

## I. INTRODUCTION

### A. Background of the Problems

In Indonesia, English is a compulsory subject which is learned from elementary until university level. There are four skills of language to be mastered in learning English: listening, speaking, reading and writing. In school, compared to other skills, reading may be considered as the most frequently used skill. Therefore, the students are expected to be able to read information which is mostly written in English. In other words, reading dominates the teaching materials in almost English textbooks.

In the recent curriculum, School Based Curriculum (*Kurikulum tingkat Satuan Pendidikan/ KTSP*), the objective of teaching reading for the first grade is to enable the students to construct meaning from a text. Basically, it is the same as comprehending reading text. All students are expected to be able to comprehend a reading text such as identifying the main idea, explicit and implicit specific informations, reference, the word meaning, phrase and sentence of short simple essay. This means that after finishing from senior high school, the students are good at comprehending the reading text suitable to their level on the Passing Grade Standard (*Standar Kompetensi Kelulusan/SKL*) of senior high school for reading skill that is 7.0.

According to Mrs. Irma, an English teacher at SMA YP Unila Bandar Lampung in general, the students have difficulty in comprehending an English reading text, especially in finding the main

idea conveyed the passage, such problems are triggered by long sentences, content, explicit and implicit specific informations in the reading text. Based on her research, she found that the students have difficulty in comprehending an English reading text, such as: the students have difficulty in finding the main idea of the passage with long sentences, main topics, and explicit and implicit specific information in reading text.

Considering this kind of problem, the researcher focused her research in reading comprehension and she used Schema Activation Strategy to teach reading comprehension. In this strategy, reading is very likely to have an impact to increase student's reading comprehension achievement. Schema Activation Strategy could encourage students actively to be engaged in constructing meaning from text (Shahan & Lomax, 1986).

The researcher used narrative and recount texts, **Narrative text** is a text which contains about story (fiction/non-fiction/tales/folktales/fables/myths/epic) and its plot consists of climax of the story (complication) then followed by the resolution. And recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. As a matter of fact, some studies about Schema Activation Strategy in reading comprehension have been carried out. Research on the theory of schema has great impact on understanding reading comprehension in first and second language. It clarifies the case that understanding the role of schema in the reading process provides insights into why students may fail to comprehend text material. Most, if not all, research in this area seems to agree that when students are familiar with the topic of the text they are reading (i.e., possess content schema), aware of the discourse level and structural make-up of the genre of the text (i.e., possess formal

schema), and skillful in the decoding features needed to recognize words and recognize how they fit together in a sentence (i.e., possess language schema), they are in a better position to comprehend their reading assignment. Deficiency in any of the above schemas will result in a reading comprehension deficit.(Carrell, 1988:245)

Realizing the effectiveness of using Schema Activation Strategy used in reading, the researcher is interested in using this strategy. The researcher assumes that reading comprehension is an important skill for senior high school students and Schema Activation Strategy was an interesting strategy that can be used in teaching student's reading comprehension. Therefore, the researcher tried to propose the topic to find out whether there was any significant increase of students' reading comprehension achievement taught through schema activation strategy or not.

## **B. Identification of the Problems**

In reference to background of the problem, the following problems can be found:

- Students get difficulties in comprehending the reading text. They get difficulties in getting information from the text, finding the details, finding the main ideas, the answer to the questions based on the text and making inference from the text. As the results, the students got difficulties in retelling or in transferring the information from the text.
- Students get difficulties in comprehending English materials because there might be some misunderstandings between students with their English teacher in the teaching learning interaction.

- Students' motivations in learning English are still low. So it is difficult to improve their English ability well.
- Students have negative attitude in learning English. So it is difficult for them to learn English well because they regard that English is difficult to be learnt well.

### **C. Limitation of the Problems**

The researcher focused on the students' difficulties in comprehending the reading text. As the solution to overcome their difficulties, the researcher was interested in investigating students' reading achievement by using of Schema Activation Strategy. This was assumed to be an effective way in helping students understand reading comprehension easily.

### **D. Formulation of Problem**

Based on the limitation of the problem above, the research question was: "Is there any significant increase of students' reading comprehension achievement after taught by Schema Activation Strategy?"

### **E. Objective of the Research**

In relation to the research question, the researcher's objective was to find out whether there is significant increase of students' reading comprehension achievement taught by Schema Activation Strategy or not.

## **F. Uses of the Research**

The uses of the research are:

1. Theoretically, the result of this research was expected to verify the previous theories dealing with teaching reading using Schema Activation Strategy and to be used as a reference for further research.
2. Practically, the results of this research would communicate to the English teachers about the effectiveness of Schema Activation Strategy in increasing students' reading comprehension achievement.

## **G. Scope of the Research**

This research was conducted at SMA YP Unila Bandar Lampung . The subject of the research was the first year students of SMA YP Unila Bandar Lampung. In this research, the researcher focused on the implementation of Schema Activation as a teaching strategy in developing students' reading comprehension.

## **H. Definition of Terms**

The definition of every term in this research as follows:

1. *Reading Comprehension* is defined as an active cognitive process of interacting with print and monitoring comprehension to establish the meaning (Silberstine, 1987; Simanjuntak, 1988:15)
2. *Schema Activation Strategy* Schema activation, a strategy usually associated with the pre-reading phase, also occurs in the while reading and the post reading phases.