

**SCHEMATA ANALYSIS IN RICK RIORDAN'S NOVEL  
"THE RED PYRAMID"**



**A Thesis**

**Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana  
Humaniora (S. Hum.) in English Literature Department of Adab and  
Humanities Faculty of UIN Alauddin Makassar**

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**2013**

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## ACKNOWLEDGMENTS



In the name of Allah, the beneficent, the merciful. All praises be to Allah for his mercy and blessing, who has given the health and strength to the writer in completing this thesis as a particular instance of which is that this research is now finally in our hands. Then, may Allah's peace and blessing be upon His final prophet and messenger, Muhammad, His family and companions.

In writing and finishing this thesis, many people have provided their motivation, advice, and even remark that helped the writer. Therefore the writer would like to express his appreciation to all of them.

The writer's special gratitude for his beloved parents, **Pangiu** and **Duha**, who have patiently given their moral values financial support, nice and good advice for their children. Especially for his father **Pangiu**, who has passed away when he was still infant. Hopefully, the ownership of universe gives his excellent place on his umbrella and accepts all of prayers for him.

The writer would like to express his appreciation to his brothers and sisters, **Ambo Aco** and **his wife, Sunarti** and **her husband, Besse Goda** and **her husband, Hasni** and **her husband, Abdul Aziz** and **his wife, Ambo Amang** and **his wife** and **Syamsuedi**, billion thanks to them for all the things that they have given to him. Their kindness would not be end in his mind until the last of my breath.

The greatest thanks to the Rector of UIN Alauddin Makassar, **Prof. Dr. A. Qadir Gassing, HT., MS.**, the Dean of Adab and Humanities Faculty, **Prof. Dr. Mardan, M.Ag.** the head of English and Literature Department, **Dr. Abd. Muin, M.hum.**, and the secretary of English and Literature Department, **Serliah Nur, S.Pd., M.Hum.,M.Ed.**, for their help, support, suggestion, precious time, and administrative support.

The writer's gratitude due to his supervisors, **Dr. Abd. Muin, M.Hum.** as the first consultant and **Sardian Maharani Asnur, S.Pd., M.Pd.** as the second consultant for their generous support, advise, constructive suggestions and precious time they have given during the completion of this research.

The writer would like to thank to the lecturers for giving their knowledge and enlightenment to the writer during the academic years as well as staff of UIN Alauddin Makassar for their assistance.

The writer deeps appreciation and sincere thanks to **Dato Abd. Rahman Firdaus and his wife** for their motivation, support, kindness considers the writer as their foster son. The writer's deepest thank to **MT. Annur Minasaupa Makassar** and Ayahanda **Dr. H. Abd. Rauf Amin Lc., MA.**, and his wife who has given support, prayers, and contributions during completion of this research.

The deepest appreciation individually and collectively most profound thanks to **English Students Literature (BSI) Ag. 1, 2, 3 and 4** of academic generation 2009. In special to his colleagues: **Kusumawati Sasmita, M. Iksan, S.Hum., Sriwahyuni Ningsih, S.Hum., Rahma Rahman, S. Hum., Reza Primayandi, Syamsinar, Febriansyah, Nurafnirahmadani, S.Hum., Muajiz Muallim, Kartini, St. Salma Bahar, S. Hum., Hayaturradiyah, Hardiman Awal, Normah, S. Hum.**, and my roommate **Syarif Hidayat, S.Pd.** with all his classmate that cannot be mentioned one by one for their brotherhood, friendship, kindness and suggestion for long time we gathered in the class.

The greatest thanks to all friends in **Scout Almaida UIN alauddin Makassar, FKMA Makassar, HIPERMAWA, New Generation Club (NGC), PCMI Makassar, Atthullab Community, Bohemian Community** for their brotherhood, support and advice.

Finally, this thesis is still far from perfectness, so that the positive advice, suggestion and critics for the completion of this thesis will be much appreciated.

The writer believes that Allah SWT blesses us and shows us the right way of life. Amen.

Makassar, 11 Juli 2013

**Kaharuddin**

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## ABSTRACT

**Name : Kaharuddin**  
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This thesis is a research about Schemata Analysis in Rick Riordan’s Novel *The Red Pyramid*. The objectives of the research are (1) to find out the function of schemata in the text, (2) to find out the types of schemata that Rick Riordan use in his novel “The Red Pyramid”.

The method used in this research is qualitative method. The data resource of this research was the novel “The Red Pyramid” which was published in 2010. In collecting the data, the writer used note taking as the instrument to get the data. A technique of data analysis in this study is Barlett’s Theory about *Remembering Theory*.

In this research, the writer found three types of schemata with the function. They are content schemata, formal schemata and linguistic schemata. Then from these types the writer determined the functions. They are comprehension, schemata and memories, making inferences with schemata and the structure of action. The result of this research shows that the reader used past experiences to collaborate what he knew when reading a text in novel especially.

The implication of this research is to give understanding to the reader that experience is needed who would like to read more about text.

## CHAPTER I

### INTRODUCTION

#### A. Background

Information is notification of something what the most people sometimes do not know. Most people have experience that is difficult to understand the text. The difficulties do not only come from the second language or foreign language but also from mother tongue or first language text. It indicates that people should get and search many sources in any forms. There is a lot of information that can be got in the world through reading activity.

Reading is one of the ways to understand much information in the text. According to Canney (1979:3) reading is a process event; a person learning to read is developing a schema for reading. However, the reader will be having difficulty in reading, have schematized reading as a primarily an exercise in rapidly calling words. So that, reading can be a crucial part in understanding process of the text. It means that without past experience, the reader is difficult in understanding the text.

How can we understand the text? Prior knowledge or background knowledge has the important role in understanding the new information that can be got. Construction of knowledge can be more smoothly when readers can know new content in the context and relate it to their existing background knowledge. New content is not the first understand in same abstract way and only later related existing



knowledge. Instead, it is interpreted from the beginning within context supplied by the existing knowledge.

So that, people as the readers need an infrastructure to understand the text. In understanding the text, it can be supported by their past experiences. It aimed the reader to combine what they read in the text with their past experiences. These experiences of course have related to the context. So, they are more easily understood to predict the substance of the text. It means that they need to have something we called schemata.

Schemata is researching on the psychological processes involved in comprehension clearly shows that what we understand of something is a function of our past experiences (Bartlett in Carell, 1983:81). According to Anderson(1977:435), schemata is a respected educational psychologist that organized knowledge as an elaborate network of abstract mental structures which represent one understanding of the world.

However, schema (schemata: plural) is a knowledge structure to represent mentally. It has related to the understanding in reading text, still there are functions and types of schemata when they are reading text for example literary work, such as novel.

When reading literary work for example a novel, sometimes a reader faces a problem of understanding the context that cannot be understood. It is caused by lack

of information. Furthermore, it can be caused by the writer of novel who do not get many experiences to be connected what the readers understand in novel. In brief, it is the writer concern that inappropriate schemata for reading are contributing much reader's failure to comprehend the text.

In analyzing or understanding the text, the writer endeavored to analyze about "*Schemata Analysis in Rick Riordan's Novel "The Red Pyramid"*", because the writer is interested in conducting this analysis to represent what readers employ when they read a text. In this case, after the writer read the novel, the writer decided to choose the novel because the novel is one of the interesting novels which need more reader's experiences to understand many events of the story in this novel.

## **B. Problem Statement**

Based on the background above, the researcher formulated the research questions as follows:

1. What types of schemata does Rick Riordan use in his novel?
2. What is the function of schemata in reading the text in Rick Riordan's Novel?

## **C. Objective of The Research**

Based on the problem statement above, the writer used the objective of the research, as the following below:

1. To find out the types of schemata that Rick Riordan Use in his novel “The Red Pyramid”
2. To find out the function of schemata in the text.

#### **D. Significance of Study**

The most important of this research that it tried to give information who is interested in reading novel. It can be a matter to put the reader’s position when they read a text. Afterwards, it also can be a reference for next researcher who wants to analyze an object which has relevance with this study.

#### **E. Scope of The Problem**

Based on the previous explanation above, the researcher needed to limit the schemata analysis in novel “The Red Pyramid” by Rick Riordan. In this case, the schemata refer to the function and the types of schemata in reading the text in the novel.

## CHAPTER II

### THEORETICAL BACKGROUND

#### A. Previous Finding

Djauhar (2007) in her thesis, "*Using Schemata to Improve the Students' Reading Comprehension.*" She focused on applied linguistics and she found how the activate schemata of the students advance the reading comprehension of the students of SMP Negeri 2 Majene.

Canney, et al. (1979) in their article, "*Schemata for Reading and Reading Comprehension Performance.*" They analyzed that student develops a schema for reading in the same manner as schemata for other classes of things, events, and situation are developed. They described how students' schema for reading might develop and how an inappropriate schema for reading may be one factor contributing to ineffective reading comprehension performance.

LI Xiao-Hui, et al. (2007) in their article, "*Analysis of Schema Theory and Its Influence on Readin.*" They found the basis for recognition and information processing originates from schemata. In addition, the schema theory and analyzes the relations among three types of schema and reading.

The similarity of this thesis with the previous findings above is talking about schemata term used but them just focused on reading. The first and the second

previous findings are analysis in student's reading which uses schemata while the last is analysis using the relation of the three types of schemata and reading.

In contrary in this research among the previous finding above, the researcher focused on function and types of schemata in reading the text in the novel. In addition, this research also used different data source from those previous findings above, this research used object that is novel. The writer investigated the function of schemata in reading the text and types of schemata that Rick Riordan's use in his novel.

## **B. Schemata**

### 1. Definition of Schemata

The term of *schema* indicates the first concept used by Kant, as developed by Plato's concept as "ideal types" (Soidi, 2007:2). These are mental representations of typical situations, and they are used in discourse processing to predict the contents of the particular situation which the discourse describes. The idea is that the mind, stimulated by key words phrases in the text, or by the context, activates a knowledge schema, and uses it to make sense of the discourse, artificial intelligence researchers need to reproduce this process, and to give computers both the necessary language knowledge, and the necessary schemata. The suggestion is that computers can be programmed to process discourse in a similar way to human beings, though the complexity of human language

competence and human knowledge are far greater than those of any existing computer (Cook, 1989:69).

In addition to schemata, other terms commonly used are frames (Fillmore in Carrell, 1983:81) scripts or scenario (Nelson in Canney, 1979:3), event chains (Warren in carrell, 1983:2, and expectation (Tannen in carrell, 1983:2). These terms, which are referred to broadly as “schema-theoretical” orientations, are not all identical. They have important differences. Yet, they share some fundamental assumptions and yield some of the same important insights into comprehension (Carrell, 1983:82). In this case the writer will use schemata theory as the orientation of this research.

According to Bartlett (1997:3) schemata is the investigating on the psychological ways faced in understanding clearly performs that what we know of something is a function based on our past experiences and or background knowledge. He determines that schemata are the most fundamental of all the ways in which we can be influenced by reactions and experiences which occurred sometimes in the past.

Yule (2010:146) defines that schema is a general term for a conventional knowledge structure that exist in memory. Widdowson in LI Xiao-Hui (2007:18) stated that schemata as cognitive construct which allow for the organization of information in long-term memory.

In addition, Anderson in Canney, et al. (1979:2) also has stated that a schema is a knowledge structure containing slots, or place holders, for each of the component pieces of information subsumed under the more general idea, or structure. In this case, schemata refer to an element of background knowledge about a particular aspect of the world. We have schema for people, objects, situation and events (Jeffries, et al., 2010:127).

In other words, schemata indicate the typical relation among its component parts for example in understanding such a thing, incident, or relationship occurs when sufficient number of slots in a schema are filled with particular example of events.

Based on some definitions about schemata above, the writer can conclude that schemata is the term of background knowledge element, having process to represent in comprehension what we understand that working in memory, or it can be said that schemata is the basic of knowledge through past experiences.

## 2. Types of Schemata

Generally, schemata classified into three types, which are closely relate to reading comprehension in text as the following:

a. Content Schemata

Content schemata refer to the background knowledge of the content area of a text, or the topic a text talks about. They include topic familiarity, cultural knowledge and previous experience with a field. Content schemata deal with the knowledge relative to the content domain of the text, which is the key to the understanding of texts. Since one language is not only the simple combination of vocabulary, sentence structure and grammar but also the bearer of different levels of the language's culture. To some extent, content schemata can make up for the lack of language schemata, and thus help learners understand text by predicting, choosing information and removing ambiguities (LI Xiaou-hui, 2007:19).

Carrell (1983:83-85) also mentions content schemata as one of the issues involves the theoretical distinction which is claimed to be background knowledge about the content area of a text. It means that content schemata faced as process (read or listen to) each different content. Gilakjani P.A., et al (2011:3) states that content schemata is familiar with the topic of the text.

Therefore, content schemata can be known as background knowledge about world depends on the text we read. This schema describes basic knowledge to compare, associate about content of the text.



## b. Formal Schemata

Soidi (2007:4) mentions the term of formal schemata sometimes more technically called textual schemata. Carrell in Xiaou-Hui (2007:19) defines that formal schemata or textual schemata care the organizational forms and rhetorical structures of written texts. They include knowledge of different texts types and genres, and also include the knowledge that different types of texts use text organization, language structures, vocabulary, grammar and level of formality differently.

Formal schemata are described as abstract, encoded, internalized, coherent patterns of meta-linguistic, discourse and textual organization that guide expectation in our attempts to understand a meaning piece of language. Readers use their schematic representation of the text such as fictions, poems, essays, newspaper articles, academic articles in magazines and journals to help comprehend the information in the text. Studies show that the language of what type and genre the text is can facilitate reading comprehension for readers because the type of the text will offer detailed evidence of the content of the text. Nonetheless, compared with the linguistic and content schemata, the formal schemata offer less power in the reading process (Carrell, 1984:18).

In fact, formal schemata shows form and rhetoric structure from the text, include types and genre text. In other words, the different types or genre will use different organization text, linguistic structure, vocabulary and grammatically. So that, formal schemata indicate about discourse study, for example Cook (1989:69) clarifies that it is mental representation of typical situation and it used in discourse.

### c. Linguistic Schemata

Linguistic schemata refer to readers' existing language proficiency in vocabulary, grammar and idioms. They are the foundation of other schemata. As is known linguistic knowledge plays an essential part in text comprehension. Without linguistic schemata, it is impossible for the reader to decode and comprehend a text. Therefore, the more linguistic schemata a reader has in his mind, the faster the reader acquires information and the better understanding the reader may get (LI Xiaou-hui, 2007:20).

In contrary, in other term of linguistic schemata is linguistic simplification. Some other studies have shown effect better comprehend or remembered passages that were more familiar. It means that a linguistic schema is lower role in comprehending the text. Blau in Hossein (2007:20) argues that simplifying authentic discourse text may distort its naturalness. A study conducted by Parker and Chaudron (1987:2) also supports the idea that

linguistic simplification does not necessarily make a text easier to understand as a whole.

However, Widdowson (1979:185) convinces that linguistic simplification is supposed to bring the language of the original within the scope of the learners' transitional linguistic competence. In this case, related to linguistic or language schema is features which need to identify the words and how to make it sentences. It includes knowledge grammatical or structure study.

Thus types of schemata above, they are clearly seen that schemata play an important role in reading comprehension. It means that background knowledge not only interprets facts and concepts but also calls up interactive procedure or routines (Swales, 1990:84).

### 3. Triggering Schemas

Jeffries and McIntyre (2010:129) related to know that we bring our schematic knowledge to bear when we read texts; the next issue to consider is how schemas are triggered. Schank and Abelson in Jeffries (1977:49-50) propose that script are triggered by headers –that is, textual cues that relate to elements of the script in question –and that at least two headers are required to instantiate a schema. Headers come in the following four types:

a. Precondition Headers

Precondition headers refer to a necessary precondition for the application of the script in question. For example, “Dan was feeling ill” may work as the precondition for the triggering of a doctor/patient interview script.

b. Instrumental Headers

Instrumental headers refer to actions that may lead to the invocation of a particular script. “Dan entered the doctor’s surgery” may be instrumental in triggering the Doctor/patient interview script.

c. Local Headers

Local headers are reference to locations where the script in question is likely to be activated. “The doctor’s surgery was a cold and forbidding place” provides a locale wherein we might expect the doctor / patient interview script to be instantiated.

d. Internal Conceptualization Headers

Internal conceptualization headers are references to actions or roles from the script. “The Doctor asked Dan how he was feeling” includes reference to both a role (the doctor) and an action (asking how the patient feels), both of which are likely to instantiate the script in question.

#### 4. Function of Schemata

In this section, the writer will investigate functions of schemata. The writer proposes to elaborate on some ways in which schemata fulfill this role. For example, Rumelhart (1977:111) states functions of schemata as follows:

##### a. Comprehension

Schemata are the key units of the comprehension process. Comprehension has important role in understanding text. Comprehension can be considered to consist of selecting schemata and variable bindings that will account for the material to be comprehended and then verifying that those schemata do indeed account for it (Rumelhart: 1977:112).

According to Bartlett (1997:11) prior knowledge plays a supportive role in comprehending text. The earliest study on the impact of schemata on reading comprehension dates back to the classical research. In other words, one of the most important aspects of theories that are shared by schemata is the role of prediction.

Carrel (1983:82) describes one of the functions of schemata in the following generalized way:

Schemata have been shown to guide the comprehension not only of events and scenes and activities like those previously mentioned (e.g. going to a restaurant, attending a professional meeting, going to a doctor office) but also guide the interpretation of the linguistic representations of these events, scenes, activities –i.e. of oral and written texts. It is the aspect of schema theory that is relevant

to those of us interested in the processing of linguistic texts and in comparing the processing in English a native language and in English as a second or foreign language.

Based on the describing above, the writer concludes that function of schemata is the way to comprehend the text through reading process, the reader uses interpretation.

Colquhoun (2005: viii) defines that interpretation is an explanation of the natural, cultural or historic, values attached to places. It enables to visitor to gain insight and understanding about the reason for conservation and ongoing protection of our heritage.

Therefore, it clarifies that interpretation is an understanding to predict in our environment based on the experience. It is one of tools to get schema from an object. The schema is used to interpret the situation happened in our surroundings, indeed to predict something will happen.

#### b. Schemata and Memories

Bartlett (1997:1) explains that the most persistent problems of recall all concern the ways in which past experiences and past reactions are utilized when anything is remembered. From a general point of view it looks as if the simplest explanation available is to suppose that when any specific event occur some trace, or some groups of traces, is made and stored up in the organism or in the mind. Later, an immediate stimulus re-excites the trace, or

group of traces, and, provided a further assumption is made to the effect that trace somehow carries with it a temporal sign, the re-excitement appears to be equivalent to recall. There is, of course, no direct evidence for such traces, but the assumption at the first sight seems to be a very simple one and so it has commonly been made.

However, remembering comes from mind which helps to recall past experience, or what sometimes more technically called our memory. As can be seen, studies of memory are not restricted to the relatively simple situation of memorizing fact and figures, but extend into the development, nature, and pathology of the processes by which everything we know, including our language, is assimilated and kept available for use (Xiou-Hui et al, 2007:18).

In addition, memory in this side drawn by psychologists has been distinction founded necessary fall into three basic categories. They are distinction by time, distinction by processes, and distinction by type of information.

Distinction by the time can be seen in the language class room in the student who can recall a new word or phrase immediately after it has been discussed by the teacher or the class, but who cannot recall it after the class unless specific kinds of extra work are demanded. A great deal of study has

been devoted to this distinction between immediate or short-term memory and long term memory.

Distinction by process can be seen through some adding capacities chunking, working memory, frequency, associate clusters, codes, schemas. They are some processes how to understand about something come into our mind.

Distinction by type of information refers to organized information with chronologically. In this case, a great deal of effort is now being devoted to the study of the organization of this type of information, concerned with the mental representation of words and their meanings, of the concepts which make up the raw material of our thoughts and the words we can express them by (McDonough, 1981: 61-71).

So that, it can be concluded that memories are natural side causes of the understanding process. In understanding many aspects of the input are associated by configuration of schemata. Automatically, schemata constitute our interpretation of the input in our memory. In fact, our memories are representations of interpreted input rather than of inputs themselves has some important consequence for retrieval.



### c. Making Inferences with Schemata

The most obvious way schemata serve to make inference is as predictors of as yet unobserved input. Upon finding a schema which gives a good account for an input situation, we can infer likely aspects of the situation which we have not observed.

Cook (1989: 69) gives an example when someone activates in the morning. Cook says that someone woke up at seven forty. He made some toast and a cup of tea. He was also described listening to the news and going to work at about 8.30.

From an example above, Cook makes inferences or a description with schemata might well be enough to satisfy as follows:

I woke up at seven forty. I was in bad. I was wearing pyjamas. After lying still for a few minutes, I threw back the duvet, got out of bed, walked to the door of the bedroom, opened the door, switched on the landing light, walk across the landing, opened the bathroom door, went into the bathroom, put the basin plug into the plughole, turned on the hot tap, ran some hot water into the wash basin, looked in the mirror.....

(Cook, 1989:69)

Based on the explanation above, the writer conceived that making inference is involved in the natural course of comprehending an input, and comes about by the activation of dominating schemata by subschemata.

In other words, it determines that a situation fits a certain schema we are in a sense determining that the current situation is analogous to those

situations from which the schema was originally derived (Rumelhart, 1977:120). In brief, making inference with schemata has effect to assume their existence by analogy from someone who interprets something based on what they derived.

#### d. Schemata and The Structure of Action

One of the characters of the schemata is structure of action. It indicated that schemata can also constitute the underlying knowledge used to perform action (Bartlett, 1997:3). Rumelhart (1977:121) explains that most people know how to toss an object from one hand to another. He described how to characterize a transfer schema that organizes and coordinates the set of actions involved. For example as follows:

TRANSFER (object O, from hand  $H_i$ , to hand  $H_f$ , at time T).

1. TOSS O from  $H_i$  to location ( $H_f$ ) at T.
2. CATCH O with  $H_f$  at  $T + \delta T$ .

From the variables above can be explained that  $H_i$  is taken to be the initial hand which holds the object (O) at the outset (time T) and  $H_f$  is the hand which finally holds the object as a result of the transfer. In this case, then, TRANSFER is assumed to have four variables and embedded subschemata –TOSS and CATCH. TOSS and CATCH themselves are of course complex schemata with variables, and they are, in turn, represented by a configuration of subschemata (Rumelhart and Ortony: 1977: 121).

From example above, it has tried to show that knowledge underlying the performance of actions can be represented in the same way as knowledge underlying comprehension. Likewise, it can be distinguished between these two kinds of knowledge as being based on action schemata and comprehension schemata.

### **C. Synopsis of The Novel**

Carter and Sadie are the main characters in this novel. Since their mother's death, they have become near strangers. While Sadie has lived with her grandparents in London, her brother has traveled the world with their father, the brilliant Egyptologist, Dr. Julius Kane.

One night, Dr. Kane brings the siblings together for a "research experiment" at the British Museum, where he hopes to set things right for his family. Instead, he unleashes the Egyptian god Set, who banishes him to oblivion and forces the children to flee for their lives.

Soon, Sadie and Carter discover that the gods of Egypt are waking, and the worst of them - Set - has his sights on the Kanes. To stop him, the siblings embark on a dangerous journey across the globe - a quest that brings them ever closer to the truth about their families and their links to a secret order that has existed since the time of the pharaohs.

#### **D. Biography of The Author Novel**

Richard Russell Riordan Jr. better known as Rick Riordan is The New York Times bestselling American author of the Percy Jackson and Olympians series. Born on June 5, 1964, Rick Riordan grew up in Texas. He attended the Alamo Heights High School, graduating in 1982. For higher education Rick enrolled at the University of Texas in Austin double majoring in English and history. After graduation from the university in 1986, Rick Riordan chose teaching for a career. For 15 years Rick taught English, history and Greek mythology at various middle schools in the San Francisco Bay Area and in San Antonio.

Rick began to enjoy writing from an early age. He made many unsuccessful attempts of publishing his short stories in teenage years. At school, Rick was appointed the editor of the high school newspaper. It was not until graduation from college and teaching in San Francisco that Riordan took writing seriously.

While living in California was enjoyable and comfortable for his wife and kids, Riordan yearned for Texas. His nostalgic feelings for Texas led him to write a mystery novel set in San Antonio, his hometown. The novel entitled Big Red Tequila featured the central character of Tres Nvarre, a private eye Ph.D in English. The novel received enthusiastic reviews and won Riordan the three most prestigious awards in the mystery genre. Riordan was presented the Edgar, Anthony and Shamus awards for Big Red Tequila. Riordan has to his credit a number of other awards as well. Some of these include Mark Twain Award for The Lightning Thief (2008),

Mark Twain Award for *The Sea of Monsters* (2009), Rebecca Caudill Award for *The Lightning Thief* (2009), School Library Journal's Best Book for *The Red Pyramid* (2010), Children's Choice Book Awards: Author of the Year (2011) and the Children's Choice Book Awards: Fifth Grade to Sixth Grade Book of the Year for *The Red Pyramid* (2011).

Riordan is author to five series which include *Percy Jackson and the Olympians*, *The Heroes of Olympus*, *The 39 Clues Series*, *Tres Navarre Series* and *The Kane Chronicles*. He is also written a standalone novel entitled *Cold Springs* which was published in 2004. Rick Riordan currently resides in San Antonio with his wife and their two sons (Anonym, 2013).

## CHAPTER III

### METHOD OF RESEARCH

#### A. Research Method

In this research, the writer used qualitative descriptive method. It was used to describe the schemata in novel *The Red Pyramid* by Rick Riordan.

#### B. Data Source

The writer in this research used source of data in fifteen chapters from forty one chapters of Rick Riordan's novel "*The Red Pyramid*". Then, the writer divided into three parts in collecting the data. They are five chapters in the beginning, five chapters in the middle and five chapters in the end of novel. Totally, there are fifteen chapters that the writer used to be identified into schemata analysis.

#### C. Instrument of Research

In collecting data, the researcher used note taking as the instrument of research. It was used to find the data from the novel *The Red Pyramid*.

#### D. Procedure of Collecting Data

In collecting data, the writer followed the procedures as follows:

1. The writer took four colored cards.
2. The writer read the novel carefully.

3. The writer identified some data from the novel that believed as function and types of schemata by using note cards.
4. The wrier classified note cards based on its color.
5. Then the last, the writer Analyzed the function and types of schemata of Rick Riordan uses.

#### **E. Technique of Analyzing Data**

In analyzing data, the writer used Bartlett's theory about schemata as theory remembering. According to Bartlett (1997:5) remembering is organism which has only a few sense avenues of connection with its environment, and only a few correlated series of movement, but is devoid of all the so-called higher mental functions. Any reactions of such an organism which has more than a mere momentary significance is determined by the activity of a schema in relation to some new incoming impulse set up by immediately presented stimulus. Therefore, the writer used this theory to analyze schemata in Rick Riordan's novel "The Red Pyramid". It aimed to find the functions and types of schemata of Rick Riordan uses.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

In this chapter consists of findings and discussions part that show the result of the research. The writer would like to present what have been found from the Rick Riordan's Novel "The Red Pyramid".

#### A. Findings

In this research the writer presents the data analysis based on the types of schemata in Rick Riordan's Novel "The Red Pyramid". According to Bartlett, schemata have three types with its function. They are content schemata, formal schemata and linguistic schemata. To understand the data collection, the writer presented explanation that *C* is chapter, *P* is page and *D* is data.

##### 1. Content Schemata

There are three indicators of content schemata:

##### a. Familiarity

##### 1) School

"Go to the **school**. Find the locker. I won't you which school or which locker, because if you are the right person, you'll find it. The combination is 13/32/33...." (Riordan, 2010: C-1/P-5/D-01).



## 2) Hieroglyphics

“...The top part was Ancient Egyptian picture writing: **Hieroglyphics**. The middle section.... I had to rack my brain to remember what my dad called it: demotic.....” (Riordan, 2010: C-1/P-16/D-02).

## 3) Egypt

“...I’d seen such illustrations in Dad’s Books (yes, all right, sometimes when I was the Piccadilly bookshop I’d wander into the **Egypt** section and sneak look at Dad’s books, just to feel some connection to him, not because I wanted to read them).....” (Riordan, 2010: C-7/P-59/D-03).

## 4) Pyramid

“Sadie: You can’t be serious,” I said. “That isn’t a real **pyramid**.” (Riordan, 2010: C-19/P-153/D-04).

## 5) Magic

“Shabti: .... I must admit I’m impressed, Sadie. You controlled your **magic** and controlled Isis. And you, carter, did well turning into a lizard.” (Riordan, 2010: C-25/P-204/D-05).

## b. Cultural Knowledge

## 1) Amulet

“Sadie’s hand went to her neck. When we were little, right before Sadie went to live with our grandparent, Dad had given us both

Egyptian **amulets**. Mine was an Eye of Horus which was a popular protection symbol in Ancient Egypt.” (Riordan, 2010: C-1/P-12/D-06).

2) Louvre

“We dashed across the rue de Rivoli into a wide plaza surrounded by the wings of the **Louvre**. Bast made straight for the glass pyramid at the entrance, glowing in the dusk.” (Riordan, 2010: C-19/P-153/D-07).

3) Magic Salsa

“She pointed toward a well-lit factory complex with tucks, warehouses, and silos. A giant chili pepper was painted on the side of the biggest warehouse, and a floodit sign read: **magic salsa, inc.**” (Riordan, 2010: C-33/P-272/D-08).

4) Communication

“You’re a fruit bat, I told Set.” (Riordan, 2010: C-38/P-301/D-09).

c. Previous experience

“I’d been to the British Museum before. In fact I’ve been in more museums than I like to admit –it make me sound like a total geek.” (Riordan, 2010: C-2/P-15/D-10).

“When we reached the entrance of the Egyptian gallery, we stopped dead in our tracks. Our dad stood in front of the Rosetta Stone with his back to

us. A blue circle glowed on the floor around him, as if someone had switched on hidden neon tubes in the floor.” **(Riordan, 2010: C-2/P-18/D-11).**

“I woke in a small room with industrial carpeting, gray walls, and metal-framed windows. I felt as if I were inside a high-tech refrigerator. I sat up groggily and discovered I was coated in cold, wet sand.” **(Riordan, 2010: C-19/P-155/D-12).**

“It looked just like Sadie had described from her visions: soaring stone columns, fiery braziers, a polished marble floor, and in the middle of the room, a gold-and-red throne.” **(Riordan, 2010: C-41/P-330/D-13).**

## 2. Formal Schemata

- a. “My name is Carter Kane. I’m fourteen and my home is a suitcase. You think I’m kidding? Since I was eight years old, my dad and I have traveled the world....” **(Riordan, 2010: C-1/P-5/D-14).**
- b. “In case you’ve never seen it: the Needle is an obelisk, not a needle, and it doesn’t have anything to do with Cleopatra....” **(Riordan, 2010: C-1/P-11/D-15).**
- c. “The library was amazing, I almost forgot my dizziness. It was bigger than I’d imagined, a round chamber sunk deep into solid rock, like a giant well....” **(Riordan, 2010: C-7/P-59/D-16).**

### 3. Linguistic schemata

#### a. Vocabulary

- 1) “.... You know that tingle in the pit of your stomach when you’re on a **roller coaster** and it goes into free fall?...” (Riordan, 2010: C-5/P-35/D-17).
- 2) “**Gnome?**” I asked, as we followed him up the stairs. “ Like those little runty guys?” (Riordan, 2010: C-5/P-37/D-18).
- 3) “.... It was about to chomp my face when a dark form loomed up behind it and shouted, “**mange des muffins!**”.....” (Riordan, 2010: C-17/P-138/D-19).
- 4) “.... I threw the twine at Wayne and yelled a word Isis suggested: “**tas!**” (Riordan, 2010: C-24/P-198/D-20).
- 5) “you were fighting **Apophis.**” (Riordan, 2010: C-26/P-211/D-21).
- 6) “my combat **avatar** formed around me, lifting me off the floor and encasing me with golden energy.” (Riordan, 2010: C-37/P-298/D-22).

#### b. Grammatically

- 1) “**Zia was right,**” I said. “You possessed Amos.” (Riordan, 2010: C-37/P-295/D-23).
- 2) “**I stood and stared at the hole in the ceiling,** dreading the idea of turning into a kite again.” (Riordan, 2010: C-39/P-305/D-24).

- 3) “**Desjardins looked at the magicians behind him**, probably gauging how much support he could rally.” (Riordan, 2010: C-40/P-321/D-25).

c. Idioms

- 1) “... **By the time** you finish listening, you’ll know what those number mean...” (Riordan, 2010: C-1/P-5/D-26).
- 2) “We’re **running out of time**,” she said. “He’s coming back.” (Riordan, 2010: C-34/P-280/D-27).
- 3) “**Come on**,” Zia prodded us. “No time for second guessing.” (Riordan, 2010: C-36/P-292/D-28).
- 4) “Sadie: **Hold still**.” I ripped some cloth from the hem of my pants and tied it behind her leg.” (Riordan, 2010: C-39/P-304/D-29).

## B. Discussions

In this part, the writer presents the data analysis that had been found in Rick Riordan’s Novel “The Red Pyramid”. The writer is as the reader of the novel identified the types of schemata with the function in reading the text of novel based on Bartlett’s theory who has researched on the psychological process involved in comprehension clearly shows what we understand in our past experiences. Then, the writer determined the function of schemata based on the Bartlett’ theory.

Based on the explanation above, the writer classified schemata into three types as the following below:

## 1. Content schemata

In the **datum 1** until **datum 5**, they indicated the familiar term in this story. It means that they are pronounced in many times in this novel.

**School** in the **datum 1**, can be categorized as the content schemata which deal with the knowledge relative to the content domain of the text, which is the key to understanding of text. In this case, school described us that it is the place for studying, playing and interaction each other. In many schools, we can find the element of school like teachers, students, class, and locker and so on.

Then, the function is to show that the story has relation with students where the characters of this story are students. It triggered our schemata to comprehend the text.

**Hieroglyphics** in the **datum 2**, can be categorized as the content schemata. It indicated that hieroglyphics are amounts of symbols that give instruction to overcome the problem and of course Rosetta stone was the key to deciphering hieroglyphics. They are prominent in this story to determine that hieroglyphics are still existed and they are not just story.

Hieroglyphics are the Ancient Egyptian picture writing like a kind of writing from the period when the Greeks controlled Egypt and a lot of Greek words got mixed into Egyptian. Then, the function is to show that it is a symbol used sometimes in alphabet or numeral to communicate each other to comprehend the legend

**Egypt** in the **datum 3**, can be categorized as the content schemata. It shows that this is place where the story happens. Egypt also shows that once the Egyptian ancient civilization.

Then, the function is to show the background of this story stayed in Egypt where the story told much about history of Egypt civilization. It means that Egypt showed us word civilization such as Giza Pyramid, The King of Egypt, and so on.

**Pyramid** in the **datum 4**, can be categorized as the content schemata. It does not mean a little pyramid form but it describes the building equilateral triangles which are the tombs of Egyptian kings used to serve as monument. This building is also a background of this story so often mentioned in this novel either in the form of conversation or narrative.

Then, the function is to show us that pyramid one of the biggest influence of this story.

**Magic** in the **datum 5**, can be categorized as the content schemata. It indicated that magic in this story is very supportive of the legend because several prominent mastered in conjuring procedure that cannot be separated from the characteristic of Egyptian past. Then, the function is to show us that the story in this novel use magic or sometimes we called myth, ceremonial, ritual and so on.

In the **datum 6** until **datum 9**, they indicated to us as the second characteristic of type of content schemata, cultural knowledge. Cultural knowledge means every idea that is gained from experience. From humans, nearly all cultural ideas are stored in the brain. The main concept behind cultural knowledge is that an organism's experiences must be recorded, with new actions depending on what has been recorded. In this case, the writer has described how cultural knowledge in this story.

**Amulets** in the **datum 6**, it indicated the Egyptian amulets. It means that the reader can understand function of the content in this story through knowing background of amulet which showed symbol of hieroglyphics. They indicate implicit power to make this story interesting for the readers.

**Louvre** in the **datum 7**, can be categorized as the content schemata. In this case, Louvre here means one of the world's largest museums and a historic monument. This museum was originally a fortress build in the 12<sup>th</sup> century under the reign of Philip II. So that, there is one of the cultural elements of the building was showing us how to cultivate historic tools.

The writer indicates the function is to make inference involved in the natural course of comprehending an input, and comes about by the activation of dominating schemata.



**Magic Salsa** in the **datum 8**, shows us how powerful trading system in the story so that there is a cultural value is created and it looks from the social life that we need each other. Magic salsa is not only a product name but also a symbol of darkness where the reader can understand the function to make inference to assume readers existence by theirs analogy.

There is something different that we can find in the **datum 9**. This datum does not indicate that there was a word bold, but if we observed this sentence shows us the different communication system than usual. The culture is highlighted in this story that there is a changing from human to animal like bat, snake, and dragon which communicate each other. So this is the unique culture that we cannot find in the real life.

So the writer understands that in this story found a socio-cultural among the animals. Then, the function of this part is making inference to involve in the natural course of comprehending an input and comes about the activation of dominating schemata.

In the **datum 10** until **datum 13**, can be categorized in previous experience but stay with content schemata. Previous experience shows us the situation based on the reader's comprehension through past experiences.

In the **datum 10** indicates the characterization of this story had ever joined the museum before. So the writer indicates the characterization have a

previous experience who have function to comprehend what they understand before. It can be understood that this datum describe Sadie is as the smarty-pants. Sadie knew more about the British Museum so he would like to admit and make him sound like a total geek.

In the **datum 11**, can be determined as the function schemata stay with making inference. Making inference is to assume the existence by analogy from someone who interprets something based on what he derived. This datum indicates the situation of Sadie's father when he arrived in the Egyptian gallery. His father began an amulet with the Rosetta stone, as if someone turn on the lamp in the dark room.

In the **datum 12**, it indicates the involvement of function schemata stay with making inferences. This datum showed us Sadie and Carter's condition. They describe the situation after waking up from unconscious because of amulet. They woke in a small room on the mountain in Washington, DC. They felt as if were inside a high-refrigerator but it is not really there. They felt chilled because the situation of hilltop is cold.

In the **datum 13**, it describes the red pyramid as Sadie had seen from his vision. It indicates that he has experience about this building. So the writer categorized this datum into the content schemata stay with previous experience. Then, it can be known as the background knowledge about the

building depends on the text we read. The place he means in this story is the throne room which is full of hundreds of gods, major and minor, all darting through the palace, forming new shapes, glowing with power. Moreover, it can be understood as the reference for the reader to comprehend the text in this novel.

## 2. Formal Schemata

In the **datum 14** until **datum 16**, indicated as the formal schemata. Formal schemata are sometimes called textual schemata which include text types or genre text. They show form and rhetoric structure from the text.

In the **datum 14** indicates genre descriptive text to describe someone is Carter Kane. So the function is to comprehend the character of this story.

In the **datum 15**, it used genre explanation text stay with formal schemata. It indicates the reader can understand what the structure of action to explain more about needle.

In **the datum 16**, it used genre analytical text which stays with formal schemata. Analytical is to persuade the reader or listener that something the case. So the writer determined that in this text types as the function to make inference. Then, the reader can conclude what he understands after reading

this type. This text type can be understood as the introducing the topic which is about library and it indicates the writer position.

### 3. Linguistics Schemata

In the **datum 17**, it can be seen as the new vocabulary in this story but it is not really new for the readers except if they have read the novel. **Roller Coaster** is can be found in many times in this story. Roller coaster means a boat. It indicates in this text exploring the condition of this boat when the boat moved with outstanding speed. It also described when they loomed abridge above them. So the writer concludes that this datum as the function schemata with making inference.

In the **datum 18**, the writer found **gnome** as the vocabularies stay with linguistics schemata. Gnome means a district of area. Gnome is a new vocabulary for the reader. So the writer determined gnome as the linguistic schemata. Then, the function is memories where the most persistent problems of recall all concern the ways in which past experience and past reactions are utilized when anything is remembered.

In the **datum 19 and 20**, they indicates magic formula or spell like mangle des muffins, it means “eat the muffin!”. Muffin is the cat in this story. Then, Tas is also magic formula means string as the sign of hieroglyph for example the angry snake.

All the magic formula in the **datum 19 and 20** are the symbol in Egypt to affect something to be destroyed. So the writer determined these words as the new vocabularies, then purpose to memorize and it can be categorized linguistic schemata.

In the **datum 21 and datum 22**, they included as the new vocabulary in this story but it is not really new for the readers. It can be understood that **Apophis** means snake's name and **Avatar** means a power that having golden energy. The writer in these data regards as the new vocabulary in this story but the reader can understand when reading the text because it is described by explaining some description. So the reader can understand totally.

In the **datum 23, 24 and 25**, it can include in appropriate or language structure or grammar. Grammar accuracy is the most important for the reader to understand the content of this story. So the writer categorizes in language schemata to indicate that schemata can also constitute the underlying knowledge used to perform structure of action.

In the **datum 26 until datum 29**, it showed some idioms categorized in the linguistics schemata. Idioms are an expression having a certain meaning. It consists of at least two words. This combination of words called as an idiom cannot be understood based on the word in isolation.

The relation with this part is how to comprehend when we collaborated between our past experiences and the text we have read. Talking about idiom, the reader need more know many idioms.

Next, in the **datum 26, by the time** means after you have heard. Then, the function is to memorize which can recall a new word or idioms immediately after it has been read by the reader.

In the **datum 27, running out of time** is including an idiom means that time is up. The writer categorized running out in the linguistic schemata. Then, the function can be seen through some adding capacities working memory, frequency and codes. They are some processes how to understand about something come into our mind.

In the **datum 28, come on** is an idioms means start to happen or work, to make progress, please hurry and a command. It can be categorized linguistic schemata where the function is to memorize.

In the **datum 29, hold still** is as an idiom means do not move. It can be categorized as linguistic schemata for reader's new memorizing.

All of the idioms above, they are clearly seen that linguistic schemata play an important role in reading comprehension. In this case, related to linguistic or language schema is features which need to identify the word and how to make it sentences. So it indicated that schemata can also constitute the

underlying knowledge used to perform action which guiding the reader is easy to comprehend the text.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter provides conclusion and suggestion. After analyzing the Rick Riordan's novel "The Red Pyramid", the writer makes some conclusions and suggestions as follows:

#### A. Conclusions

Based on the analyzing the data on the discussion of schemata analysis in Rick Riordan's Novel "The Red Pyramid", the researcher concluded that the types and the function of schemata in the novel as follows:

1. The writer found three types of schemata are used in the novel. They are content schemata, formal schemata and linguistic schemata.
2. In this research, the writer determined the function of schemata based on the data from the three types of schemata. They are comprehension, schemata and memories, making inferences with schemata, schemata and the structure of action.
3. The result of schemata analysis shows that the reader used experiences to collaborate what he knew when reading the novel.

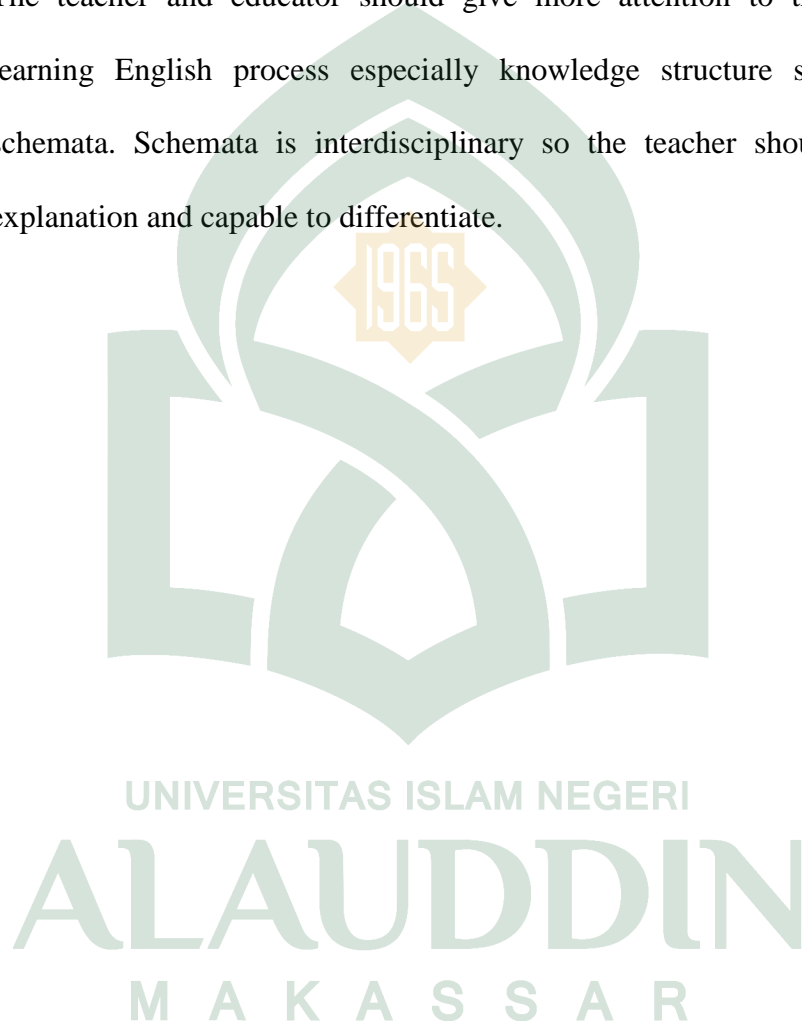
#### B. Suggestions

Based on the conclusion above, the researcher suggests to:

1. The readers should be able to increase and look for new experiences when reading text in any forms for example novel. It can help the reader to comprehend the text easily.



2. The students especially for English Students Department should analyze other aspect about schemata in the different object for example short story, poetry, advertisement and so on. It can explore their experiences when they read text.
3. The teacher and educator should give more attention to the students in learning English process especially knowledge structure studying about schemata. Schemata is interdisciplinary so the teacher should give more explanation and capable to differentiate.



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## CURRICULUM VITAE



Kaharuddin or usually called Kahar was born on July 11<sup>th</sup>, 1990 in Tosora Wajo Regency South Sulawesi. He is the youngest son of Pangu and Duha. His father has passed away after suffering malaria. He has four brothers and three sisters.

He lived and studied in Islamic Boarding School during twelve years. He attended the elementary school, Madrasah Ibtidaiyah As'adiyah (MIA) No. 49 Tosora and graduated in 2003. In the same year, he continued his study in Madrasah Tsanawiyah As'adiyah Putra 1 Pusat Sengkang Wajo Regency and graduated in 2006. Then he continued his study again in Madrasah Aliyah As'adiyah Pusat Sengkang in Macanang Wajo regency and graduated 2009.

Then in the same year, he moved to Makassar city continuing his study at Alauddin State Islamic University of Makassar. Makassar is a great city with great opportunities, so he would not be doubt, when it will come down to choose a place to study in Makassar. The field he was thinking to study in is; English Literature. He chose English and Literature Department at Adab and Humanities Faculty.

Therefore, he loved going to campus and he has always taken his studies very seriously. He never said to anyone in his life, that "*he hates to study*". Being a university student, he followed some organizations like Alamida Scout of UIN Alauddin Makassar, FKMA, HIPERMAWA, NGC, Bohemian Community, Atthullab UIN Community. He loves English so much, and hoping someday the Lord gives the chance to continue his study in abroad.

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