validity Test of Grammatical Competence Test (Try out and Take the Data) ......................................................... 164
Appendix 14a The Computation of Reliability Test of Grammatical Competence (Try-out and Take the Data) ................................. 177
Appendix 14b The Reliability Test of Grammatical Competence Test (Try-out and Take the Data) ......................................................... 178
Appendix 15a The Computation of Validity Test of Schemata (Try-out and Take the Data) ............................................................... 181
Appendix 15b The Validity Test of Schemata Instrument (Try-out and Take the Data) ............................................................... 182
Appendix 16a The Computation of Reliability Test of Schemata (Try-out and Take the Data) ............................................................... 195
Appendix 16b The Reliability Test of Schemata (Try-out and Take the Data) ............................................................... 196
Appendix 17a The Computation of Validity Test of Reading Comprehension (Try-out and Take the Data) ........................................... 200
Appendix 17b The Validity Test of Reading Comprehension (Try-out and Take the Data) ............................................................... 201
Appendix 18a The Computation Reliability of Reading Comprehension (Try-out and Take Data) ............................................................... 209
Appendix 18b The Reliability Test of Reading Comprehension (Try-out and Take Data) ............................................................... 210
Appendix 19a Main Data of Research ............................................. 214
Appendix 19b Frequency Distribution of Grammatical Competence ........ 215
Appendix 19c Frequency Distribution of Schemata .......................... 216
Appendix 19d Frequency Distribution of Reading Comprehension Data ... 217
Appendix 20a The Computation of Mean, Mode, Median and Standard Deviation of Grammatical Competence ................................. 218
Appendix 20b  The Computation of Mean, Mode, Median and Standard Deviation of Schemata .........................................  220
Appendix 20c  The Computation of Mean, Mode, Median and Standard Deviation of Reading Comprehension ................. 222
Appendix 21a  The Computation of Normality Test of Grammatical Competence Data ................................................ 221
Appendix 21b  Normality Test of Students’ Grammatical Competence Test................................................................. 225
Appendix 22a  The Computation of Normality Test of Schemata .......................................................... 226
Appendix 22b  Normality Test of Schemata .......................................................... 227
Appendix 23a  The Computation of Normality Test of Reading Comprehension .............................................................. 228
Appendix 23b  Normality Test of Reading Comprehension .............................................................. 229
Appendix 24a  The Computation of Linearity and Significance Regression Test of Grammatical Competence (X_1) and Reading Comprehension (Y) .............................................................. 230
Appendix 24b  Linearity and Significance of Regression Test of Grammatical Competence (X_1) and Reading Comprehension (Y) .............................................................. 231
Appendix 25a  The Computation of Linearity and Significance Regression Test of Schemata (X_2) and Reading Comprehension (Y) .............................................................. 233
Appendix 25b  Linearity and Significance of Regression of Schemata (X_2) and Reading Comprehension (Y) .............................................................. 234
Appendix 26a  The Computation of Single Correlation of Grammatical Competence (X_1) and Reading Comprehension (Y) .............................................................. 236
Appendix 26b  Single Correlation Test of Grammatical Competence (X_1) and Reading Comprehension (Y) .............................................................. 237
Appendix 27a  The Computation of Single Correlation of Schemata (X_2) and Reading Comprehension (Y) .............................................................. 238
Appendix 27b  Single Correlation of Schemata (X_2) and Reading Comprehension (Y) .............................................................. 239
Appendix 28a  The Computation of Multiple Regression and Multiple Correlation between Grammatical Competence ($X_1$), Schemata ($X_2$) simultaneously and Reading Comprehension ($Y$)………………………………………….  240

Appendix 28b  Multiple Regression and Multiple Correlation between Grammatical Competence ($X_1$), Schemata ($X_2$) simultaneously and Reading Comprehension ($Y$)……………………………..  243

Appendix 29  The r-Table ……………………………………………………  249
Appendix 30  The Linefors (L) Table ………………………………………  248
Appendix 31  Standard Normal Distribution Table………………………….  249
Appendix 32  The t-Distribution Table ……………………………………….  250
Appendix 33  Chi-Square Distribution Table ……………………………….  251
Appendix 34  F-Distribution Table …………………………………………….  252
Appendix 35  Legalizations…………………………………………………  253
ABSTRACT


The aim of this research was to find out empirically the correlation between 1) students’ grammatical competence and reading comprehension; (2) students’ schemata and reading comprehension; and (3) students’ grammatical competence and students’ schemata simultaneously to reading comprehension.

The research used correlational method. The research was conducted at SMA Negeri 2 Sragen. The sample was 30 from the population of 190 eleventh grade students. The instruments to collect the data were in the forms of tests. The techniques which were used in analyzing the data were Simple Correlation and Multiple Regression Correlation.

The result shows, (1) there is a positive correlation between students’ grammatical competence and reading comprehension ($r_{x1y} = 0.64$); (2) there is a positive correlation between students’ schemata and reading comprehension ($r_{x2y} = 0.60$), and (3) there is a positive correlation between students’ grammatical competence and schemata to reading comprehension simultaneously ($R_{y12} = 0.80$). It means that the improvement of students’ grammatical competence and schemata will be in line with the improvement of students’ reading comprehension.

Keywords: Grammatical competence, Schemata and Reading Comprehension.
ABSTRAK


Penelitian ini bertujuan untuk menemukan secara empiris adanya hubungan antara (1) kemampuan tata bahasa dan pemahaman bacaan; (2) skemata dan pemahaman bacaan; dan (3) kemampuan tata bahasa, skemata dengan pemahaman bacaan siswa. Penelitian ini menggunakan metode korelasi. Penelitian dilaksanakan di SMA Negeri 2 Sragen. Sampelnya adalah 30 siswa dari populasi seluruh siswa kelas 2 sebanyak 190 siswa. Instrumen dalam bentuk tes digunakan untuk mengumpulkan data kemampuan tatata bahasa, data schemata dan data pemahaman bacaan. Teknik yang digunakan untuk menganalisa data adalah Simple Correlation dan Multiple Regression Correlation.

Hasil penelitian menunjukkan bahwa (1) terdapat hubungan positif antara kemampuan tata bahasa dengan pemahaman bacaan siswa (r_{xy} = 0.64, t_0 = 4.443 > t_1 = 1.7) sebesar 41.35%; (2) terdapat hubungan positif antara skemata dengan pemahaman bacaan siswa (r_{x2y} = 0.60, t_0 = 3.98 > t_1 = 1.7) sebesar 36.15 %; dan (3) terdapat hubungan positif antara kemampuan tata bahasa dan skemata dengan pemahaman bacaan (R_{y12} = 0.80 and F_0 = 24.89 > F_1 = 3.35) sebesar 64.84 %. Hal ini berarti bahwa meningkatnya kompetensi tata bahasa dan skemata siswa akan diikuti oleh meningkatnya pemahaman bacaan siswa.

Kata kunci: Kompetensi tata bahasa, Skemata dan Pemahaman bacaan.