



**ADAPTING THE SUPERFAMILY TV QUIZ TO IMPROVE  
STUDENTS' READING COMPREHENSION**

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**Abstract**

This research was aimed to analyze the effect of “The Super family TV Quiz” on students’ reading comprehension skill. The preliminary research shows that there are two main factors which become issues in reading comprehension. It arise from the teacher’s side and from the students’ side. From the student’s side, it is caused by students’ limited vocabulary that make them cannot comprehend the text and cannot be motivated. From the teacher’s side, the problem is caused by the use of conventional technique (Questioning techniques and pictorial context) in pre-reading activity. This research was conducted by using an experimental research design and the population of this research was 68 business students in the second grade of SMK N. 3 Padang. Those students are divided in two classes; experimental group and control group. Both group received different treatment. The experimental group was treated by using the activities which were adapted in the superfamily TV Quiz while the control group was treated by using pictorial context (conventional technique). The score in post-test of the students in experimental group differs significantly from the students in control group after calculating it by using  $t$  formula. The value of  $t$  calculated (3,32) is higher than the value of  $t$  table (2.00). So, it is logic to say that the used of the “Super Family” TV quiz in pre-reading activity has a significant effect on reading comprehension

Key words: Schemata, TV quiz

**I. Introduction**

Some written words have an intended message that is related to the comprehension strategy. Readers

access them by using their prior knowledge and experiences. In this case, the reader should apply the effective strategy to reach the level of

comprehension. Wren (2003) states that, to truly comprehend the text is to make connections between the information in the text and the information in the reader's head, to draw inferences about the author's meaning, to evaluate the quality of the message, and possibly even to connect aspects of the text with other works of literature.

Like in senior high school and junior high school, reading is also taught to the students in vocational school and it is also the skills that is examined in national final test or UN and in the Test of English International Communication (TOEIC). Since reading comprehension is very crucial for them, the reading instruction should be taught optimally to reach comprehension level so that the students are able to face those tests.

However, based on a preliminary observation conducted in SMK N 3 Padang, the researcher found a serious problem. The problem was based on the result of their mid-semester test, especially in reading section.

In that test, reading section only consisted of 5 questions. The

result shows that from 70 students in 2 classes only 15 students answered the question completely. From those students who answered the question completely, only 3 students had all correct answers. Moreover, there were 17 students just skipped the question in reading section or they did not answer the questions from reading section. The other students just answered 1, 2 or 3 questions, but the answers from those questions were not totally correct. Only few of them did the reading test completely and only 3 students had a perfect result.

The writer interviewed the first and the second grade teachers there. They admitted that this problem always come up when they try to include reading in some tests. From this information, it is clearly seen that reading was a big problem for them. Moreover, the researcher also interviewed some students in the third grade that have followed National Final Test or UN. Most of them also admitted that reading has always been a problem for them when they follow English tests and even in National Final Test. They also added that, in National Final test, sometime they

tried to guess the answer of the question before reading the text that was provided.

Actually, there were some causes of those cases. The causes could be divided into two. The first one was coming from students' side and the second one was coming from teachers' side. From student's side, the problem was caused by their limited vocabulary and lack motivation in reading. When the researcher gave them a text and ask them to read it, they did not do it because they did not recognize the meaning of some words. Even though, then they read it they spent much time to read and understand it. Moreover, they had to check dictionary more often. Then, it made them think that reading was just time consuming.

From the teachers' side, the problem could be seen from their way in teaching reading. The teachers that the researcher observed tend to use the conventional techniques in teaching reading comprehension, especially in pre-reading stage. In pre-reading activity, first, they showed the students some pictures and then they asked the students some questions related to the

pictures. After that, the teachers tried to relate the discussion from the picture with the text that would be read by the students (pictorial context). Sometime, there was no picture; they just ask the students orally some questions which were related to the text that would be read by the students (questioning technique).

After considering the problems above, the teachers need to prepare themselves in providing the students with a meaningful activity. The teacher should choose a theory for preparing that activity. Some experts suggest using schema theory in reading activity because schema theories have advanced understanding of reading comprehension by describing how background knowledge can enhance a reader's interaction with the text. Beside that, schema theory is now widely accepted as playing a key role in reading comprehension (Alvarez and Risko, 1989).

However, when the researcher got a chance to apply that theory in SMK N 3 Padang, the students at that school had different schemata in their head, after the students were given an

incomplete text and are asked to relate the text with their background in reading activity. Stott (2001) also notes that all readers carry different schemata (background information) in reaching comprehension. So, the misinterpretation may occur in their teaching and learning process, especially in reading.

In this case, the researcher tried to find the solution by guiding the students in pre-reading stages. The guide that the researcher used is using one of TV quiz in Indonesia. In this research, researcher suggests to use the “Super Family” TV quiz.

## **II. Review of Related Literature**

### **2.1. Schema Theory**

Since, the goal of reading is comprehension. Readers have to find their ways in reaching that level. Some experts in reading suggest schema theory as one of the ways. They have conducted that theory and the achievements have shown that the theory is useful to improve comprehension. One of the experts is Piaget. The term schema was first used by him in 1926. Then, it was

developed by R. C. Anderson, a respected educational psychologist.

This learning theory views organized knowledge as an elaborate network of abstract mental structures which represent one's understanding of the world. Hatten et. al (2002) assume that schema theory is vital to develop comprehension in reading. When readers access their background knowledge, their comprehension ability is so much greater than without any background information or motivation to read.

Many definitions of schema theory (some of them explain it in general and others relate it directly into reading comprehension) have been presented by different authors. One of these concepts is pointed out by Napper (2002) he says that schema theory is a theory about knowledge, about how knowledge is represented, and about how that representation facilitates the use of knowledge in various ways. Then, Al- Issa (2006) also states that schema theory is a theory of how knowledge is acquired, processed, and retrieved. He adds, schema is the technical term used by cognitive scientists to describe how

people process, organize, and store information in their heads. Both of the authors describe schema theory in general one.

Another point about schema theory is explained by Alvarez and Risko (1989). They describe schema theory as the process of how prior knowledge can enhance a reader's interaction with the text. Similarly, Stott (2001) says that schema theory describes the process by which readers combine their own background knowledge with the information in a text to comprehend that text. From the definitions above, the authors relate it directly to reading comprehension. It means they believe the schema theory which is now widely accepted as playing a key role in reading comprehension or appropriate used in for reading comprehension. It is based on the assumption that the reader's prior knowledge directly impacts new reading situations.

According to schema theorists, all knowledge is packaged into units called schemata or According to David and Norazit (2000), conceptual frameworks build from schema, called schemata. Schemata is seen as

something influencing the reader's opinion even before a text is read. For example, the readers just read the title of the text and then begin to create their own schemata in their head.

In brief, schemata or background knowledge in reading is really crucial to gain meaning or to comprehend the text that is being read. The schema theory itself means the process of how prior knowledge can enhance a reader's interaction with the text. All knowledge from the process in schema are packaged into units called schemata and it can affect readers' opinion about the text.

## **2.2. A Limitation of Schema Theory**

What readers bring to the printed material affect their comprehension. Some insist that the prior knowledge or previous knowledge of readers is the single most important component in the reading process. Some claim that, the printed page is able to stimulate ideas that already exist in readers' heads and may cause reconstructing of these ideas in a fresh way. Those statements show that how schema theory can take an important part in reaching

comprehension because schema are the underlying connections that allow new experiences and information to be aligned with previous knowledge.

However, the reading process involves identification of genre, formal structure and topic, all of which activate schemata and allow readers to comprehend the text. In this case, it is assumed that readers do not access all the alternative schemata, but the schemata actually are activated. Where this is not the case, then some disruption of comprehension may occur. In fact, it is likely that there will never be a total coincidence of schemas between writer and reader. Stott explain that (2001) explains that the differences between writer intention and reader comprehension is most obvious where readers have had different life experiences to the writer's 'model reader. Readers sometimes also feel that they comprehend a text, but have a different interpretation to the author.

So, if it is applied in a classroom activity, different students may access different schemata and there will be some heterogenic in comprehending a text. To solve this

problem the researcher use an activity from a TV quiz that will be applied in a pre-reading activity as a guide for the students to activate the schemata appropriately with the text, so there will be no misinterpretation.

### **2.3 The Super Family TV quiz in Teaching Reading Comprehension**

“Super family” is a TV quiz that challenges its competitors (consists of 2 groups) to guess the result of surveys from question that will be given to them. The participants are not asked questions about what is true or how things really are. Instead, they are asked questions about what other people think are true because contestants are posed questions that have already been answered by a survey of 100 people.

An answer is considered correct if the answer appear in the game board and the answers are wrong if the sign “X” appear in the game board. The example of the question and its answers will be illustrated as follow;

It can be considered that the “Super Family” quiz has relationship

with schema theory. Both of Schema theory and this quiz tend to implement the use of background knowledge. According to Brown (2003), the quiz show can be defined as a test of knowledge especially between individuals or teams as a form of entertainment. It is expected can be used in teaching reading comprehension.

Both of Schema theory and the “Super family” TV quiz have the same purpose by calling up someone’s memory that will help them to comprehend the text that they are going to read. Hatten et. al (2002) said that when students access background knowledge, their comprehension ability is so much greater than it would be without any prior information or motivation to read. Because of “Super family” TV quiz lets students to access their background knowledge, it is hoped that this quiz may give contribution in teaching reading comprehension.

This Quiz will be apply in pre-reading activity. Like Ajideh said before the purpose of pre-reading activities is to motivate the students to want to read the assignment and to

prepare them to be able to read it. Sasson (2007) also explains that Pre-reading strategies are those which help students build up their expectations and understandings about a text before they actually begin reading it. Applying the “Superfamily” TV quiz in pre-reading activity is expected to help students evoke their experiences that give some contribution to what they will read.

In the “Super Family” TV quiz the host play a really important role in leading the game. He gives the competitors instructions and question, and also shows the answers. If it is apply in classroom reading activity, the teacher will be a host who conducting the game. The teachers should be able do this so that the students may have some preparation in comprehending the text. According to Sasson (2007) instructors play an important role in preparing students for the task and can help students become more aware of the reading characteristics they bring to the task. So, the purpose of the teachers here is playing the role as a host of ‘Super Family’ and conducting the game so that the students may feel the

contribution of the game to printed material that they are going to read.

In Short, the “Super family” TV quiz is a TV quiz that has relationship with schema theory which both of them try to applicate the use of background knowledge. In classroom activity, this quiz plays in pre-reading activity to provoke students’ experience that will be connected to the text, so that the contribution of the teacher in conducting the game is needed.

### III. Research Method

This research was done by using an experimental research design. Arikunto (2002:3) says that experiment is always done in order to see the effect of a treatment. There were two classes that have been experimented, an experiment class which applied the *Super family* TV quiz in it and a control class which did not apply the quiz but applied the conventional technique of teaching reading. In conventional technique, the teacher showed the students some picture in pre-reading activity, and then the teacher discussed something about the picture which related to the

text. In post teaching there was a same treatment to those groups

The purpose of having such research design is to discover whether the “Super Family” TV quiz can better improve students’ reading comprehension in SMK 3 than using conventional technique. It is hoped that by experimenting it, the differences between the class which applies the “Super Family” TV quiz and the class which does not apply it or using conventional technique can be clearly showed.

This study used the pretest-posttest control group design. The researcher gave pre-test to the students to see their first ability before the treatment was conducted. The posttest was conducted to the two groups in the final meeting of the research.

According to Gay (1997) this type of research can be designed as follow:

**Table 1.** Table of research design.

Group	Pretest	Treatment	Posttest
R	O1	X1	O2
R	O1	X2	O2

R : Randomly Selected Group

O1 : Pre-Test

O2 : Post-Test



- X1 : Using The “Super Family” TV quiz.
- X2 : Using Conventional Technique

The population of this research was business students in the second grade of SMK N. 3 Padang. The sample of this research has been chosen by using the method of total sampling because the second grade business students only consists of two classes there; they are II MB 1 and II MB 2

From the data that the researcher collected from their mid semester and semester test; generally, both classes have the same ability. To make sure, they are in the same ability the researcher has also done a pre-test. The result of the test also showed that they are in the same ability in English. Then, the decision to which group would be the experimental and control group was decided randomly by the flip of coin. After doing that, the researcher got that the experimental group was class II MB 2 and control group was II MB 1.

The instrument of this research is reading comprehension test. There were two kinds of tests used in this research that are pre-test and post-test.

They were constructed in multiple choice questions. Arikunto (2002) says that multiple choices test is the appropriate test since it can represent the content of the material and it is more objective in correcting the student’s answers. The test consisted of 20 questions and each question of the test had four possible options. The indicators the researcher used to construct the test is based on the type of reading comprehension that was explained in chapter 2

**Table 2.** Table of reading comprehension’s indicators

No.	Indicators
1.	Topic
2	Main idea
3.	General and Specific Information
4.	Implicit meaning
5.	Generic structure
6.	Lexicon grammatical features

In order to create a good test that can measure students’ ability accurately, the researcher has considered the validity and reliability of the test.

Validity is one of the most important parts in a good test. According to Gay and Airasian (2000) validity is concerned with a test which

measure what it is supposed to be measured and for whom it is appropriate. It means that the test should be organized based on what students have got and the level of the questions should be suitable with the students' ability.

In this case the researcher took the text that only consists of 2 until 5 paragraphs because based on the curriculum of KTSP (2004) said that the students of SMK just consider comprehending the text in level Elementary. Moreover, the researcher have also discussed with the second year English teacher in SMK 3 Padang.

Another important part in a test is a test must be reliable. Gay and Airasian (2000:169) state that reliability is the degree to which a test consistently measures whatever it is measuring. Actually, there are some methods of determining reliability, one of them called stability or test-retest. In this research, the researcher checked the reliability of the test by using test-retest method, as it is suggested by Gay.

In this research, the test has been given to a similar group of students for twice. And the scores of the two tests have been correlated to see the reliability of the test. The test can be considered as a good test if the results of the two tests show the high coefficient of stability. The period of time between the first and the second test was about three weeks, Gay and Airasian (2000:172) suggest that generally, though not universally; a period of form two to six weeks is used to determine a test's stability.

The data of this research was students' reading comprehension test score. First, pre-test was given to the two classes. After that, there was a treatment where the experimental group used the "Super Family" TV quiz, while the control group will be treated by using conventional technique. Then post-test was given to both classes. The post-test was given to the sample classes after some topics have been learned in eight meetings. The purpose of the post-test was to measure the students' reading comprehension after the experiment.

Finally, the data were analyzed with statistical analysis (t-formula) in

identifying whether reading comprehensions from the experimental group gives significant result compared with the control group. To see the result, it was analyzed by using t-formula as follow (Gay, 1987):

$$t = \frac{x_1 - x_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Explanation:

t : the value of t-calculated

X<sub>1</sub> : mean of the experimental group

X<sub>2</sub> : mean of the control group

SS<sub>1</sub>: sum of squares of the experimental group

SS<sub>2</sub>: sum of squares of the control group

n<sub>1</sub> : number of experimental group

n<sub>2</sub> : number of control group

After calculate the test score by using t-formula, the result finally was found. If the valuable t-calculated is equal or less than t-table at the level of significance 0.05, it may be concluded that there is no difference between teaching reading comprehension by using the “Super Family” TV quiz and by using conventional technique.

If the valuable t-calculated is Higher than t-table at the level of

significance 0.05, it may be concluded that there is a difference between teaching reading comprehension by using the “Super Family” TV quiz and by using conventional technique

## IV. Finding and Discussion

### 4.1 The Application of the “Super Family” TV quiz in Reading Activity

There are some steps to implement the “Super Family” TV quiz. In pre-reading activity, the teachers introduced the game and the role of the game to the students. The Teacher will play the role as host of the quiz, and the students are the competitors. Then, the teacher divides students into two groups. The groups are decided based on students’ row sitting position.

First, a group needs to feel the game board from a question with three time errors. If the answers of the group can fill the game board completely and do not make three times errors they will get 100 point. If that group makes three times errors and the answers are still not complete, the other groups may take the turn to answer it with only one great chance. If it is true or

the answer appear in the game board the score will move to that group or the successful steal the point. However if the answers do not match, the point which have already been reached by the previous group that have a first chance to answers will be back to them.

During the quiz, first the teacher will give the students the text but it is just in incomplete forms. It just consists of title, first sentence of paragraph, some key words or thesis statements and the conclusion. Then the teacher will ask the students to pay attention to the title. The quiz begins, by asking students a question about the title. For example: the teacher will teach a procedure text, and the title is “How to register in *Facebook*”.

The quiz begins by asking the students “What do people usually do when they want to register in *Facebook*?”

Before giving that question, the teacher should prepare a game board. And the game board can be illustrated as follow;

**Table 3.** The game Board in the “Super Family”

No.	Answers	Point

1.	Open “www.Facebook.com	40
2.	Click on “register” then fill some information about you	25
3.	Enter the key word	20
4.	Connect <i>Facebook</i> with e-mail, by entering to your e-mail	10
5.	Verify <i>Facebook</i> from your email address	5

However, when applying this game to students, the game board is empty like in the real game of “Super Family” or just like the following table;

**Table 4.** The empty game Board in the “Super Family”

No.	Answers	Point

This blank game board is filled by the group that gets the first turn to guess it, if they can fill all of the answers, the will get 100 points or in “Super Family” known as “Sapu Bersih” but, if they cannot complete the game board or they have made three times errors, other groups can get turn to answer it but each of them just get turn once. If the answer appears in

the game board, points that were collected by the previous group will belong to them. However, if the answer do not appears in the game board, the points that have been collected by the first group will back to that group.

The next question will reflect to title and then go on to the first sentence of the first paragraph, the first sentence of the second paragraph and so on. The samples of question from those sentences are; “what is going on after that?”, “what will happen next?” and so on. During this activity the students are expected to be creatively showing their prediction by activating their background knowledge or their previous knowledge. Moreover, in this part, teacher may also introduce the vocabulary that may be found in the complete text that they are going to read so that there is no confusion about the vocabulary that they may find in reading the full text after having this quiz.

After the quiz finished, the teacher shows in the white board the group score and teachers give the appreciation to the group winner and the group that loose in the game will

read the full text in whilst-reading activity. After that, the teachers can begin the activity in while-reading.

In the whiles reading activity, the students may have a chance to read the full text. After reading the full text, the students are asking to relate ideas of the reading with the information that they already know. And then, the teacher may also explain about the patterns or the generic structure of the text.

In post-reading activity, there some question that must be answered by the students. The function of the questions is to measure the level of students’ comprehension about the text.

## **4.2. FINDING**

The data of this research was obtained from students’ reading comprehension test. The amounts of students that participated as sample in this research were 78 students, in which the experimental group consisted of 34 students and the control group also consisted of 34 students. Before doing the treatment, there was a pre-test given to the both experimental and control group. The pre-test consisted of 20 questions. The

test hence the lowest possible score was 0 and the highest score was 100. Both classes got treatment for eight meeting.

The highest score of experimental group in the pre-test was 60 and the lowest score was 20. For score distribution had mean 39.59 and the sum square was 1345. For post-test, the highest score of experimental group was 80 while the lowest score was 40 from score distribution had mean 59.41 and the sums square was 20

In Control group, the highest score in the pre-test was 65 and the lowest score was 20. For score distribution had mean 40.00 and the sum square was 1360. For post-test, the highest score of control group was 85, while the lowest score was 40. From the data that has been obtained, the mean score of posttest in control group was 51.18 and its sum square was 1740

The mean scores of the students pre-test both of experimental group and control group were not quite different (39.59 : 40.00) while the mean scores of the students post-test

both of those groups were significant different (59.41: 51.18).

#### **4.2. Data Analysis**

As suggested by Gay, to find the cause and effect of the relationship, this research was design in experimental design. It was divided into two groups; the experimental group and the control group. In collecting the data, the researcher use reading comprehension test as instrument that apply before the treatment (pre-test) and after the treatment (post-test).

For the pre-test, it was found that the sum of squares for experimental group and control group was 3,268.38 and 54,400. Then, the mean for each group was 59.41 and 51.18. After getting the mean score and sums square for each group, it needs to calculate the data. In calculating it, the researcher use  $t$  formula. The result of calculating the pre-test score for both experimental and control group was 0,16 it was smaller then the  $t$  table (2.00) at the level of significance (0,05). It proved that the two groups were regarded not significantly different.

After doing the treatment, there is a post-test. The result of this test found that the sums square for the experimental group and the control group 2,372.24 and 4, 392. 94. Then, from the data, the mean score of both groups was 59.41 and 51.18. And then, the data was calculated by using  $t$  formula. The result of the calculation was 3,32. It was higher than  $t$  table (2.00) at the level of significance (0, 05). So, the difference between two groups was significant.

#### **4.4. Discussion**

Based on the hypothesis testing above, the writer concluded that the students who are taught by using the “Super Family” TV quiz was better than the students who are taught by using the conventional technique. The finding indicated that the experimental group performed better on post-test than the control one. They differed significantly at the level of confidence or significance of 0.05 for two tailed test.

Those finding is relevance with the theory from Hatten et. al. that states that when students access background knowledge, their comprehension ability is so much

greater than it would be without any prior information or motivation to read. In this research, the researcher has successfully proved that the “Super family” TV quiz that is related to Schema theory, has successfully improved students reading comprehension in SMKN 3 Padang.

Moreover, this finding is also relevance with a theory that was explained by Wagaman. Wagaman says changing students’ routine activity with fun game is imperative in teaching the students reading comprehension. The finding shows that the “Super Family” TV quiz as a fun TV quiz has given a better impact to students who are taught by using conventional technique or routine activity that was taught in SMKN 3 Padang.

Before the researcher briefly said the previous statement, there are numbers of steps that have been done. First, there was a pre-test. In pre-test, the score of students in both experimental group and control group was statically equal. After that, there was a treatment for both groups in several meetings. The different between the treatments was only in

pre-reading activity; the control group used the conventional way in teaching pre-reading while the experimental group used the “Super Family” TV Quiz. The others stages were treated the same for both group.

After those steps, the researcher gave the students a post-test which has the same test instruments with the pre-test. In that test, both groups showed the development where the mean scores of the two groups were higher than the mean score in pre-test. In post test, the mean score of experimental group was 59.41 while in the pre test they only got 39.59. For Control group, its mean score in post-test was 51.18 the while in pre-test they just got 40. It is clearly seen from the data that there was a development of score in the post test.

However, the development of score between those groups is not the same but they are significantly difference. It has been proved by calculating it with  $t$  formula. Based on data analysis, the result of  $t$  calculated was higher than  $t$  table (3.32 : 2.00) at the level of significance 0.05. It means that the score from the two groups was significantly different and the

treatment that had been given to the experimental group was successful.

In brief, it can be interpreted that using the “Super Family” TV quiz in pre-reading activity has significant effect on students reading comprehension in SMKN 3 Padang.

## 5. CONCLUSION

Having observed about the finding of the study about the effect of using the “Super Family” TV quiz to students’ reading comprehension in SMKN 3 Padang, some conclusion arise. First, the mean score of the students in experimental group is greater than the students in control group after having a post-test. The comparison of the two means is 59.41 : 51.18. It reveal that using the “Super Family” TV quiz could affect students’ reading comprehension achievement

Second, it was indicated by the finding the score in post-test of the students in experimental group differs significantly from the students in control group after calculating it by using  $t$  formula. It can be seen in finding that the value of  $t$  calculated (3,32) is higher than the value of  $t$  table (2.00). So, it is logic to say that



the used of the “Super Family” TV quiz in pre-reading activity has a significant effect on reading comprehension achievement of the students.

Third, based on the result of hypothesis testing, the alternative hypothesis that stated “The students who are taught by using the “*Super Family*” TV quiz have better English reading comprehension than those who are taught by conventional technique” was accepted.

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