

**THE EFFECTIVENESS OF STUDENTS' READING COMPREHENSION  
ACHIEVEMENT OF NARRATIVE TEXT THROUGH SCHEMA  
ACTIVATION STRATEGY AT THE FIRST YEAR OF SMAN 1 SEPUTIH  
AGUNG**

**(A Script)**

**By**

**VERA WELIANTI**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
BANDAR LAMPUNG  
2015**

## **ABSTRACT**

### **THE EFFECTIVENESS OF STUDENTS' READING COMPREHENSION ACHIEVEMENT OF NARRATIVE TEXT THROUGH SCHEMA ACTIVATION STRATEGY AT THE FIRST YEAR OF SMAN 1 SEPUTIH AGUNG**

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Reading is one of the important skills that the students have to master. However, many students have difficulties in comprehending the reading text. To improve this condition, the researcher use schema activation strategy to help students understand reading comprehension achievement.

Therefore, the objective of the research was to find out if the schema activation strategy can increase the students' reading comprehension of narrative text significantly. The research was conducted at SMAN 1 Seputih Agung Lampung Tengah. The population of the research was the first year students. There were seven classes and one class was taken as the experimental class. The experimental class was treated for three meetings with schema activation strategy.

The research was conducted through one group pretest-posttest design. The instrument to measure the students' reading achievement of narrative text was reading comprehension test which consisted of 30 items of multiple choices. The data were analyzed by using Repeated Measures t-test.

The result of the analysis indicates that there is a significant improvement of students' reading comprehension achievement after being taught through schema activation strategy. The average score of pre-test is 55.7 while the average score of post-test is 63.5. The increase of the average score from pretest to posttest is 7.9. By using t-test, it was found that t-ratio is 7.369 is higher than t-table is 2.052. It can be said that the increase is significant.

Based on the results, it can be concluded that teaching reading comprehension through schema activation strategy can give positive effect to improve students' reading comprehension of narrative text achievement significantly. It is suggested that the teacher may apply schema activation strategy in teaching reading since it can lead to better comprehension.

**Keyword:** reading comprehension, schemata and narrative text

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**By**

**VERA WELIANTI**

**A Script  
Submitted in a Partial Fulfillment of  
The Requirements for S-1 Degree  
In  
The Language and Arts Department of  
Teacher Training and Education Faculty**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
BANDAR LAMPUNG  
2015**

**Research Title : THE EFFECTIVENESS OF STUDENTS' READING COMPREHENSION ACHIEVEMENT OF NARRATIVE TEXT THROUGH SCHEMA ACTIVATION STRATEGY AT THE FIRST YEAR OF SMAN 1 SEPUTIH AGUNG**

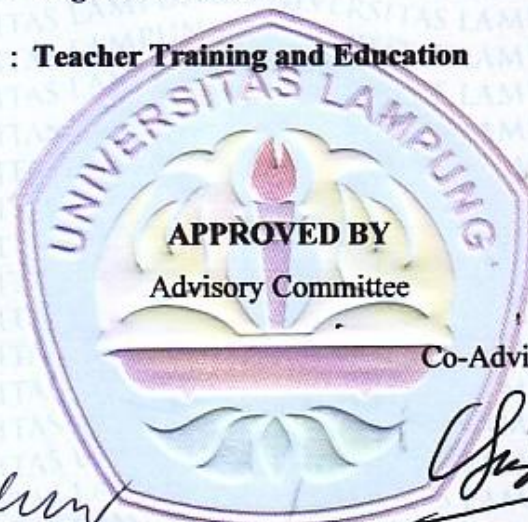
**Student's Name : Vera Wefianti**

**Student's Number : 0743042044**

**Department : Language and Arts Education**

**Study Program : English Education**

**Faculty : Teacher Training and Education**



**Advisor**

**Dr. Muhammad Sukirlan, M.A.**  
NIP 19641212 199003 1 003

**Co-Advisor**

**Drs. Sudirman, M.Pd.**  
NIP 19550712 198603 1 003

**The Chairperson of  
The Department of Language and Arts Education**

**Dr. Mulyanto Widodo, M.Pd.**  
NIP 19620203 198811 1 001

**ADMITTED BY**

1. Examination Committee

Chairperson : **Dr. Muhammad Sukirlan, M.A.**

Examiner : **H. M. Ujang Suparman, M.A., Ph.D.**

Secretary : **Drs. Sudirman, M.Pd.**

2. The Dean of Teacher Training and Education Faculty

**Prof. Dr. Hi. Bujang Rahman, M.Si.**

NIP 19600315 198503 1 003



Graduated on : **November 03<sup>rd</sup>, 2015**

## SURAT PERNYATAAN

Sebagai civitas akademik Universitas Lampung, saya yang bertandatangan dibawah ini,

Nama : Vera Welianti  
NPM : 0743042044  
Judul Skripsi : The Effectiveness of Students' Reading Comprehension Achievement of Narrative Text through Schema Activation Strategy at the First Year of SMAN 1 Seputih Agung  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan

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Yang membuat pernyataan,



Vera Welianti  
0743042044

## **CURRICULUM VITAE**

The researcher, Vera Welianti, was born in Simpang Agung, Central Lampung, Februari 27<sup>th</sup>, 1989. She is the fourth child of Sumanto and Jasmani. She has three older sisters, namely Pitriani, Dewi Wahyuningsih, and Aprilia Garnis Pitaloka.

The researcher started her study from kindergarten at TK Panca Bhakti in Simpang Agung, Central Lampung from 1994 to 1995. She went to elementary education at SD Negeri 1 Seputih Agung Central Lampung and graduated in 2001. She continued her study at SMP Negeri 1 Seputih Agung Central Lampung and graduated in 2004. Then, she was enlisted at SMA Negeri 1 Terbangi Besar and graduated in 2007.

In 2007, the researcher was registered as a student of English Education Study Program, Language and Arts Education Departmet, Teacher Training and Education Faculty, University of Lampung.

She accomplished the Teacher Training Program (PPL) as one of the requirements for FKIP students, at SMA Mutiara Natar from July to September 2011.

## **DEDICATION**

I would like to dedicate this script to:

My beloved and wonderful parents: *Bapak* Sumanto and *Ibu* Jasmani

My beloved sisters: Pitriani, Amd. Kep., Dewi Wahyuningsih, S.Pd., and Aprilia  
Garnis Pitaloka, Amd.

My beloved comrades of English Departement '07

My Almamater, Lampung University



## **MOTTO**

I'll try again and I'll achieve my dreams that I've forgotten  
(Anonymous)

You are never too old to set another goal or dream a new dream  
(C.S. Lewis)

Sometimes it's not the big things in life but the small things that inspire you  
(Hamdan bin Mohammad Rashid Al Maktoum)

## ACKNOWLEDGEMENT

*Alhamdulillahirobbil'alamin*, praise rendered only to the Most Gracious and the Most Merciful, Allah SWT for the tremendous blessing that enables the researcher to accomplish this research project entitled “The Effectiveness of Students’ Reading Comprehension of Narrative Text Trough Schema Activation Strategy at the First Year of SMAN 1 Seputih Agung”. This script is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education Study Program, Language and Arts Education Department, Teacher Training and Education Faculty, University of Lampung.

This script would never have come into existence without a great deal of help, supports, encouragement, and assistance by several dedicated persons. The researcher would like to address her gratitude and respect to Dr. Muhammad Sukirlan, M.A., as the researcher’s first advisor for his willingness to give assistance, ideas, encouragement, and a scientific knowledge within his time during the script writing process. Her deepest gratitude also goes to her second advisor Drs. Sudirman, M.Pd., for his kindness, suggestion, motivation, and patience in guiding the researcher. Her big gratitude is also extended to Drs. Ujang Suparman, M.A. Ph.D., as the examiner who has given valuable criticisms and suggestions for the improvement of this script. Then, Prof. Dr. Cucu Sutarsyah, M.Pd., as his academic advisor, thank you for his guidance, advice and suggestion during the researcher’s study. Thanks to all lecturers of English Education Study Program, who have contributed their guidance and knowledge for the researcher, thank you very much.

The researcher also would like to extend her appreciation to Drs. Widi Sutikno, MM., as the headmaster of SMAN 1 Seputih Agung Lampung Tengah, for providing the opportunity to conduct the research, and also to Novi Suciati, S.Pd., as the English teacher in SMAN 1 Seputih Agung Lampung Tengah, for being so helpful during the research process. The researcher is also thankful to all students in classes X1 and X7 academic year 2012/2013 of SMAN 1 Seputih Agung who have welcomed her and willingly involved in this research.

The greatest indebtedness is acknowledged to my beloved parents, Sumanto and Jasmani. Thanks for their never ending love, support, patience and willingness to wait for the researcher’s graduation. My sincere thanks are also dedicated to my beloved sisters Pitriani, Dewi Wahyuningsih, and Aprilia Garnis Pitaloka, thanks for your love, wonderful supports and the criticisms given to keep my spirit alive and for being my shoulder to cry on.

Next, bunch of endless thanks and happiness goes to my best friends: Nur Sartika Putri, Tati Fatmawati, Winda Tri Mundari, Rahmawati Bekti

Rahayu, and Eka Siwi Hidayati. Thanks for the jokes and every laugh we shared together. The appreciation is also attributed to my friends in English Education Study Program for supporting in finishing this script: Desi Putriani, Anissa Kencana Wulan, Dwi Paramita, Mesi Astriani, Yuyun Fadila, Iwan Hari Purnomo, Doni Alfaruqy, Harits Setyawan, Fetrisia, and all the English Department students that cannot be mentioned one by one.

Many thanks are also addressed to the researcher's boarding house friends: Nur Na'imah, Silvia Agustin, and Sri Susilowati, many thanks for all support.

The researcher realizes that this script is not perfect, therefore constructive criticism for improvement of this script are kindly welcome.

Bandar Lampung, November 2015

The researcher

Vera Welianti

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# CHAPTER I

## INTRODUCTION

This chapter describes the general issues related to the study. These include background of the problem, formulation of the problem, objective of the research, uses of the research, scope of the research, and definition of term.

### 1.1 Background of the Problem

In Indonesia, English is taught as a compulsory subject from elementary up to university level. There are four skills of language to master in learning English, namely listening, speaking, reading, and writing.

One of the very important skills to master is reading skill. Compared to the other skills, reading may be considered as the most frequently used skill in school. The students are expected to read information which is mostly written in English. In other words, reading dominates the teaching material in almost English textbooks.

Based on 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 text. Basically, it is the same as comprehension of the reading text. The students are expected to be able to identify the aspects such as identifying main idea, explicit and implicit specific information, reference, word meaning, phrase and sentence of short simple essay.



It means that after finishing from senior high school, the students are expected to be good at comprehending the reading text suitable to their level of the passing grade standard (*Standar Kompetensi Kelulusan/SKL*) of senior high school for reading skill.

However, from the pre-observation in the school when the researcher was conducting PPL, it was found out that most of the students still have difficulty in comprehending an English text; especially in finding specific information which implicitly stated in the passage. Also, from the English teacher's information the average reading score is low. The facts indicate that they had low ability in comprehension. It is because reading in the classroom only focused on asking students to read the text and it was found out that answering the question based on the text without facilitating them to comprehend texts properly.

In Senior high schools, especially the tenth grade students, the teaching of reading is focused on seven types of text, i.e. recount, narrative, procedure, descriptive, discussion, exposition and news item. Among the texts offered, narrative should be easily understood. But in fact, the students thought that narrative is difficult to study. Narrative is the way that humans communicate information chronologically and this type of text is usually used by the student to learn English more easily and more interestingly. Narrative is a text that tells a story or an account of a sequence of events that focusing on specific participant. Narrative is written in order to gain a readers' interest by entertaining them. By reading narrative text, they can engage themselves in fictitious experience. Besides, they can take wisdom

from the story. Nevertheless, the purpose of reading narrative which is for entertaining could not be reached if one's reading ability is poor.

The difficulties that students get in comprehending reading text especially narrative text shows that the students do not know which strategies is suitable for their reading. Therefore, the teacher should find an appropriate strategy in order to improve their reading skill and reading comprehension achievement.

One of the strategy that is appropriate to improve students' reading skill and reading comprehension achievement is Schema Activation Strategy. Understanding the role of schema in the reading process provides deep perception why students may fail to comprehend text material. 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).

The researcher chooses SMA Negeri 1 Seputih Agung Lampung Tengah as the setting of this research to implement the teaching technique above. The researcher focused this research in reading comprehension and she used schema activation strategy as the solution. In schema activation 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 and Lomax, 1986).

Because of the importance of reading strategy in improving students' comprehension of the source text, this study is conducted to find out whether or not schema activation strategy can improve students' achievement in reading comprehension of narrative text. Therefore, the researcher expected that teaching narrative text through schema activation strategy could overcome the difficulty in reading comprehension.

## **1.2 Identification of the problems**

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

- a) 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.
- b) Students get difficulties in comprehending English materials because there might be some misunderstanding from students and their English teacher in the teaching learning interaction.
- c) Students' motivations in learning English are still low. So it is difficult to improve their English ability well.
- d) 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.

### **1.3 Limitation of the problems**

The researcher realized her capability in doing her research. Therefore, 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 understands reading comprehension easily.

### **1.4 Formulation of the Problem**

Based on the limitation of the problem previously presented, the researcher formulated the problem of the research below:

Is there any significant increase of first year students' reading comprehension achievement taught through Schema Activation Strategy at SMAN 1 Seputih Agung?

### **1.5 Objective of the Research**

In relation with the problem stated above, the objective of the research was to find out whether there is significant increase of students' reading comprehension achievement taught by Schema Activation Strategy or not at SMAN 1 Seputih Agung or not.

### **1.6 Uses of the Research**

The findings of this research were expected to be beneficial for theoretical and practical developments.

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 hopefully could inform the English teachers about the effectiveness of Schema Activation Strategy in increasing students' reading comprehension achievement.

### **1.7 Scope of the Research**

This research was conducted at the first year of SMA Negeri 1 Seputih Agung. There were seven classes of first year in academic year 2012/ 2013 students and one class was taken as the experimental class. The treatment was conducted for three times in which the experimental class followed the teaching learning process through schema activation strategy. The research was focused on activities of reading comprehension of narrative text taught through schema activation strategy. The students were expected to be able to comprehend some reading aspects, i.e., main idea, specific information, reference and interference. The materials were taken from English Book based on the School Based Curriculum (KTSP) of SMA. To find out the improvement of students' reading comprehension of narrative text, the researcher measured the score of pre-test and post-test.

## **1.8 Definition of Terms**

In order to comprehend the notions underlying the title of this research, some terms are clarified:

### **Narrative text**

It refers to the text which tells about past activities or event which concerns on the problematic experience and resolution in order to amuse and even give the moral messages to the reader.

### **Reading**

Reading is bringing and getting meaning from the printed or written materials (Finocchiaro and Bonomo, 1973:199)

### **Reading Comprehension**

It is defined as an active cognitive process of interacting with print and monitoring comprehension to establish the meaning (Silberstine, 1987; Simanjuntak, 1988:15).

### **Schema Theory**

It refers to a theory of how knowledge is acquired, processed, and retrieved (Widdowson, 1983).

## **CHAPTER II FRAME OF THEORIES**

This chapter elaborates theories being used to support the research, it includes concept of reading, aspects of reading, concept of reading comprehension, concept of narrative text, concept of schema, concept of schema activation, concept of schema activation strategy, teaching reading through schema activation strategy, the procedure of teaching reading through schema activation strategy using narrative text, theoretical assumption and hypotheses.

### **2.1 Concept of Reading**

Reading is one of the important skills that are needed by the students from elementary school until university level. By reading the students are able to get a lot of information based on what they have already read. Although generally people think of reading as a simple, passive process that involves reading words in a linear fashion and internalizing their meaning one at a time, it is actually a very complex process that acquires a great deal of active participation on the part of the reader.

Reading is stated as an active process, the readers forms a preliminary expectation about materials, then select the fewest, most productive clues necessary to confirm or reject that expectation (Mackay, 1979).

Reading is a process of putting the readers in contact and communicates with ideas (Simanjuntak, 1988:3). Whereas Nuttal (1982) as stated in Edhita (1988:3) defines reading as the meaningful interpretation of printed or written verbal symbols.

Other linguists, Finocchiaro and Bonomo (1973:199) state that Reading is bringing and getting meaning from the printed or written materials. Joycey (2006:2) says that reading is an active skill, where the reader interacts with the text, and to some extent the researcher. Reading is a process of constructing or developing meaning for printed text (Cooper et al, 1988:3).

Based on the definitions, it can be inferred that reading comprehension is an interactive process as a transaction between the reader and the text. The reader interacts with the text and relates ideas from the text to prior experience to construct meaning. Comprehension is not something that happens after reading. It is the thinking done before, during, and after reading. The readers' capabilities, abilities, knowledge, and experience impact the act of reading.

## **2.2. Aspects of Reading**

Spears (2000: 26) state that there are five aspects of reading namely main idea, specific information, reference, inference, and vocabulary.

### **Main Idea**

Finding the main idea of a paragraph is one of the most important specific comprehension skills. Hancock (1987: 54) defines that the main idea is the



essence of the paragraph, or rather what the author is trying to get across to the reader. In other words, that is what the author wants a reader to know about. So, the main idea is the important idea that the author develops throughout the paragraph.

### **Specific Information**

Supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, comparison, analogy, cause and effect statistics and quotation.

### **Reference**

Reference is a significant citation for specified matter. It is a remark that have a relation of information in somewhere in the text. According to La Tulipe (1986:20), references are words or phrases used either before or after the reference in the reading material. When such words are used, they are signals to the reader to find the meaning elsewhere in the text.

### **Inference**

Inference is an assumption or conclusion that is rationally and logically made based on the given facts or circumstances. It is a guess that we make or an opinion that we form based on the information that we have. Kathleen (1986:31) states that an inference is an educational guess or prediction about something unknown based on available facts and information. The reader will be able to do this by making use of the context in which the word occurred, in order to give him a rough idea of its meaning.

## **Vocabulary**

Vocabulary means all the words or a collection of words or phrases which exist in a particular language. According to Wallace (1987:30), vocabulary is the stock of word used by people or even for person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.

### **2.3 Concept of Reading Comprehension**

The goal for the most types of reading is to comprehend the text. The reader is able to comprehend the ideas of the text being read if he/she knows the message of the text. Snow (2002:11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written text.

Rubin (1993:194) states that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities involve word meanings and verbal reasoning. Without word meaning and verbal reasoning, they could be no reading comprehension; without reading comprehension, there would be no reading.

Smith (1982:15) states that comprehension in reading as a matter of “making sense” of text, of relating written language to what we know already and to what we want to know. Comprehension can be regarded as a condition where certainly exists. We comprehend when we have no doubt about alternative interpretation or decisions in our mind. In addition, Dallman (1982:23) states that reading is more

than knowing what each letter of alphabet stands for; reading involves more than words recognition; that comprehension is an essential of reading.

Moreover, Heilman, Blair, and Rupley (1981:242) also states that reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Comprehension is the result of reading.

Referring the statement above, it is inferred that reading comprehension means that the students must read the text and interact the printed on written symbols with their cognitive skill and his knowledge of the world. In the process of comprehension the students need skills related to the purpose of reading and consider the questions to concentrate on the important points.

#### **2.4 Concept of Narrative Text**

English must be learned as the language instruction in the schools where English is taught as a foreign language. To make the students feel enjoyable and pleasure in learning reading, teachers must select interesting reading text to teach reading.

A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in

another order: for example, a story may open with the final episode and then flash back to all that preceded it.

The researcher chooses “Narrative Texts”, as the reading material. Meyers (2005 : 52) states that narrative is one of the most powerful ways of communicating with others. A good reading story lets the reader response to some event in it as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson (1997 : 8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.

Narrative can entertain, inform, advise and educate students. It is memorable, full of meaning, stimulating emotion and fantasy. Garvie (1990), cited in Iriyani (2006) explains that the story helps us to contextualize the item of the course by offering a field of learning, which is meaningful, interesting, and motivating, while at the same time it covers the English work that has to be done. Therefore, the story is able to help the students in all varieties of the EFL situation.

The purpose of narrative text is to amuse or to entertain the readers with actual or imaginary experiences in difference ways. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

The examples of genres that fit the narrative text structure:

a) Folktale

It is very old traditional story from a particular place that was originally passed on to people in a spoken form, e.g., *The Mighty*

## b) Fairy tale

It is an old story about magic things happened intended for amusing and giving lessons, meanings, and moral values, e.g., *Cinderella*.

## c) Fables

It is traditional short stories that teach moral lesson, especially one with the animals as characters; these stories are considered as one group of animal stories, e.g., *The Lion and the Mouse*

## d) Myth

It is a story from ancient times, especially one that was told to explain about natural events or to describe the early history of place or people, e.g., *Tower of Babel*

Anderson ( 1997: 8) states that the generic structure of narrative text is:

## a. Orientation/ exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place. It usually answers who? when? where?

## b. Complication/ rising action

The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It usually involves the main character(s) (often mirroring the complications in real life).

c. Sequence of event/ Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

d. Resolution/ falling action

In this part, the complication may be resolved for better or worse/ happily or unhappily, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'How did it end'?)

e. Reorientation

It is an optional closure of event.

Besides the generic structure which is no less important in the narrative text is a language feature, it is useful to compose good narrative text.

Anderson (1997:15) states that language features of a narrative text are:

1. Specific characters
2. Time words that connect events to tell when they occur
3. Verbs to show the actions that occur in the story
4. Descriptive words to portray the characters and settings.

Example of narrative text:

### **Cinderella**

*Orientation* : One upon a time there was a girl named Cinderella. She lived with her bad step mother and two step sisters. She had to do the entire household.

- Complication* : One day, The King invited all the ladies in the kingdom to go to the hall in the place. He wants to find the Crown Prince a wife.  
The step sisters went to the hall that night with their mother. Cinderella was left alone. Shi cried because she actually wanted to go to the hall too.
- Climax* : Just then after fairy godmother came. With her magic wand, she gave Cinderella a coach, two house, and footmen. She also gave Cinderella a lovely dress to wear to the ball and pair of glass slippers. She told Cinderella to come home before midnight.  
At the ball Cinderella danced all night with the prince. The prince felt in love with her. At midnight, Cinderella ran home. Unfortunately, one of her glass slippers slipped of the door. She did not have time to put it back on. The prince was said as he could not find Cinderella again that night.  
The next day, the prince and his man brought along the glass slipper. They went all over the kingdom to search for the owner.
- Resolution* : After searching for a long time, finally, they come to the Cinderella's house. The slipper fitted her. The prince was very happy to find Cinderella again. They got married and lived happily ever after.

## 2.5 Concept of Schema

Readers rely on their prior knowledge and world experience when trying to comprehend a text. It is this organized knowledge that is accessed during reading that is referred to as schema (plural schemata). Schema theory describes the process by which readers combine their own background knowledge with the information in a text to comprehend the text. The readers use of their schema when they can relate what they already know about a topic to the facts and ideas appearing in a text. All readers carry different schemata (background information). This is an important concept in EFL teaching, and prereading tasks are often designed to build or activate the readers' schemata. The richer the schema is for a given topic the better a reader will understand the topic.

Schema theorists have advanced our understanding of reading comprehension by describing how prior knowledge can enhance a reader's interaction with the text. Accordingly, comprehension occurs when a reader is able to use prior knowledge and experience to interpret an author's message (Bransford, 1985; Norris and Phillips, 1987).

Widdowson (1983) stated that schema theory is a theory of how knowledge is acquired, processed, and retrieved. Schema is the technical term used by cognitive scientists to describe how people process, organize, and store information in their heads. Schemas, or schemata, cognitive construct which allow for the organization of information in our long-term memory. Cook (1989:69) puts it thus: 'the mind stimulated by key words or phrases in the text or by the context, activates a knowledge schema.' Widdowson and Cook are emphasizing the cognitive characteristics of schemas which allow us to relate incoming information to already known information.

Widdowson (1983) has reinterpreted schema theory from an applied linguistics perspective. He postulates two levels of language: a systemic and a schematic level. The systemic level includes the phonological, morphological and syntactic elements of language, while the schematic level relates to our background knowledge. In Widdowson's scheme of things, this background knowledge exercises an executive function over the systemic level of language. In comprehending a given piece of language, we use what sociologists call interpretative procedures for filling the gaps between our schematic knowledge and the language which is encoded systematically.



According to Bransford (1985), Norris and Phillips (1987), Schema theorists have advanced the understanding of reading comprehension by describing how prior knowledge can enhance a reader's interaction with the text. Accordingly, comprehension occurs when a reader is able to use prior knowledge and experience to interpret an author's message. Educators and researchers have suggested numerous instructional strategies to help students activate and use prior knowledge to aid comprehension.

Generally, there are three major types of schemata, namely, linguistic schemata, formal schemata and content schemata, which are closely related to reading comprehension.

#### **2.5.1. Linguistic schemata**

Linguistic schemata refer to readers' existing language proficiency in vocabulary, grammar and idioms. They are the foundation of other schemata. As is known, linguistic knowledge plays an essential part in text comprehension. Without linguistic schemata, it is impossible for the reader to decode and comprehend a text.

Therefore, the more linguistic schemata a reader has in his mind, the faster the reader acquires information and the better understanding the reader may get.

#### **2.5.2. Formal Schemata**

Formal schemata are the organizational forms and rhetorical structures of written texts. They include knowledge of different text types and genres, and also include the knowledge that different types of texts used, text organization,

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

### **2.5.3. Content Schemata**

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

Many studies show that readers' content schemata influence their reading comprehension more greatly than formal schemata. On the whole, the familiarity of the topic has a direct influence on readers' comprehension. The more the reader knows about the topic, the more easily and quickly he gets the information of the text. Therefore, if one wants to be an efficient reader, he needs to try to know the knowledge about more fields and topics. Readers with more prior knowledge can better comprehend and remember more the text.

Because texts are never completely explicit, the reader must rely on preexisting schemata to provide plausible interpretations. Yet, there is much evidence that good and poor readers do not always use schemata appropriately or are unaware of whether the information they are reading is consistent with their existing knowledge. Also, there is evidence that students who do not spontaneously use schemata as they read will engage them if given explicit instructions prior to reading (e.g., Bransford, 1979).

## **2.6 Concept of Schema Activation**

Many Students usually have problems in comprehending written text. One of the reasons for this is that students do not use their prior knowledge or schema when they can relate what they already know about a topic to the facts and ideas appearing in a text to comprehend the text itself.

According to Shahan and Lomax (1986), Schema activation strategy is very likely, a technique usually associated with the pre-reading phase, also occurs in the while reading and the post reading phases. Cook (1997: 86) states that Schema

theory deals with the reading process, where readers are expected to combine their previous experiences with the text they are reading.

Carrell and Eisterhold (1983) formalize the role of background knowledge in language comprehension as schema theory, and claim that any text either spoken or written does not itself carry meaning. Carrell and Eisterhold (1983: 556) claim that a text only provides directions for readers as to how they should retrieve or construct meaning from their own, previously acquired knowledge. The very important role of background knowledge on reading comprehension is noted by Carrell and Eisterhold (1983) and Anderson (1999), that a readers' comprehension depends on her ability to relate the information that she gets from the text with her pre-existing background knowledge.

Swales (1990: 83) cite background knowledge – also prior knowledge – is supposed to consist of two main components: “our assimilated direct experiences of life and its manifold activities, and our assimilated verbal experiences and encounters.”

Schemata are accepted as interlocking mental structures representing readers' knowledge. In the reading process, readers integrate the new information from the text into their pre-existing schemata (Nuttall, 1996; Wallace, 2001). Not only do schemata influence how they recognize information, but also how they store it. According to Harmer (2001), only after the schema is activated is one able to see or hear, because it fits into patterns that she already knows. The notion of schema is related with the organization of information in the long-term memory that cognitive constructs allow (Singhal, 1998).

## **2.7 Concept of Schema Activation Strategy**

Schema activation strategy in reading is very likely to have an impact to increase student's reading comprehension achievement (Shahan and Lomax, 1986). Schema activation strategy could encourage students actively to be engaged in constructing meaning from text. Schema activation is a technique usually associated with the pre-reading phase, also occurs in the while reading and the post reading phases.

By reminding students that one reads first to see what a passage is about, the instructor helped students set goals for an initial reading and called attention to the skills and strategies that might serve them best. Knowledge of cognition (metacognition) and the ability to monitor one's comprehending processes can aid in successful reading. Readers' expectations are based on readers' prior knowledge. Background knowledge that aids in text comprehension has recently been studied under the rubric of schema theory. This theoretical framework (aptly termed by Grabe, 1991, a "theoretical metaphor) emphasizes the role of preexisting knowledge (a reader's "schemata") in providing the reader with information that is implicit in a text.

According to researchers' opinion, schema theory is an active strategy coding technique necessary for facilitating the recall of knowledge. As new knowledge is perceived, it is coded into either pre-existing schema or organized into a new script. In essence schemata are organized mental structures that aid the reader's ability to understand and associate with what is being presented to them.

## **2.8 Teaching Reading through Schema Activation Strategy**

Research on the theory of schema had great impact on understanding reading comprehension in first and second language. It made clear the case that understanding the role of schema in the reading process provides insights into why students may fail to comprehend text material.

Carrell (1988:245) points out, “students’ apparent reading problems may be problems of insufficient background knowledge [content, formal, and linguistic]”. However, students might have sufficient schemata, yet unable to comprehend the text if such schemata are not appropriately activated. 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 assigned reading. Deficiency in any of the above schemas will result in a reading comprehension deficit.

Brown (2001) states that a text does not by itself carry meaning. The reader brings information, knowledge, emotion, and culture – that is schemata, to the printed word.

Clark and Silberstein (1977, quoted in Brown 2001) indicate that research has shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page. This would all seem to point to the fact that our understanding of a text depends on how much related schema we, as

readers, possess while reading. Consequently, readers', natives and non-natives, failure or confusion to make sense of a text is caused by their lack of appropriate schemata that can easily fit with the content of the text. This lack of appropriate schemata can be either formal or content-based. Brown (2001) defines these two as follows: content schemata includes what we know about people, the world, culture, and the universe, while formal schemata consists of our knowledge about discourse structure.

Aebersold and Field (1997) indicate perhaps one of the most important schemas that pose immediate threat to students is content or topical schema. As assert "If the topic ...is outside [students'] experience or base of knowledge, they are adrift to an unknown sea". Ways of activating content schema is an area that needs further exploration.

Cook (1989:69) states "The mind stimulated by key words or phrases in the text or by the context activates a knowledge schema". Cook implies that we are not necessarily dealing with conscious processes, but rather with automatic cognitive responses given to external stimuli. This view clarifies that schemata are activated in one of two ways:

1. New information from the outside world can be cognitively received and related to already known information stored in memory through retrieval or remembering. In this case, new concepts are assimilated into existing schemata which can be altered or expanded;

2. New information can be represented by new mental structures. In this case, in absence of already existing schemata, new knowledge builds up new schemata.

In both cases, the individual is piecing bits of knowledge together, attempting to make sense of them (Plastina, 1997). It follows that the main features of schemata are flexibility and creativity. Schemata are flexible in that they undergo a cyclic process within which changes are brought about actively and economically, i.e., information is stored in memory and provided when needed with the least amount of effort. They are creative in that they can be used to represent all types of experiences and knowledge - they are specific to what is being perceived.

Thus, because texts are never completely explicit, the reader must rely on preexisting schemata to provide plausible interpretations. Yet, there is much evidence that good and poor readers do not always use schemata appropriately or are unaware of whether the information they are reading is consistent with their existing knowledge.

In schema activation, the students will be taught reading comprehension through pictures. The students have positive effect to accept the lesson, because schema activation strategy use their prior knowledge, so they will remember what they learn. The researcher believes that schema activation strategy is an appropriate strategy for teaching reading comprehension.



## **2.9 Procedure of Teaching Reading Comprehension through Schema Activation Strategy using Narrative Text**

This measure is designed by the researcher which will be implemented in the treatment. The more specific step can be seen in the lesson plan (see p.59).

### **Pre-activity**

1. The procedure begins with greeting.
2. The teacher motivates the students by asking them about narrative text e.g. “Do you know about narrative text?”, “Have you ever read narrative text?”. It functions to activate their background knowledge of narrative text.
3. Before the teacher asks students to apply schema activation strategy, the teacher explains to the students the purpose of learning this strategy. It is intended to introduce the students to schema activation strategy.
4. Teacher asks one student to mention a story that they know, can be their personal experience, story from the book or the movie that she like.
5. From the story, the teacher explain the elements that is found in narrative text likes the characters, events, conflict, setting, etc.
6. After that teacher discuss about the general structure and the language features that are used in a narrative text with students.

### **Whilst-activity**

1. Students are displayed pictures of the following important events of the story, "Sangkuriang and Tangkuban Perahu Mountain"
  - a) Background picture – Tangkuban Perahu mountain.

- b) Event 1. Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang.
  - c) Event 2. Dayang Sumbi was very angry and hit Sangkuriang's head.
  - d) Event 3. Sangkuriang made a boat for Dayang Sumbi in one night.
  - e) Event 4. Sangkuriang was very angry and kicked the boat.
2. The teacher explains to the students that today they will read the story "Sangkuriang and Tangkuban Perahu Mountain." Students are asked to look at the background picture on the poster. The teacher ask the following question:
    - What do you think is happening in the picture?
    - Students answer:
  3. The teacher explains to the students about three events based on the picture.
  4. Students are asked one of the following questions which will have them relate their own personal experience to the story.
    - a) Event 1. Have you ever heard of someone who married an animal?
    - b) Event2. Did you ever make your mother angry?
    - c) Event3. How do you feel when you do not reach your desire?
  5. Next the teacher asks students to answer questions about each event that will predict what will happen in the story.
    - a) Event 1. Will Dayang Sumbi become angry with Sangkuriang?
    - b) Event 2. How could Sangkuriang fall in love with his mother?
    - c) Event 3. What do you think about Sangkuriang's feelings?

6. Students brainstorm with their peers for the answers to these questions and wrote them on paper.
7. Students take turns reading the story aloud. Then they discuss the answers they predicted concerning the three important events and examine whether their answers follow the story.
8. Teacher gives the evaluation test.

**Post-activity:**

1. The teacher makes reinforcement by discussing the answer with the students.
2. The students submit their work to the teacher.
3. The teacher closes the meeting.

### **2.10 Theoretical Assumption**

In teaching reading comprehension, there are some strategies that can help the teacher to reach the aim of teaching learning process. For this research, schema activation strategy is chosen as a strategy in teaching reading comprehension.

in reading activity the students make contacts and communication with ideas that relate to their previous knowledge or schemata. It is important that students are able to interpret what they read and associate it with their experience, but also that they see and identify the symbol in front of them, and the Schema Activation Strategy involves those things. Schema Activation Strategy requires the readers to be actively involved in the teaching and learning processes based on the previous knowledge that the students have to construct their own understanding. In Schema

Activation Strategy, the students are asked to construct their own sense of meaning from new experience based on prior knowledge and are motivated to make connections between knowledge that they get and its application to the real world, so the student experience, not just know, the knowledge.

Therefore, the researcher assumes that after doing this process with the information contained in the text, automatically the students will have better understanding of the text, and as the result, the researcher assumes that Schema Activation Strategy can be an effective strategy in teaching reading in order to improve the students' achievement in reading comprehension of narrative text.

### **2.11 Hypothesis**

Based on the theories and the assumptions above, the researcher would like to formulate the hypothesis as follows: There is a significant increase of students' reading comprehension achievement in narrative texts after being taught through Schema Activation Strategy.

## **CHAPTER III RESEARCH METHOD**

This chapter describes the procedure of the research in order to find out the answer of the question stated previously in chapter one. This chapter contains research design, population and sample, data collecting technique, research procedure, scoring system, criteria of good test, data analysis, and hypothesis testing.

### **3.1 Research Design**

This research investigates whether there is a significant increase of students' reading comprehension in narrative texts after being taught through Schema Activation Strategy. The design of this research is *one group pretest posttest design*. The researcher taught narrative reading text to experimental class by using schema activation strategy.

This research used one class as experimental class. Pretest, three treatments and posttest were then administered to this class. The design of the research is described as follows:

**T1    X    T2**

Where:

T1 : Pretest (it was conducted before treatments)

X : Treatment (it was independent variable conducted three times by using Schema Activation Strategy)

T2 : Posttest (it was dependent variable conducted after treatments).

(Setiyadi, 2006:131)

### **3.2 Population and Sample**

The population of this research was the first grade students of SMAN 1 Seputih Agung at academic year 2012/2013. There were 7 classes of first year students and they were all of equal level. It consisted of 29-32 students for each class. The sample was one class as experimental class, which was selected by using simple random sampling. The class was selected randomly by using lottery. It was applied based on the consideration that every student in the population had the same chance to be chosen and in order to avoid the subjectivity in the research (Setiyadi, 2006:39). The experimental class had both pretest and posttest and three treatments.

### **3.3 Data Collecting Technique**

The instrument is used to collect data in order to answer the research question. The instrument of the research was reading test using narrative text. The reading test consists of two kinds, pretest and posttest. In giving the treatments, the researcher used the reading tests. The reading texts were taken from English book for the first year students of senior high school and internet. In order to collect the data, the researcher used the following technique:

### 1) Pre Test

After getting the result of try out test, the researcher gave the pre-test. The purpose of the test is to know how far the students are understood about the narrative text before the treatments are given. The type of the test was multiple choices in which the students ask to choose one correct answer from the options a, b, c, d. In this pre-test the students were given 30 test items of multiple choices with four options of each item. One of the options was the correct answer and the rests were as distracters. The total score is 100 points, so if the students answer the whole questions correctly they will get 100 point.

### 2) Post Test

After conducting the treatments, the researcher administered a post test to the students. It was done in order to find out the students' reading comprehension achievement after the three-time treatments. The type of the post-test was multiple- choice test. Each item of post-test related to the material that the students have learnt. It has similar difficulty with the pre-test. The scoring system and degree of difficulty of the pre-test were similar to the post-test because both of items were used to measure the students' ability in reading comprehension through schema activation strategy.

## **3.4 Research Procedures**

To make this research runs well, research procedures need to be made here. There were three steps that should be done in this research procedure, they were:

## 1) Planning

Before the research procedures were conducted, some plan were arranged to make the application runs well. There were some steps that should be planned by the researcher.

The procedure can be seen as follows:

### a) Preparing the try out

The test was prepared (called try out test) and given to the students in order to know the quality of the test as instrument of the research.

### b) Determining the quality of the test

The result of the try out test was analyzed in order to know which were the items good to be used in pre-test.

### c) Preparing the pre-test

The good items from tryout test was analyzed beforehand, then it was used in the pre-test.

### d) Preparing the materials

It is suggested to prepare what the materials that was taught to the students. The material was related to the curriculum that was used in the school and also to introduce Schema Activation Strategy in teaching reading to the experimental class.

### e) Preparing the post-test

It was suggested to prepare what kind of test (called posttest) that were given to the students, to prepare how many items and what material that were tested.



## 2) Application

After made the planning, the research procedures that had been already planned were applied. There were some steps that should be applied, such as:

- a). In the first meeting, try out was given to the students. Students were administered the test paper, asked to do the test, and then asked to hand in their answer sheet. This test was multiple choices and consisted of 50 items.
- b). After giving the try out test to the students and getting the result, the test items were analyzed in order to know which items were good to be used in the pre-test.
- c). In the second meeting, the pre-test was given. The test papers were given to the students in the experimental class, and they were asked to do the test and then to hand in the test. This test was multiple choices and consisted of 30 items.
- d). After the pre-test, the treatment was conducted. The experimental class was taught through Schema Activation Strategy. The researcher taught the students in the experimental class three times.
- e). The post-test was given in the last meeting. The test papers were administered to the students in the experimental class, and they were asked to do the test and then to hand in the test. This test was multiple choices and consisted of 30 items.

### 3) Reporting

The last point that should be done in the research procedure was reporting.

There were two steps that were done in reporting:

- a) Analyzing the data that had already received from pretest and posttest (both control class and experimental class).
- b) Making a report on the findings.

### 3.5 Scoring System

In scoring the students' result of the test, Arikunto's formula (1989:271) was used. The ideal highest score is 100. The scores of the pretest and posttest were calculated by using this formula:

$$S = \frac{R}{N} \times 100\%$$

Where :

- S : The score of the test  
R : The total of the right answers  
N : The total items

(Arikunto's formula, 1989:271)

### 3.6 Try out of the Instrument

The purpose of try out is to know whether the test is good or not, some criteria should be considered. The criteria of a good test are: Validity, Reliability, Level of Difficulty, and Discrimination Power.

## 1. Validity

Validity of the instrument is considered in this research. The researcher took content and constructs validity for this research. It was considered that instrument should be valid and in line with reading theory and the material.

The validity of the instrument is presented as follow:

### a) Content Validity

Content Validity refers to the extent to which a test measures a representative sample the subject matter contents; the focus of the content validity was adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982:251).

To know whether the test is a good reflection of what has been taught and of the knowledge which the teacher wants the students to know, the researcher compared this test with table of specification. If the table represents the material that the researcher wants to test, then it is valid test from that point of view. A table of specification is an instrument that help the test constructor plan the test.

**Table 3.1. Table of specification of tryout test**

No	Objectives	Item Numbers	No. of Items	Precentage
1	Generative Structure of Narrative Text	5, 10, 14, 20, 28, 30, 31, 32, 33, 45, 47, 50	12	24%
2	Vocabulary	4, 7, 9, 11, 16, 17, 21, 24, 25, 29, 37, 49	12	24%
3	Specific Information	1, 3, 18, 27, 35, 39, 40, 41, 43, 46, 48	11	22%
4	Inference	2, 6, 8, 12, 13, 15, 19, 22, 23, 26, 34, 36, 38, 42, 44	15	30%
			50	100%

## b) Construct Validity

Regarding the construct validity, it measures whether the construction had already referred to the theory, meaning that the test construction had already in line with the objective of the learning (Hatch & Farhady, 1982:251).

To find the construct validity of the pretest and posttest, the theory of reading ability in identifying the specific information, generic structure of the text, determining inferences, and vocabulary are formulated the test items.

## 2. Reliability

Reliability refers to the extent to which the test is consistent in its score, and gives us an indication of how accurate the test score are (Hatch and Farhady, 1982:244).

In order to estimate the reliability of the test, the researcher used *split-half* method in which the reading tests are divided into halves.

To measure the coefficient of the reliability between the first half and second half, the researcher used the following formula:

$$r_i = \frac{\sum XY}{\sqrt{[\sum X^2 \sum Y^2]}}$$

Where:

$r_i$  : The coefficient of reliability between first half and second half group

X : The total numbers of first half group

Y : total numbers of second half group

X<sup>2</sup>: The square of X

Y<sup>2</sup>: The square of Y

Then to know the coefficient correlation of the whole items, the researcher used “Spearman Brown’s Prophecy Formula” (Hatch and Farhady, 1982: 256). The researcher used the following formula:

$$R_k = \frac{2rl}{1 + rl}$$

Where:

R<sub>k</sub>: the reliability of the test

r<sub>l</sub> : the reliability of half test

The criteria of reliability are:

0.90 – 1.00 = high

0.50 – 0.89 = moderate

0.00 – 0.49 = low

### 3. Level of Difficulty

Level of difficulty of the reading test is used to classify the test items into difficult items and easy ones. The items should not be too difficult or too easy for the students.

In calculating the Level of Difficulty for each item, the researcher used following formula:

$$LD = \frac{R}{N}$$

Where:

LD: Level of difficulty

R : the number of the students who answer correctly

N : the total number of the students

The criteria are:

< 0.30 = Difficult

0.30 – 0.70 = Average

> 0.70 = Easy

(Shohamy, 1985: 79)

#### 4. Discrimination Power

The discrimination power (DP) is the proportion of the high group students getting the items correct minus the proportion of the low level students who getting the items correct. In calculating the discrimination power, the researcher used the following formula:

$$DP = \frac{\text{the proportion of upper SS} - \text{the proportion of lower SS}}{\frac{1}{2} \text{ total number students}}$$

(Shohamy, 1985;81)

The criteria are:

1. If the value is positive, it has discrimination because a large number or more knowledgeable students than poor students get the item correct. If the value is zero, it means no discrimination.
2. If the value is negative, it has negative discrimination because more low-level students than high level students get the item correct.

3. In general, the higher discrimination index, the better, in the classroom situation most items should be higher than 0.20 index.

(Shohamy, 1985: 82)

### **3.7 Data Analysis**

The data is analyzed in order to see whether the students' reading comprehension achievement is increase or not. The researcher was examine the students' scores using the following steps:

1. Scoring the pre-test and post-test.
2. Tabulating the results of the test and calculating the scores of the pretest and posttest.
3. Drawing conclusion from the tabulated-result of the pretest and posttest administered, that is by statistically analyzing the data using statistical computerization i.e. *Repeated Measure t-Test of Statistical Package for Social Science (SPSS) version 15.0 for windows* to test whether the increase of students' gain is significant or not, in which the significance is determine by  $p < 0.05$ . It is uses as the data come from the two samples. (Hatch and Farhady, 1982:111)

### **3.8 Hypothesis Testing**

After collecting the data, the researcher recorded and analyzed them in order to find out whether there is significant increase in students' ability in reading comprehension of narrative text or not after the treatment. The researcher used Matched T-Test to know the level of significance of the treatment effect.

The formula is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_{\bar{D}}}$$

$$\text{with } S_{\bar{D}} = \sqrt{\frac{\sum D^2 (1/n) (\sum D)^2}{n-1}}$$

$\bar{X}_1$  : Mean from pre-test

$\bar{X}_2$  : Mean from post- test

$S_{\bar{D}}$  : Standard error of differences between means

n : Subjects on sample

(Hatch and Farhady, 1982:114)

The criteria are:

1. If the t-ratio is higher than t-table: H1 is accepted
2. If the t-ratio is lower than t-table: H0 is accepted



## **CHAPTER V CONCLUSIONS AND SUGGESTIONS**

This chapter is intended to elaborate the conclusion and suggestion. It includes the explanation of the effectiveness of schema activation in improving students' comprehension, the obstacles faced by them and some suggestions for further research.

### **5.1 Conclusions**

Based on the result of the data analysis and discussion, the researcher draws a major conclusion as follow:

There was a significant increase on students' reading comprehension achievement of narrative text after being taught through schema activation strategy. It is proved by the increase of students' mean score in posttest (63.5) that was higher than the mean score in pretest (55.7). The increase from pre-test to post-test is 7.5. Therefore, Schema Activation Strategy is appropriate and effective strategy to be used in increasing students' reading comprehension achievement using narrative text.

## 5.2 Suggestion

Referring to the conclusion above, some suggestions can be listed as follows:

1. English teachers are recommended to apply schema activation strategy as one of the ways in teaching reading comprehension of narrative text because it can help the students in comprehending text easier.
2. Teachers should practice the students' memory by giving them the opportunity to bring their prior knowledge in their reading process.
3. The teacher should monitor the students when they use their prior knowledge in order to encourage students to be more successful in reading.
4. The teacher should group the students with their partners who have different level of achievement, and diligence to keep the class conducive.
5. For future researchers who want to use schema activation strategy, it would be better if the next research is conducted in a longer period.

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