

**USING SCHEMA ACTIVATION STRATEGY TO INCREASE THE
STUDENTS READING COMPREHENSION**

*(An Experimental Research at the Eleventh Grade Students of SMA Negeri.1 Bontonompo
Kab. Gowa)*



A THESIS

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BY

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ABSTRACT

ARISAL, 2016. *Using Schema Activation Strategy to Increase the Students Reading Comprehension (An Experimental Research at the Eleventh Grade Students of SMA Negeri I Bontonompo Kab. Gowa).* Guided by Erwin Akib, M.Pd., Ph.D & Farisha Andi Baso, S.Pd., M.Pd.

This research used a pre-experimental research. The researcher had conducted a treatment, where the class consisted of four meetings. The location of this research was done basic problem the researcher discussed in this final project is there any increasing students' reading comprehension by using Schema Activation Strategy in teaching reading at the eleventh grade students of SMA Negeri I Bontonompo Kab. Gowa. The population of this study is the eleventh grade students of SMA Negeri I Bontonompo in the academic year of 2016/2017. The researcher used purposive Sampling Technique. The research instrument used reading test. In pre-test, the researcher asked the student to read a short narrative text, while in post-test, the researcher also asked the students to read narrative text and answer the questions in terms essay question based on the text.

The research findings indicated that achievement of the eleventh grade students of SMA Negeri I Bontonompo Kab. Gowa was increased after using Schema Activation Strategy. It was proven by mean score of students reading comprehension in terms of main idea in pre-test was 5.03 and post-test was 6.97. The increasing of the reading comprehension was 38.29%. It means that there was a significant difference between pre-test and post-test.

Based on the research finding, the researcher concluded that teaching English by using Schema Activation Strategy can increase the students' reading comprehension.

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Makassar, september 2016

The Writer

ARISAL

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CHAPTER I

INTRODUCTION

A. Background

English is one of the foreign languages that is learned by Indonesian students. It is important to learn English in the global era since competitions among countries are hard. Because of this reason, English plays an important role in assisting the Indonesian human resources. In addition, English is needed as an international language, so it can also be argued that English is a minimum requirement in facing the global era.

In learning English there are four skills that should be mastered by the students, they are listening, speaking, reading, and writing. These skills always become the target of the final learning objectives. In other words, the four language skills are the result of a long process of learning, they are the application of knowledge of language that the learners get during process.

Reading is important in teaching and learning English, through reading the students can get some information and knowledge from the text that they read. In reading the students should know how to understand and comprehend the text because reading can influence their success in getting knowledge. In order to make the students comprehend the information of the text well, they can improve their reading skill at school.

Reading is one important aspect in learning English. Reading itself is complex and complicated process because it involves the internal and external factors

of students. The internal factors are everything from the students which can be taught, as a result of an interaction in reading process External factors are all the factors from outside of the students Nunan, in Ilvirah (2010:2)

Reading is a complex process in which the reader uses mental content to obtain the meaning from written materials. Reading skill become very important in the education field, students need to be exercised and trained in order to have a good reading skill.

Based on the observation and information from English teacher at SMA Negeri 1 Bontonompo, I got that the students problems in reading comprehension. The problems were : first the students are bored to read a text because it is not interesting. Second, the students have limited vocabulary so they are difficult to understand the reading text. Thirdly, the students are not able to find out the main idea of a paragraph or text.

Schema activation strategy is a way of reading where the readers are expected to use a strategy to activate their prior knowledge when they read an English text or passage Khemlani and Lynne (2000) assert that the role of the reader and the knowledge they bring to bear on the text draw a great importance in the reading process. Readers are expected to be accustomed with the text they read before they are going to understand and comprehend it.

Schema activation strategy is a strategy which focuses on activating students' background knowledge. She also mentions the steps as follows: (1) building interest and attention, (2) assessing prior knowledge and exploring keywords, (3)

building connection between students' prior knowledge and the new material, and (4) comprehending the new material. Those all have to be implemented well in the teaching and learning process of reading, and it is expected to influence much on solve those problem stated previously and help to achieve the success of students' reading comprehension of English text.

Based on the explanation above, the researcher applies of teaching strategy. This was an interesting strategy and it could increase the students' reading comprehension namely, Schema Activation Strategy to Increase the Students Reading Comprehension at the Second Year Students of SMA Negeri 1 Bontonompo.

B. Problem Statements

Based on the background above, the writer formulaed research questions : “ How does the use of schema activation strategy increase the students' reading comprehension in literal reading comprehension at the eleventh grade students of SMA Negeri 1 Bontonompo?”

C. Objective of the Study

Based on the problem statement, the objective of the research was to find out how the use of shema activation strategy increase the students' reading comprehension in literal reading comprehension at the eleventh grade students of SMA Negeri 1 Bontonompo.

D. Significance of the Study

Some expected advantages could be acquired from this study:

1. For students, it will be an effort to increase their interest in English especially in reading skill.
2. For English teacher, it will be useful opportunity to increase their quality of teaching English in general and teaching reading in detail.
3. For readers, it can broaden the knowledge about using schema activation strategy in teaching reading comprehension.

E. Scope of the Study

This research will focus on Schema Activation Strategy in Narrative text to increase the students' literal comprehension at the eleventh grade students' of SMA Negeri 1 Bontonompo. Here means the students proficiency to understand narrative and answer the question about the text. It deals to identifying main idea and supporting details.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Many researchers here been reported to expose the ability in using Schema activation strategy some of them follows:

Munsakorn (2015) in his research presents strong evidence of the schema activation via self-generated questioning strategy, which can have a substantial impact on students' reading comprehension scores. This finding shows that students have positive attitudes toward schema theory and activating background knowledge via self-questioning before they read the text.

Hastuti (2015) in her research found that: first, The implementation of Schema Activation Strategy as the learning strategy can improve the students' reading comprehension at the eight grade of SMP Negeri 11 Surakarta in 2014/2015 academic year. The main aim of this action research that was to improve the students' reading comprehension through the implementation of Schema Activation Strategy as the learning strategy was reached well. Second, The teaching process of reading comprehension through Schema Activation Strategy make the class situation interactive.

Ohoiwutun (2014) give some suggestions for the English teacher and the students, firstly, it is suggested for the English teachers to apply this strategy in teaching reading skill because this strategy can help the students to be familiar with

the text they are going to read. Secondly, the English teacher should not neglect the pre-reading activities which can attract students' to try to use this strategy before reading an English text.

Maghsaudi, (2012) defined that teacher guidance may be essential since students may need help in figuring out how the new Schema relates to the existing Schema. The study has focused specifically on schema activation and its role on reading comprehension of cultural passages.

From the Four researches finding above, the writer concluded that in teaching reading comprehension by using Schema Activation strategy can increase the students' achievement in reading. The different of this Research finding above is how to apply this strategy in the class, using different indicator and the problem of students to understand a material. In teaching reading comprehension, the teacher should make the students interest in reading English material. In order that the students easy to understand the content of the material, and easy to answer the question from the teacher.

B. Concept of Reading

1. Definition of Reading

Reading is one of the most important skills in learning language beside listening, speaking, and writing. The fundamental goal of any reading activity is knowing enough the concept and knowing the language.

Reading is exercise dominated by eyes and the brain, the eyes receive message and the brain then has to work out the significant of this message.

Smith and Robinson, in Ilvirah (2010:10) states that reading comprehension means that understanding, evaluating and utilizing the information and ideas gained through and interaction between and author and a reader in which the written language becomes through the medium of print.

Based on Coltheart in Snowling and Hulme (2005: 6) argues that reading is information-processing: transforming print to speech, or print to meaning. Anyone who wants to succeed in reading a particular text, he / she should be able to catch the meaning conveyed through a bundle of words in the text.

Moreillon (2007:10), reading can be simply defined as making meaning from print and from visual information. However it is not as simple as what imagine. Reading is an active process that requires a great deal of practice and skill. It is a complex task which seems to go on inside people's heads. In order to be readers, learners must take their ability to pronounce words and to —read pictures and then make the words and images mean something.

As reading is not a simple skill, it needs a complex act that involves the recognition and phonological decoding of visual patterns, their combination to access the meaning of individual words, and the integration of individual words into overall semantic patterns in a context where these patterns have a particular importance and purpose. In simply way, reading process involves three activities. Those activities are: decoding printed

material into phonological form, understanding the meaning of each word in the text, and using the understanding of each word to comprehend the whole text.

2. Reading Comprehension

Snow (2002:11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Such three dimensions as the reader, the text and the activity are entailed from the definition. The identities and capacities of readers, the texts that are available and valued, and the activities in which readers are engaged with those texts are all influenced by, and in some cases, determined by, the sociocultural context. The sociocultural context mediates students' experiences, just as students' experiences influence the context Snow (2002:12).

In relation to the above theories, Lenz (2005:1) states that reading comprehension is the process of constructing meanings from the text. It means that the reading comprehension process involves the reader's ability to make relationship between their background knowledge and their purpose of reading with the meanings of the text. Then, its process results a meaning of the text, which is being understood by the reader. Similarly, Koda in Grabe (2009:14) states that comprehension occurs when the reader extracts and integrates various information from a text, and combines it with what is already known. Furthermore, Carrel and Eisterhold (1983: 556) state that

comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's own knowledge. From the statements, it can be concluded that background knowledge of the reader has important roles in the process of comprehending.

Moreillon (2007:19) says that understanding the importance of background knowledge to comprehension is critical because we connect new information with prior knowledge before we integrate and organize the new information. Rosenblatt in Moreillon (2007:19) developed a theory of reading as a transaction among the reader, the text, and the intention of the author. She posited that each reader brings his own feelings, personality, and experiences to the text and that each reader is different each time he revisits a particular text. Background knowledge is what the reader brings to the reading event. Each reader's interpretation and each reading of the text are potentially unique

3. Kinds of Reading

Achsain (1985) classified reading into two kinds as follows

- a. developmental reading activities are those in which the teacher main purposes are to bring about an improvement in reading skill activities, in which learning to read is the main goal.
- b. Functional reading is includes reading which the primary aim is to obtain information. In other words, reading has enjoyment, entertainment and appreciation as a major purpose.

According to Doff (1988;66) reading is basefied into two kids, namely: silent reading and reading aloud:

- a. Silent reading is the activity we normally engage in when we read books, newspaper road signs, etc. It involves looking at silences and understanding the message they convey. We could develop understanding in silent and understanding in silent reading by giving short reading pessage in the beginning and by asking question about it after word.

Reading aloud, reading aloud is a completely different activity. Its purpose is not only to understand a text, but also to coveythe information to someone. Reading aloud is very useful in the early stage of foreign language learning to practice pronouncation.

4. Strategy of Reading

According to oxford and Crokall (1989), strategies can be operational as learning techniques, behaviors, and problem-solving or study skill that enhance learning more effectively and effeciently.

Brantmeier (2002) summarizes these strategies as follows: “ The stratedies may involve skimming, scanning, guessing, recognizing cognates and word families, reading for meaning, predicting, activating, general knowledge, making inferences, following references, and separating main ideas from supporting ideas.

Wood in Mulianti (2004) indicates the strategies of reading are important as follows:

a. Skimming

Skimming aims to read a text superficially and rapidly in order to obtain the gist or the main ideas. It is a skill that requires concentration and education. Knowledge and practice are necessary in order to skim to fulfill their purpose; it involves knowing only those. The technique of skim reading or “skimming” can be used to read enough to know the perspective of the writer or to locate the general idea, not to get detailed information. It is also described as running your eyes over a text to get a quick idea of a text to get general understanding, not looking for details. Manya and Leeuw (1965) In skimming you read section only, skipping to find the next section of interest. Concentrate on following the main ideas and blocking out detail. For the students should be able to learn something of the topic from the title and any sub headings and aware of the importance of topic sentence and where to find them. Skimming is to extract key idea gist. It is a kind of reading materials. Skimming is the technique used to look for the gist of what the author is saying without a lot of detail. Skimming is quick reading for general ideas when you skim you move your eyes quickly to acquire a basic understanding of the text you do not need to read everything and you do not read carefully. To find out the writer’s point of view, Mikulecky and Jefferies continue, “ you need to read only a few important words or phrases Mikulecky and Jeffries (2005: 137).

b. Scanning

“scanning is very fast reading. When you scan, you look for information as quickly as you can so you have to skip many words Mickulecky and Jeffries (2005:39). Scanning is to read a text quickly in order to locate specific item of information on it is used to design the process to locating quickly particular word phrase sentence and fact of figure with a selection it enables people to allocate specific information without reading all the material around it. It means searching for particular information, when the reader scans he has purpose in mind. In order to scan efficiently he reader should have a clear ideas of what he is looking for. Where is likely to find out it, and how he can identify the information when he sees it. Scanning is a paid searching for specific information, rather than general impression. It demands that the reader ignore all but the key item being searched for. It is useful skill of the data gathering review, using reverences books or judging whether a text contains materials deserving future study. Kustaryo, (1998) this is why scan reading is quick reading, but different from speed reading.

c. Intensive Reading

It is also called reading, it is involves close study of the text. As the amount of comprehension should be high the speed of reading is correspondingly slower.

Furthermore, the reading strategies can consist of evaluating content, such as agreeing or disagreeing, making an association with prior knowledge or experience, asking and answering question, looking at the key words, using sentence structure analysis such as determining the subject, verb or object of the sentence, skipping and reading Almasi (2003)

Phan (2006) states that not all strategies which are of equal effectiveness due to the different types of reading texts, tasks, and reading strategy use by each reader.

5. Factors Influencing Comprehension

According to Unrau, in Sahriana (2010:13) reading comprehension is a complex problem. It involves several factors and the factors share success in reading comprehension. Those factors are:

1. Motivation

Motivation is very important the success in failure in reading depends an ones motivation read, when student have high motivation to read, they will work hard to overcome the difficult material. One motivation can be influenced by two factors, those are:

- a. Internal factors, such as interest and attitude,
- b. External factors, such as the material and the teacher.

2. Concentration

The concentration means to focus our attention clearly on the purpose. This is very easy to do when we are not especially interested.

3. Teacher guidance

Teachers' guidance influences how the students understand particular assignments, because lack of guidance may also be a major factor in low reading comprehension.

4. The length and the difficulty of the materials influence readers for reading.

5. Vocabulary acquisition and the ability to form concepts are essential for reading.

6. level of Comprehension

Burn (1987:77) divides the reading comprehension into four levels of skill, they are:

a. Literal Comprehension

Literal reading refers to ideas and facts directly stated on the printed pages. Literal is the skill of getting the primary direct literal meaning of the word, ideas or sentences in context. The basics of literal comprehension are recognizing stated main ideas, detail, effect and sequences. This level of comprehension is fundamental to all reading skills at any level because a reader must first understand what the author said before they read or make a valuation. It is the skill of getting the primary direct literal meaning of a word, idea, or sentence in context.

b. Interpretative reading

Interpretative reading involves reading between lines or making inferences. This level demands a higher level of thinking ability because the question in the category of interpretation is concerned with answers that are not explicitly stated in the written text.

c. Critical reading

Critical meaning is evaluating written material, comparing the ideas discovered in the material with known standards and drawing conclusions about their accuracy, appropriateness, and timelines. Critical reading compares previous experience to elements in the new material such as content, style, expression, information, and ideas or values of the author. In this level, the reader must be an active reader, questioning, searching for facts, and suspending judgment until she has considered all of the material. That is to evaluate what is read, and examine critically the thought of the writer.

d. Creative Reading

Creative reading involves going beyond the material presented by the author. Creative reading requires the reader to think as they read just as critical reading and it requires the reader to use their imagination in creative reading. The reader tries to propose new alternatives to those by the writer.

7. Literal Comprehension

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection is a prerequisite for higher level understanding. recognizing stated main ideas, details, causes and effects, and sequence is the basis of literal comprehension, and through understanding of vocabulary, sentence meaning, and paragraph meaning is important.

literal reading comprehension is lowest level of comprehension. the term literal comprehension refers to the ability to understand and recall information that has been explicitly stated in a text. The text may be written or spoken. literal comprehension differs from inference or inferential comprehension, which has to do with understanding information only implied in the text. to comprehend literally, we have to remember only what was clearly and specifically said. Where literal comprehension is the most obvious. Comprehension at this level involves surface meanings. at this level, teachers can ask students to find ideas that is explicit stated in the text. In addition, it is also appropriate to test vocabulary.

According to Alexander (1977), Literal Comprehension is getting the meaning of a text only on its surface. they state that there is no depth in this kind of reading. Usually to check the students comprehension., teacher give question constructed from in the text. Other practices that are commonly used are: factual question based on the text, true-false, completion sentence, and multiple choice.

Reading for literal reading comprehension, which involves acquiring information that is directly stated in a selection is a prerequisite for higher level understanding. This level is crucial to all reading skills at any level because a reader must first understand what the author said before can draw inference of make an evaluating. Literal comprehension involves acquiring information that is directly stated in a selection. Even though it is primary one, still it has an important role in comprehension. In their opinion, reading for literal comprehension is an important in and of itself also prerequisite for higher level understanding.

The main idea is the point of the paragraph. it is the most important though about the topic. the main idea of the text is exactly what the name implies the main message. The Author scatters supporting details through out the text that points to the most important idea.

A paragraph is a group of sentences related to a particular topic or central theme. Every paragraph has a key concept or main ideas. The main ideas is the most important piece of information the author wants you to know about the concept of that paragraph. when authors write they have an idea in mind that they trying to get across. this is especially true as authors compose paragraph.

Literal comprehension refers to an understanding of the straight forward meaning of the text, such as facts, vocabulary, dates, times, and locations. Question of literal comprehension working with teachers, we have

found that they often check on literal comprehension first to make sure that their students have understood the basic or surface meaning of the text.

C. Concept of Schema Activation Strategy

1. Schema

According to McGee and Richgels in Moreillon (2007:20), a schema is a mental structure in which we store all the information we know about people, places, objects, or activities. If people have no schema for a particular topic, they begin that encounter with an immediate loss of comprehension

In other words, one type of schema which readers are said to possess is background knowledge about, and expectations of, differences among rhetorical structures, such as differences in genre, differences in the structure of fables, simple stories, scientific texts, newspaper articles, poetry, and so forth. Our schema for simple stories, for example, includes the information that the story should have, minimally, a setting, a beginning, a development, and an ending. In schema theory research, this type of *formal* schematic knowledge is usually contrasted with *content* schematic knowledge, which is claimed to be background knowledge about the content area of a text, such as a text about washing clothes, celebrating New Year's Eve in Hawaii or Halloween in Carbondale, and so forth.

Zhao and Zhu (2012:113) noted that comprehension is termed as an interactive process which works between the text and reader's background

2. Schema Theory and Reading Comprehension

Brown (2001) finds out that schema theory is a theory in comprehending an English text in which the reader brings information, knowledge, emotion, experience, and culture – that is, schemata (plural) – to the printed word. The characteristic of schema theory, with regards to reading, is that a text does not carry meaning by itself. As stated before, readers bring information, knowledge, emotion, experience, and culture – that is schemata– to the printed word.

Therefore, it always happens that readers contribute more information than the print on page. Readers understand what they read since during reading they tend to take the stimulus beyond its graphic representation and assign its membership to an appropriate group of concepts which are already stored in their memories. The reading process, therefore, involves identification of genre, formal structure and topic, all of which activate schemata and allow readers to comprehend the text. Therefore, the schemata of various knowledge and experiences play a very important role in reading comprehension.

In addition, Zhao and Zhu (2012:114) noted that based on schema theory, schema determines readers' comprehension of the text. However, sometimes the information that the texts provided does not enough to activate the relevant schema in students' minds. That is, there are cases when students do not store the proper schema. Under such circumstances, teachers can help

students activate previous schema or construct related schema through the activities at the pre-reading stage. Questioning, brainstorming and pre-teaching, pre-texting and pre-discussing are the simple and efficient pre-reading activities.

3. Schema Activation Strategy

Schema refers to the knowledge already stored in someone's memory (plural: schemata). Schema activation strategy is a way of reading where the readers are expected to use a strategy to activate his/her own prior knowledge when they read an English text or passage. Khemlani and Lynne (2000) assert that the role of the reader and the knowledge s/he brings to bear on the text draw a great importance in the reading process. Readers are expected to be accustomed with the text they read before they are going to understand and comprehend it.

Mohammadi and Abidin (2011) divide schema into three types. The first type is linguistic schema. It refers to the knowledge of the letters and their corresponding sounds, and the ability to predict, through knowledge of syntax, the word or words that will follow. It is the base for other schemata and extremely important to decode and understand while reading. The second type is formal schema. It refers to the knowledge of rhetorical patterns and the organizational forms in which the information in the text is written. The speed at which the reader processes the text is influenced by the familiarity with text structures. The last type is content schema. It is the reader's background

knowledge of the topic being read and familiarity of the topic from previous experience, or whether it is related to socio-cultural settings of the reader. Readers with higher background knowledge can comprehend and remember the text much better.

Ajideh (2006) argues that the best time to activate schemata is in the pre-reading stage of reading. It is supported by Zhang (1993:5) explaining, “Comprehension is facilitated by explicitly introducing schemata through pre-reading activities”. Thus the pre-reading stage helps in activating the relevant schema. Most teachers tend to neglect this stage because they claim that there is not enough time. In fact, pre-reading activities motivate the students before the actual reading takes place Chastain (1988). Moreover, Ringler and Weber (1984) believe that pre-reading activities elicit prior knowledge, provide background, and focus attention.

One of the schema activation strategies which can be used in pre-reading stage is KWL chart. The term KWL stands for *what I Know, what I Want to find out, and what I have Learnt*. Ogle (1986) mentions that KWL chart is especially helpful as a pre-reading strategy when reading text and may also serve as an assessment of what students have learned during a unit of study. She further argues that KWL can help students to be active thinkers while reading because they have specific things to look for and reflect on what they learned when they are finished reading.

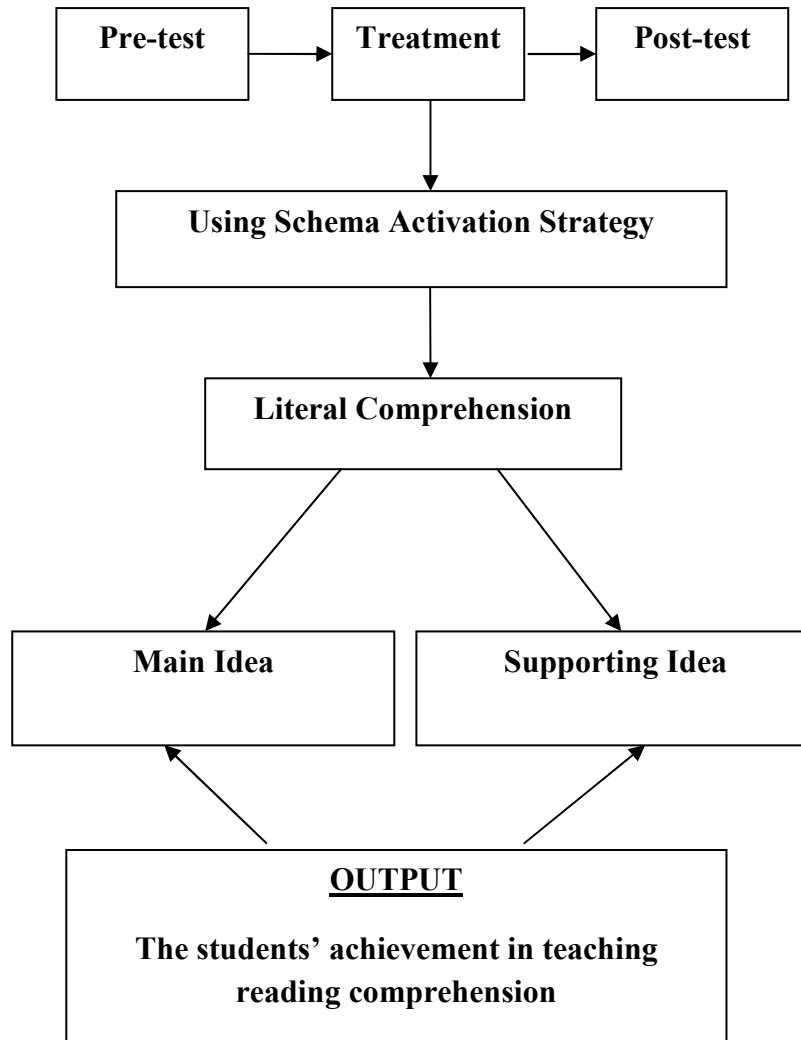
D. The Implementation of Schema Activation Strategy

According to Sujana in Indah (1995). There are some steps implementation act of learning to read by using the Schema:

1. Teacher and students discuss the material that will be given
2. Teachers give guidance which form picture that has to do with reading materials and students schema
3. Students responded to the titles and picture
4. Students read a text reading, followed by writing the difficult words
5. Students express the main idea of each paragraph
6. After the students find out the main idea the researcher will be ask to find out supporting details.
7. Students retell the content of reading their own language.

E. Conceptual Framework

Figure 2.1 Conceptual framework



The conceptual framework above shows the process of the research to increase the students' reading comprehension. Before the researcher doing a treatment, the pre test will be used to know the students ability in reading comprehension. After knowing the pretest result of the students, the researcher start to doing a treatment by using schema activation strategy in teaching process. The last procedure of this research is conducting a post test in order to find out the students

achievement in teaching reading comprehension as the output of this research. The comprehension that are going to improve in this research is literal that cover to find out main idea and supporting idea in reading trough Schema Activation Strategy. The teacher using Experimental Researcher in applying Schema Activation Strategy. First the teacher explain the Schema Activation Strategy and its advantages to the students, after that teacher read a narrative text and teacher instruct the students to read narrative text. Answer question the text given by using the strategy that was have been taught them. The aim of this research is the increase of students' reading comprehension.

F. Hypothesis

The hypothesis of this research is formulated as follows:

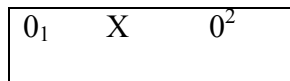
1. Null Hypothesis (Ho): There is no significance difference between the students' reading comprehension before and after the application of Schema Activation Strategy.
2. Alternative Hypothesis (H1): there is significance difference between the students' reading comprehension before and after the application of Schema Activation Strategy.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design was an experimental method, with one group pretest and posttest design. In this research, t-test used to test the significance difference of students' reading comprehension before and after conducting treatment. Its diagram will gives below:



Where:

O_1 : Pre-test

X : Treatment

O^2 : Post-test

Arikunto in Salmawati (2014)

B. Population and Sample

1. Population

The population in this research was the eleventh grade students of SMA Neg.1 Bontonompo, Gowa. In Academic Year 2016/2017. It consisted of ten classes. The total number of the population was 363 students.

2. Sample

The researcher applied the purposive sampling technique in choosing the sample of the research. The researcher decided to choose class IPA 1 because the class which consists of 30 students. This class was taken as a sample of the research based on an information from the English teacher of the class, the students' comprehension in reading narrative text is better than the other classes.

C. Research Variables and Indicator

1. Variables

The following were the variables of the research :

- a. Schema Activation Strategy of Independent Variable was the important process to which allow the students to increase reading comprehension.
- b. Reading comprehension as the dependent variable of the research consist of students' literal comprehension.

2. Indicators

The indicators in this research was the students' increase in reading text after learning process using Schema Activation Strategy that focus on literal comprehension. The main ideas was the big points or the most important idea that the writer communicating to the reader. Main idea is like the heart of the text or a paragraph. It is the controlling idea, all the other supporting details in the text or within a paragraph should tell us more about the main idea. The supporting ideas in the passage are specific ones. Supporting details are the evidence such as reasons or examples that backs up

main ideas. Those details help you understand main ideas and supporting details.

D. Instrument of the Research

The research will use pre-test and post-test to assess students' reading comprehension. The pre-test was given before the treatment to know the students' prior knowledge in reading comprehension. The post-test was conducted after applying Schema Activation Strategy. The reading test consisted of questions related to the text given covering the main idea and supporting details.

E. Procedure of Collecting Data

In collecting the data, the research used some procedures as follows :

1. Gave pre test to find out students' basic ability in Reading comprehension, Applying Schema Activation Strategy in the treatment.

The steps of Schema Activation Strategy

1. Researcher and students discussed the material that will be given.
2. Researcher gave guidance which form picture that has to do with reading materials and students schema
3. Students responded to the title and picture
4. Students read a text reading, followed by writing the difficult words
5. Researcher gave the students narrative text into each students.
6. Researcher asked the students to find out main idea of the text
7. After the students find out the main idea the researcher will be ask to find out supporting details.

F. Technique of Data Analysis

1. To score the students' answer the research used the following formula:

a. Rubric for literal comprehension (main idea)

Table 3.1

| No | Criteria | Score |
|----|---|-------|
| 1. | Clearly identified the main idea by providing strong evidence, details relating to the main idea. | 4 |
| 2. | Identified the main idea and provided adequate evidence, details relating to the main idea. | 3 |
| 3. | Limited main idea identification and limited evidence, details relating to the main idea. | 2 |
| 4. | Did not identify the main idea of the story or provide any evidence, details relating to the main idea. | 1 |

Harmer, (1995)

b. Rubric for supporting details.

Table 3.2

| No | Criteria | Score |
|----|---|-------|
| 1. | Relevant telling quality details give reader important information that goes beyond the obvious or predictable. | 4 |
| 2. | Supporting idea or information were relevant, but one key issue almost unsupported or more predictable than others. | 3 |

| | | |
|----|---|---|
| 3. | Supporting idea or information were relevant, but one or more key issues are unsupported or fairly predictable. | 2 |
| 4. | Supporting ideab or information were some what relevant, but several key issues were unsupported or all fairly predictable. | 1 |

Harmer (1995)

a. Scoring the students answer :

$$\text{Score} = \frac{\text{students' correct answer}}{\text{maxmimum score}} \times 10$$

Gay in Salmawati (2014)

b. Calculating the mean score

$$\bar{x} = \frac{\sum x}{N}$$

Where : \bar{x} : Mean Score
 $\sum x$: The Total row score
 N : The total number

Gay (1981)

c. Computing the frequency and the rate of percentage of the students' scores

$$\% = \frac{x_2 - x_1}{x_1} \times 100\%$$

Where: % : the percentage of improvement

X₂ : the total of post-test

X₁ : the total of pre-test.

d. Finding out the significance difference between the pre-test and pos-test by

calculating the value of the test. The following formula is employee :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \left(\frac{\sum D}{N}\right)^2}{N - (N - 1)}}$$

t : test of significant

\bar{D} : the difference of the mean score

$\sum D$: the sum of the difference

N : total number of sample

Gay (1981)

- e. After collect the data of the students, we classify the score of the students into the following criteria:

Table 3.3

| No | Score | Classification |
|----|---------|----------------|
| 1. | 9.6-10 | Excellent |
| 2. | 8.6-9.5 | Very good |
| 3. | 7.6-8.5 | Good |
| 4. | 6.6-7.5 | Fairly good |
| 5. | 5.6-6.5 | Fair |
| 6. | 3.6-5.5 | Poor |
| 7. | 0-3.5 | Very poor |

Depdikbud (1985)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the findings and discussion of research. The findings consist of findings through achievement test that are shown in the table given, and the discussion consists of mean score, the value of t-test of post-test and also t-table.

A. Findings

The findings of this research deal with students' score of pre-test and post-test, the frequency and rate percentage of the students' scores and hypothesis testing of the paired samples. The result of the data findings found that teaching reading by using Schema Activation Strategy can increase the students' reading comprehension and at the Eleventh Grade Students of SMA Negeri I Bontonompo. In the further interpretation of data analysis were given below.

1. The Rate Percentage of Students' Score

Before conducting the treatment, the researcher firstly investigated the students prior knowledge by giving them a pretest. The result of this test showed that the mean score of students' reading comprehension ability was still low. The researcher began to teach by applying Schema Activation Strategy using Narrative Text in every meeting. The researcher gave a narrative text to each student then did some activities based on the procedure of using Schema activation strategy in classroom. In the treatment of some activities, the researcher exemplified and gave an explanation about how to identify main idea and classifying the content of the text.

After conducting teaching and learning process for five meetings, the researcher gave the post-test. The result of the test showed that the students' reading comprehension ability had increase and reached the target.

In order to make it clear, all the result of the students' pre-test and post-test is presented in the following table:

Table 4.1 Scoring Classification of the Students' Pre-test and Post-test

| No | Ranges of Score | Categories | Class | | | |
|-------|-----------------|-------------|----------|-------|-----------|-------|
| | | | Pre-test | | Post-test | |
| | | | F | P (%) | F | P (%) |
| 1. | 9.6-10 | Excellent | 0 | 0 | 3 | 10% |
| 2. | 8.6-9.5 | Very Good | 0 | 0 | 1 | 3.4% |
| 3. | 7.6-8.5 | Good | 2 | 6.6% | 5 | 16.7% |
| 4. | 6.6-7.5 | Fairly Good | 4 | 13.5% | 10 | 33.3% |
| 5. | 5.6-6.5 | Fair | 2 | 6.6% | 7 | 23.3% |
| 6. | 3.6-5.5 | Poor | 17 | 56.7% | 4 | 13.3% |
| 7. | 0-3.5 | Very Poor | 5 | 16.6% | 0 | 0 |
| Total | | | 30 | 100% | 30 | 100% |

Table 4 above shown that the rate percentage and frequency of the students' pre-test and post-test score. The frequency and the rate percentages of the students' pre-test scores can be seen from the table above that there are 5 (16.6%) out of 30 students classified into 'Very poor' score, 17 (56.7%) students classified into 'Poor' score, 2 (6.6%) students classified into 'Fair' score, 4

(13.5%) students classified into 'Fairly good' score 2 (6.6%) students classified into 'Good' score and none of them were classified into 'Excellent' score.

In other hand, the frequency and rate percentage of the students' post-test can be seen from the table are 3 (10%) out of the 30 students' classified into 'Excellent' score, 1 (3.4%) students' classified into 'Very good' score, 5 (16.7%) students classified into 'Good' score, 10 (33.3%) students classified into 'Fairly good' score, 7 (23.3%) students classified into 'Fair' score, 4 (13.3%) students classified into 'Poor' score, and none of them were classified into 'Very poor' score.

2. The Percentage of the Students' Increasing in Reading Comprehension

The students' increasing in reading comprehension of the text was taken from the students' mean score. It consisted of pretest and post test in reading comprehension.

Table 4.2 the Students Increasing in Reading Comprehension

| Indicator | Pre-test | Post-test | Increasing |
|--------------------|----------|-----------|------------|
| Main Idea | 4.88 | 6.71 | 6.1% |
| Supporting Details | 5.03 | 7.22 | 7.3% |

The table above shows that the mean score of students' pretest of main idea was 4.88, categorized as poor, and posttest was 6.71, categorized as fairly good. The students' increasing in main idea after applying Schema Activation

Strategy by using Narrative test was 6.1%. It means that the mean score of the students' post-test was greater than the mean score of the students' pre-test.

The mean score of students' pretest of supporting details was 5.03, categorized as poor, and posttest was 7.22, categorized as fairly good. The students' increasing in supporting details after applying Schema Activation Strategy by using Narrative test was 7.3%. It means that the mean score of the students' post-test was greater than the mean score of the students' pre-test.

Table 4.3 the Students' Increasing in Reading comprehension

| Indicator | Pre-test | Post-test | Increasing |
|----------------------------------|----------|-----------|------------|
| Main Idea and Supporting Details | 5.03 | 6.97 | 38.29% |

The chart above shows the mean score of students pretest was 5.03 categorized as poor, and posttest was 6.97 categorized as Fairly good the students' increasing reading comprehension after applying Schema Activation Strategy by using narrative test was 38.29% categorized as Poor.

3. The significant of Reading Comprehension

The researcher had used t-test analysis on the level of the significance (p) 0.05 with the degree of freedom (df) = $N-1$, where N = number of students (30students) and then the value of t-table was 1.699. The t-test statistical analysis for independent sample was applied. The following table showed the result of t-test calculation.

Table 4.4 the t-Test Analysis of the Students' Increasing

| No. | Components | t-Test Value | t-Table Value | Description |
|-----|-----------------------|--------------|---------------|--------------|
| 1. | Reading Comprehension | 13.07 | 1.699 | Significance |

The table 4.3 above showed that t-test value of Reading comprehension was greater than t-table value ($13.07 > 1.699$) and also t-test value. It meant that there was significance difference between the students' Reading comprehension before and after researcher applying Schema Activation Strategy Used Narrative Test in reading comprehension at the eleventh grade students of SMA Negeri I Bontonompo. It was show that the nul hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

B. Discussion

The section deals with the interpretation of students' reading comprehension of both pre-test and post-test result and present the description of data gained from the reading test that consisted of 5 essay toward of narrative text at pre-test and at post-test.

The description of the data collected through pre-test and post-test as explained in the previous section shows that the students' reading comprehension was increased. It was supported by the frequency and rate percentage of the result of the students' pre-test and post-test. Students' score after presenting materials by using narrative text in teaching reading comprehension was better than before the treatment was given to the students.

Before giving treatment, the researcher conducted pre-test. The description of the data collected in pre-test shown that the students' reading comprehension was poor. Most of students were difficult to comprehend the content of the text and answer the reading test.

After conducting the pretest, the researcher conducted treatment. The treatments were given fourth times. In the first treatment, the researcher began to explain what reading comprehension, Schema Activation Strategy , Narrative Text, main idea and supporting details was.. The researcher presented the material; assesses the students' comprehension by giving them the material which was narrative text. In this treatment, the researcher found out many students still had the same problem like the pretest. They did not know how to find main idea and supporting details. The second treatment, the researcher helped the students to solve their problem by giving some ways. The third until the fourth treatment. The researcher gave the same kind of text with different tittle like the first and the second treatment.

The students' reading comprehension was increased significantly because in using Schema activation strategy, the students were enthusiasm to know the contents of the text. While the treatment, some ways that the researcher gave to the students. The researcher taught some technique in reading to the students. They were taught how to find out main idea and supporting details quickly, find new vocabularies. When the students were asked to read the text, the researcher asked them to apply the technique that have been taught. They always tried to understand the information such as main idea, supporting details and the meaning

of new vocabularies. Usually the students guess the topic of the text by see the picture before.

In addition, the mean score of students' pretest was 5.03 categorized as poor and posttest mean score was 6.97 categorized as fairly good. With the mean score of gain (D) was 1.92. it shows that the mean score of the students' post-test was greater than the mean score of pre-test with the increasing is 38.29%. The differences between the mean score of pre-test and post-test were caused by the treatment. It indicates that the use of Schema Activation Strategy give positive effect to the students' reading comprehension.

Based on the calculating of the students' pretest and posttest before, it was obtained that t-test value was greater that t-table ($13.07 > 1.699$) for the level of significance (0.05) and degree of freedom ($df = N - 1$, in this case $30 - 1 = 29$) from the result, the researcher found that there was significance difference between the result of pre-test and post-test. This means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It was proven by the increasing of students' reading comprehension after giving treatment using Narrative Text of Schema Activation Strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter it can be concluded that using Schema Activation Strategy was effective in increase students' reading comprehension. It was proved by mean score of the students' post-test (6.97) which was greater than mean score of the students' pre-test (5.03). So, the increasing was 38.29%. Then the t-test value (13.07) was greater than t-table value (1.699). It shows that there was significant difference between the students' achievements in learning English reading comprehension through Schema Activation Strategy. It means that teaching English reading comprehension using Schema Activation Strategy can be facilitated the teacher and the students reading comprehension and can encourage the students' motivation interesting in learning English.

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher puts forward some suggestion as follows:

1. In teaching reading comprehension, the teacher can use Schema Activation Strategy as one of the alternative strategy among after teaching strategy.
2. The teacher could give guidance and motivation to their students to read English materials a lot.
3. The students should read a lot of English reading material to increase their reading comprehension.

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CURRICULUM VITAE

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