ACTIVATING STUDENTS’ SCHEMATA IN TEACHING READING COMPREHENSION

(A Thesis)

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ABSTRACT

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By:
Fitri Susmiati

Schemata refers to the students’ prior knowledge about their experience, stored on their mind. The way to reactive students’ schemata are by using schema activation strategy and graphic organizers. Schema activation strategy is the process in reading, when people access what they know and match it to the information in a text. Graphic organizer is the design of teaching that use line, arrow and specific arrangement to describe the content of a text.

The aims of this research is to find out whether there is a significant difference effect of schema activation strategy on students’ reading comprehension achievement. The second purpose is to find out whether there is a significant different effect of graphic organizers on students’ reading comprehension achievement.

The research is conducted at the eight grade of SMPN 21 Bandar Lampung. The samples were the students of VIIIA and VIIIB. The data were collected by using multiple choice reading test. The data were analyzed by using SPSS.

The result of the research shows that there was a significant difference of schema activation strategy on students’ reading comprehension and it is also showed that there was no significant difference of graphic organizers on students’ reading comprehension achievement. From the result of data analysis by using t-test, it was found that the experimental class I the sig. is 0.00 (P= 0.00 < α 0.05) but in experimental class II the sig. is 0.101 (P = 0.101> α 0.05). It means that schema activation strategy has significant difference on students’ reading comprehension achievement, it is contrast to experimental class II. There was no significant difference on students’ reading comprehension.

Based on the gain scores of reading aspects, it is found that both of experimental classes generally improved for five aspects of reading but in experimental class II, it is tend to increase slightly. Finally, since schema activation strategy can be used to improve students’ reading comprehension ability, it is suggested for the English teachers to apply schema activation strategy on pre reading activity.
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By:
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CURRICULUM VITAE

The writer's name is Fitri Susmiati. She was born on Jun 5th, 1974 in Tanjung Anom, Tanggamus. She is the first daughter of (the late) Hadi Sunarto and Poniyem.

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DEDICATION

By offering my prise and gratitude to Alloh SWT for the abundunt blessing to me, I’d proudly dedicate this piece of work to:

- My beloved grand parents, (the late) Sarman and Satimah
- My beloved parents, (the late) Hadi Sunarto and Poniyem
- My beloved husband, Herdi Irwanto, S.Pd
- My beloved sons, Edi Saputra and Aditya Kurniawan
- My beloved sisters and brother, Sudibyo, Wiwik Rohwiyati and Ratna Widayanti
- My beloved friends, the second batch of MPBI
- My Almamater, Lampung University
MOTTO

Live as if you were to die tomorrow,
Learn as if you were to live forever (Mahatma Gandhi)

Don’t pray for an easy life,
pray for the strength to endure a difficult one (Bruce Lee)

Never give up on what you really want to do. The person with big dream is more powerful then the one with all facts (Albert Einstein)
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Praised be merely to Alloh SWT, the Almighty and Merciful God, for blessing the writer with faith, health, and opportunity to finish this research entitled “Activating Students’ Schemata in Teaching Reading Comprehension” at SMPN 21 Bandar Lampung. This research is submitted as a compulsory fulfillment of the requirements for S-2 degree of Postgraduated English Education Program at Lampung University.

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The writer hopes this research would like give a positive contribution to the educational development, and to the reader.

Bandar Lampung, April 2017
The writer,

Fitri Susmiati
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CHAPTER I
INTRODUCTION

This chapter mainly discusses the following points: Introduction dealing with background of the problem, Identification of the problems, Limitation of the problems, Formulation of research question, Objectives of the research, Uses of the research, Scope of the research and Definition of terms.

1.1 Background of the Problem

In Indonesia, English Language is a compulsory subject that should be learnt from Elementary School up to the University. The students of Junior High School should learn language in order to communicate orally or writtenly. The skills that should be mastered are four skills; i.e., speaking, listening, reading and writing. The purpose of teaching those skills is to enable the students mastering the English language. That is why, English language is very important to be learnt and mastered by the student.

Reading is an interactive process between the reader and the text. It is an essential skill in junior high school. The aim of teaching reading in this level is to enable the students to understand and comprehend a short English text. For reading to be meaningful, it must be accompanied with comprehension. Reading comprehension refers to the ability of the students to comprehend or to understand printed text in order to get some information by connecting students’ background
knowledge to the printed text. The more the readers have background knowledge, the easier they understand the reading text. According to Al-Isa (2006) reading is a multilevel and interactive process in which readers construct a meaningful representation of text using their schemata. It means that the schema has great impact on understanding reading comprehension.

In fact, the students still lack of reading comprehension. The students have problems in learning reading comprehension. Generally, some problems face by the students who learn reading are; (1) students have difficulty to identify the main idea of a paragraph; (2) students have difficulty to comprehend the text as they lack of vocabulary; (3) students are unable to find specific information in a paragraph; (4) the students are unable to infer the meaning of sentences. (5) Also, the students are passive and irresponsible towards learning English. In line with this situation, the English teachers need to apply an appropriate technique in teaching reading.

Furthermore, the important of teaching reading is stated in School Based Curriculum of 2006. Learning English at SMP / MTs is the learners can communicate spoken and written (BSNP, 2006). In this case, reading is very important to be mastered by students. Through reading skill, the students are expected to learn English comprehensively.

Besides the reading skill, the materials of teaching learning is also important in teaching reading. There are some types of reading text. However, this research used narrative texts. Narrative text is a text that tells a story or an account of sequence of events that focuses on specific participants. It is obvious that when
the students familiar to the content of the text, it enables them to comprehend the 
text. According to Willingham (2004) stories are easy to comprehend and easy to 
remember, and that’s true not just because people pay close attention to stories; 
there is something inherent in the story format that makes them easy to understand 
and remember. Thus, this research uses familiar text to make the students easy to 
comprehend the reading text. Nevertheless, the purpose of narrative text is to 
amuse and entertain the reader, it could not be reached if the students’s reading 
ability is poor.

In teaching and learning in the class, there are a lot of strategies in teaching 
reading. According to He, et al (2014) as a number of studies (shown in the above 
discussion) have been done on the effectiveness of learner strategies in second 
language acquisition, many researchers advocate that teachers should provide 
students with direct training on strategy use either in classroom teaching or 
outside the classroom. Furthermore, they explain that the way to teach reading 
comprehension is by setting a top-down task. This task is actually the same as the 
warming-up activities by choosing a topic related to the content of the text, and 
then ask the students to work in groups to express their opinions on that issue with 
their background knowledge.

The teachers help the students to achieve the goal of learning reading 
comprehension by finding the best strategies in order to simplify the reading 
process and comprehend better. Unfortunately, it is still found that teaching 
learning of English, especially in reading lesson, often appears monotonous and 
boring. It still depends on media such as textbooks, a workbook, a reader book, or
a reference book. The teacher sometimes forgets to ask the students about their previous knowledge before pre reading, the teacher should reactive students’ schemata and connect it to the topic of the text. The teacher also needs strategy to make the class interesting, enjoyable, eager to learn and avoid being bored in the class. It indicates that the students lack of background knowledge activation or schemata.

Schema refers to the knowledge which has already been stored in someone’s memory. According to Ajideh (2003) a schema (plural schemata) is a hypothetical mental structure for representing generic concepts stored in memory. It is a sort of framework, or plan, or script. Schemata are created through experience with people, objects, and events in the world. It can be seen as the organized background knowledge in order to predict aspects in our interpretation of reading text.

Furthermore, Al Salmi (2011) concludes schema is the prior knowledge gained through experiences stored in one’s mind. It is an abstract structure of knowledge. It means that the more the students have schemata the more they are able to comprehend the reading text.

Therefore, to activate students’ schemata, the teachers need strategy to improve students’ ability in comprehending the reading text. The teachers can reactivate students’ background knowledge in a number of ways. One of the factor is influenced by the process in teaching and learning reading. They are the three stages of teaching reading, i.e., pre-reading, whilst-reading, and post-reading. Instead the students also need strategy to get the background knowledge activation
in pre-reading stages. The students’ background knowledge or schemata can help the students to understand the text. The important role of schema in reading, schema can be defined as patterns which represent the way experience and knowledge are organized in the mind. Based on this opinion, the way to activate students’ schemata are schema activation strategy and graphic organizers.

The first strategy to activate the students’ schemata is Schema Activation Strategy. Magsoudi (2012) investigated the impact of schema activation on reading comprehension of cultural texts among Iranian EFL learners. The result is schema activation has an effect on reading comprehension of culturally-loaded texts. Furthermore, Zhu and Zhao (2012) investigated Schema Theory and College English Reading Teaching. By activating schema testifies the assumption that its application is beneficial to cultivate students’ reading interest, quicken their reading speed and make proper judgements.

The students’ reading comprehension can also be improved by using graphic organizer. Graphic organizer helps the reader to visual the main concept of what they are reading. According to Dye (2000) Graphic Organizers has it roots in schema theory. Schema theory states that new information must be linked to preexisting knowledge. When students learn something new, they must be able to retain the information for later user.

Furthermore, Öztürk (2012) investigated the effects of graphic organizers on reading comprehension achievement of EFL learners. The result shows that the instruction of graphic organizers in EFL reading courses helps learners to comprehend the reading materials in English.
Most of previous researchers conducted the schema activation strategy separately with graphic organizer. Whereas, Hasan, et al (2013) investigated the role of schema or background knowledge activation and graphic organizer on increasing Iranian EFL learners’ reading comprehension. The result indicated that the schemata activation and graphic organizer have more significant different effect than traditional way in comprehension the reading text.

Regarding all of aforementioned above, this research investigated the schemata in teaching reading comprehension in order to improve students’ reading comprehension, namely Schema Activation Strategy and Graphic Organizer. One assumption about schema activation is that some words, or groups of words, or the title of a text, are highly suggestive and they can signal a certain schema (Mohamad and Gumma 2013).

Graphic Organizer definition is students’ prior knowledge can be tapped with simple graphic organizers. Graphic organizers are diagrams that visually display information. Depending on their structure, they can show relationships among data, such as hierarchies or subcategories, to use for many purposes as they assist students in visually organized information and isolated important details (Campbell and Campbell, 2009).

Because of the importance of students’ reading comprehension, the researcher conducted the research in order to find out whether there is any significant different effect of schema activation strategy and graphic organizer on students’ reading comprehension. So, the researcher believes that schema activation strategy and graphic organizers are good to solve the students’ problem on finding
main idea, understanding vocabulary, identify specific information, finding reference and making inference.

1.2 Identification of the Problems

Based on the background of the problems, the problems of this research are identified in the following identification:

1) The students get difficulties in comprehending the text, in order to get information from the text, finding the main idea, identifying the specific information, understanding vocabulary, finding reference and making inference.

2) The students lack of schemata activation, connecting their prior knowledge to the reading text.

3) The students lack of visualize the material in order to comprehending reading texts.

4) The teacher lacks of appropriate strategy in teaching reading comprehension.

1.3 Limitation of the Problem

From the explanation in the background and identification of the problems above, there are many factors influencing students’ reading comprehension. It is impossible for the researcher to coupe all problems. Therefore, to overcome the problems, the researcher would like to investigate the significant difference of students’ reading comprehension being taught by schema activation strategy and graphic organizers.
1.4 Formulation of the Problem

Referring to the primary objectives of the study, the main research question raises here is as follows:

a. Is there any significant difference of students’ reading comprehension before and after the implementation of schema activation strategy?

b. Is there any significant difference of students’ reading comprehension before and after the implementation of graphic organizers?

c. Which strategy improves the students’ reading comprehension better between implementing schema activation strategy and graphic organizers?

d. What reading aspect improves the students’ reading comprehension better between implementing schema activation strategy and graphic organizers?

1.5 Objectives of the Research

The objectives of the research are:

a. To investigate whether there is a significant difference of students’ reading comprehension before and after the implementation of schema activation strategy?

b. To investigated whether there is a significant difference of students’ reading comprehension before and after the implementation of graphic organizers?

c. To investigate which strategy improves the students’ reading comprehension better between implementing schema activation strategy and graphic organizers?
d. To investigate what reading aspect improves the students’ reading comprehension better between implementing schema activation strategy and graphic organizers.

1.6 Significance of The Research

The findings of the research are expected to have both theoretical and practical importance to the teaching and learning process in English:

a. Theoretical

The findings of the research are expected to support the existing theories on schema and reading comprehension as discussed in Chapter Two.

b. Practical

1) For the researcher; to enlarge the researcher’s knowledge about schemata and reading comprehension and another researcher to give contribution for the broader research of English foreign language research.

2) For the teacher; the research gives the positive contribution related to the process of teaching and learning English, especially in reading comprehension to the students and the teachers.

3) For students; It will give motivation for the students to learn reading by activating their knowledge.

4) For the school; the finding on the research can give contribution as a consideration as an alternative technique suggested for the school and to the author of the junior high school book.
1.7 Scope of the Research

This research was conducted at the second year of SMPN 21 Bandar Lampung. There are eleven classes of second year in academic year of 2016/2017. There were two classes as experimental classes. The treatment was conducted three times in which the experimental class one was taught by using schema activation strategy and experimental class two were taught by using graphic organizer. The research was focussed on reactive students’ schemata through schema activation strategy and graphic organizer. The students were expected to be able to comprehend some reading aspect; i.e., the main idea, specific information, vocabulary, reference and inference. The material was taken from students english text book and internet.

1.8 Definition of Term

a. Schemata

Schemata refers to the students prior knowledge about their experient, stored on their mind.

b. Reading Comprehension.

The definition of reading comprehension refers to the ability of the students to comprehend or understanding printed text in order to get some information by relating students’ background knowledge to the printed text.
c. **Schema Activation Strategy**

Schema activation is the process in reading, when people access what they know and match it to the information in a text.

d. **Graphic Organizer**

Graphic organizer is the design of teaching that use line, arrow and specific arrangement to describe the content of a text.
This chapter is concerned with two important points: review of the previous researches and review of related literature as elaborated in the following section.

2.1 Review of the Previous Research

There have been several studies conducted in relation to the significant different effect of activating students’ schemata in teaching reading comprehension. It discussed schema activation strategy and graphic organizers in teaching reading comprehension. The purpose is to know the more effective strategy to improve students’ reading comprehension. The explanation elaborated below:

The first is schema activation strategy, the previous researchers about schema activation strategy is Zhao and Zhu (2012). They investigated about the schema theory, it could activated and constructed students’ reading comprehension achievement on college English reading class. The research shows that the application of the theory is fulfilled throughout the whole reading process by designing various activities before, during and after the reading. The result testifies the assumption that it’s application is beneficial to cultivate students’ reading interest, quicken their reading speed and make proper judgments. It can also help students fulfill their task more successfully and have an important impact on English reading teaching. College English reading teaching in schema
theory is a heatedly discussed topic. This paper just makes an external study. He suggests to be more studies carried out in order to explore the practical strategies.

Furthermore, Magsoudi (2012) investigated schema activation on reading comprehension of cultural texts among Iranian EFL learners. The aim of the study is to determine whether schema activation has effect on reading comprehension of culturally-loaded texts. The subjects were 76 sophomore students divided into control and experimental groups. The students’ schema in experimental group was activated through pre-reading activities (previewing, pictorial context, and pre-teaching vocabulary), while the participants in control group received no treatment. The results of the t-test showed a significant difference between the mean scores of pre-test and post-test of the experimental group before and after schema activation. His finding is schema activation can enhance comprehension ability among EFL learners. The implication for teachers, as a matter of fact, a teacher can help students draw relationships between their personal experience and the materials discussed in the text. Furthermore, students should be taught to take advantage of contextual clues, titles, or pictures.

From two theories of schema activation strategy above, the researcher investigates schema activation strategy throughout the whole reading process by designing various activities before, during and after the reading. The researcher helps students draw relationships between their personal experience and the materials discussed in the text. In this method also the students taught to take advantage of contextual clues, titles, or pictures. The picture is also used to reactive the students’ schemata before reading. The material to teach reading used content
schemata to support schema activation strategy in teaching reading comprehension.

For the research of the second strategy is Graphic Organizer. The investigation of the relationship between the use of schemata and the use graphic organizer in students reading comprehension was investigated by Hasan, et al (2013). They investigated graphic organizers and schema, the purpose of the study used graphic organizers and schema or background knowledge activation to determine its effectiveness on increasing Iranian EFL learners’ reading comprehension. He used three classes; the first class uses graphic organizer and the second class uses schemata strategy as experimental class and the third class as a control class. His finding are; 1. Using graphic organizer could play a significant role in developing the level of reading comprehension among Iranian EFL learners. 2. To the topic or schemata could play a significant role on increasing adult EFL learners’ reading Comprehension. 3. The results indicated that the scores of graphic organizer group increased at a significantly higher rate than the schemata and control group. As a result, graphic organizer was recognized to a more useful method for learning enhancing reading comprehension among Iranian EFL learners. From his finding, the conclusion are by using graphic organizers can enlight student reading comprehension better than schema and control class.

Another research was carried out by Biria and Sarifi (2013). They have found that graphic organizerss were statistically more significant and effective for the low-skilled readers than other post-reading strategies. The research participants included the researchers as the classroom teachers and two Groups. The
researchers’ treatment was based on the graphic organizer training package oriented towards Concept Mapping teaching. The result is the graphic organizer training did help those who received the graphic organizer training to enhance their reading comprehension performances.

Furthermore, the graphic organizer increased in the posttest performance by the low-reading group was promising. Thus, far a large body of research has been conducted on the use of graphic organizers in many content areas (e.g., reading comprehension, writing, vocabulary and curriculum development), in various contexts (e.g., ES (English as a Second Language) and EFL settings), at different points throughout instruction (pre-reading, during-reading, and post-reading activities) and with different ages of learners (e.g., children, adolescents and adults).

They have utilized as a tool for reducing cognitive load by using embedded prompts, achieving schema acquisition, boosting the working memory, maximizing the learners’ reading comprehension level, and enriching their repertoire of English language learning strategies, learning how to think, learning how to learn, gaining motivation, constructing not receiving knowledge, increasing learners’ autonomy, enriching self-awareness strategies, enhancing the attitudes towards English reading, reducing frustration on reading, understanding the instructional content, boosting creativity, communicating knowledge, guiding self-study, assessing learning, etc. A multitude of things are clear from the evidence to date regarding the huge potential GOs hold to positively affect students’ learning in general.
From two theories above, Graphic Organizers are very effective and give significant effect to teach reading comprehension. The relation of Graphic Organizer to the schema states by Camphel and Camphel (2009). On their book, they elaborated that there were 17 research and teacher tested strategies for activating and building student background knowledge as well as resources for finding more. It could be used to help the students in learning reading comprehension in the whole reading stages by using graphic organizers.

Thus, in this research the graphic organizer is used to activate students’ schemata in teaching reading comprehension. The three stages of reading applied in the class in order to know the students’ comprehension. The purpose of this research was to find out the main idea, the difficult words of vocabulary, specific information and infer a reading narrative text. On the other hand, the researcher investigated the significant difference of students’ reading comprehension through schema activation strategy and graphic organizers.

2.2 Review of Related Literature

This sub-chapter discusses a review or related literature which has a relationship with this research as follows:

12.2.1 The Nature of Reading and Reading Comprehension

On this sub-topic, the writer would like to propose the literature review of concepts of reading which has relationship to this research.
2.2.1.1 Concept of Reading

Reading is an active process of the reader understanding written language in order to get information and knowledge. According to Al Issa (2006) reading is a multileveled and interactive process in which readers construct a meaningful representation of text using their schemata.

Furthermore the definition of reading is states by Banou (2016), he states that reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies.

From theories above, it can be assumed that reading is an active process of getting meaning or information from printed or written language transferred by the writer. The way to understand the texts is by using reactivate the students’ schemata.

2.2.1.2 Reading Aspects

Suparman (2012) states that there are many aspects of reading comprehension skills (identifying main idea, story plot, topic sentence…). But, in this research, the researcher only takes some aspects of reading comprehension skills. The aspects to concern are how to find out the main idea, specific Information, vocabulary, reference and inference. Therefore the discussion are:

1. Identifying Main idea

Finding Main Idea is getting the main point idea which stated in the topic sentence. It can be found at the beginning or the end of paragraph or combining of both.
2. Identifying Specific Information

Specific information develops the topic by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect and quotation. The reader should be able to identify which are more important that the others, in order to finds details information which supported the main idea.

3. Understanding Vocabulary

Understanding vocabulary refers to the words or phrases in order to represent language. The readers could find the synonyms, antonym and compound words on the reading text.

4. Making Inference

Inference refers to statement reflects their experiences through reading. The reader used their prior knowledge to relate the text during reading. They make inference by draw conclusion from the reading text.

5. Finding Reference

Reference is a significant citation for specified matter. It is a remark that the reader have a relation of information in somewhere in the text.

Therefore, in this research the researcher investigated several aspects of reading comprehension. They are finding the main idea, identifying specific information, understanding vocabulary, finding reference and making inference of narrative text by using schema activation strategy and graphic organizer.

2.2.1.3 Concept of Reading Comprehension
Due to the significant role of reading skill, the reading process plays an important role in acquisition the reading comprehension text. The connection arises when the text activates the readers’ knowledge in order to comprehend the content of the text.

Reading comprehension is an interaction among the text, context, students’ content and linguistic background knowledge and the context of reading. In other word, reading comprehension is a process of constructing meaning and a process of making meaning from the text being read. According to Yussof, et al (2012) the constructivists viewed reading comprehension as dynamic and constructive meaning process which involves reader interaction with the text.

From the theories above, it can be assumed that reading comprehension is a complex process, the reader interacts with the text and employs the previous knowledge, it is also involve information and experience to extract significant information from printed or written text. So the researcher assumes that reading comprehension is the students’ ability in comprehending the specific information, the main idea, vocabulary, reference and inference of a text.

**2.2.1.4 Reading Models**

There are three models of reading process; top-down, bottom-up and interaction models (Sutarsyah, 2013:2). It is said that comprehension starts at the words level from where the decoding synthesizes. Reading was accepted as a passive skill in early accounts, then the role of the reader changed and was typically described as ‘extracting’ meaning from a text. Lately, reading has been started to be described as interactive rather than simply being active.
Furthermore Al Salmi (2011) states that psychologists have generally distinguished three kinds of processing: bottom-up model, top-down model and interactive model. The three models of reading put forward below:

a. **Bottom up process**

The bottom up process is the process uses in reading, which started from getting the idea or meaning from the linguistics symbols of writing. Al Salmi (2011) states that bottom-up model of reading process holds the view that reading is a process of building symbols into words, words into sentences and sentences into the overall meaning, which reflects traditional attitudes toward reading. Thus, this model focuses on the written text, the background knowledge just be given a little attention to comprehend the reading text.

b. **Top-down**

Top down models assume that reading is primarily directed by reader goals and expectations, that is why top-down models characters the reader as someone who has a set of expectations about the text information and samples enough information from the text to confirm or reject these expectations.

Top-down processing occurs as the system makes general predictions based on higher level and general schemata. The readers reactivate their prior knowledge are done by focusing on the whole passage and look for the key information. Reading comprehension includes the reader, the passage and the context. The readers construct the meaning with different approach, such as analyzing words, inferring the text, identifying key vocabulary and using background knowledge.
c. Interaction Models

Interactive models combine elements of both bottom-up and top-down models. The concept of bottom-up and top-down models have imply limitations. The interaction between two models reading strategy above would have more comprehensive reading process. The interaction of bottom up and top-down models claims that prior knowledge and prediction facilitate input from a text. Therefore, reading process recognize the result reading process. There are three levels on reading strategy:

a) Between lower-level and higher-level skills;
b) Between bottom-up processing and top-down processing;
c) Between the background knowledge presupposed in the text and the background of the reader.

From the theories, the researcher used top down model. The top-down process is relevant to the technique of activation students schemata, the process is to reactive the students’ background knowledge in order to understanding the reading text. The teacher also has significance role in the process, reading under the guidance of teacher and discussing with partners are all effective on-class activities which benefits the development of students' reading abilities. The reading text in this research used Narrative text.

2.2.1.5 The concept of Narrative text

Narrative text contains the story about something happen in the past but there is usually conflict or problem and resolution of the character story. The reader also
got the moral value from the story. According to Willingham (2004) there are four main advantages of narrative texts: (a) everyone loves a good story (b) stories are more interesting (c) stories are easier to comprehend (c) stories are easier to remember.

The purpose of narrative text is to amuse or entertain the reader with actual or imaginary experiences in different ways. The generic structure are:

a. Orientation
   The reader are introduced to the main characters, setting of the place and explained the previous story take place. It usually answer who? when? where?

b. Complication
   The events or problems accoured to the main character. It explained how the main character of the story got the problems.

c. Resolution
   The conflict are resolved for better or worse, happily or unhappy.

Regarding to the explanation above, content schemata includes topic of cultural knowledge, topic familiarity and previous experience. So the researcher used narrative text. Narrative text is cultural and familiarity topic of text, the generic structure above is important to discuss in this research in order to make the students easier to understand the reading comprehension text. The narrative text is used to measure the students understanding of reading comprehension by using the two strategies, they are schema activation strategy and graphic organizer.
2.2.2 Teaching reading

In this discussion, the writer would like to explain the stages in teaching reading and the activities in each stage. Theoretically, there are three stages in teaching reading. They are:

1. Pre-reading
2. While-reading
3. Post reading.

Regarding to schema activation strategy on teaching reading comprehension, Zhao and Zhu (2012) states that schema activation strategy includes pre reading activities, while reading activities and post reading activities. Based on schema theory, the students schemata determines their reading comprehension of text. The process to comprehend the reading text is by reactive students’ schemata on three reading stages.

2.2.3 Schemata

Schemata or background knowledge are used to make sense of reading text. It is an interaction between the readers’ background knowledge and the reading text.

2.2.3.1 Definition of schemata

Schema is a background knowledge which includes all experience and knowledge. According to An (2013) the term schema is used for the first time by psychologist, Schema is an active organization of past reactions or experiences. He assumes that the written text does not carry meaning. It provides directions for readers as to how they should retrieve or construct meaning from their own
previously acquired knowledge. The theory of Schema can be used to guide the students to comprehend a reading text.

According to schema theory, comprehending a text is an interactive process between the reader’s background knowledge and the text. The process of interpreting the text occurred when the reader involve in the interaction which contain the activity that reactive their background knowledge.

2.2.3.2 Types of Schema

Generally, there are three major types of schemata, namely, linguistic schemata, formal schemata and content schemata, which are closely related to reading comprehension (Al Salmi 2011). Schematic knowledge has been described as the process that functions as interpreting new information knowledge already stored in the memory. Commonly; linguistic schemata is relating to vocabulary and grammar. Formal schemata is relating to the rhetorical structure of the text; and content schemata is relating to the content of a text reading which are closely related to reading.

a. Linguistic schemata

Linguistic schemata refers to readers’ existing language proficiency in vocabulary, grammar and idioms. The more linguistic schemata a reader has in his mind, the faster the reader acquires information and the better understanding the reader may get. The knowledge of linguistics that they have in their mind helped them to comprehend the text. The understanding of the new information in a text
correlates to the past knowledge or experience. Without linguistic schemata, it is impossible for the reader to decode and comprehend a text.

b. Formal schemata

Formal schemata are background knowledge of the formal, rhetorical organizational structures of different types of text. Different kinds of texts and discourse (e.g. stories, description, letters, reports, poems) are distinguished by the ways in which the topic, propositions, and other information are linked together to form a unit. At junior high school level to study, there are several text namely: Narrative text, Procedure text, descriptive text and recount text.

According to Al Salmi (2012), 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 use text organization, language structures, vocabulary, grammar and level of formality differently.

c. Content Schemata

Content schemata includes topic of cultural knowledge, topic familiarity and previous experience. It deals with the knowledge to the content domain of understanding a text. A language is not only a simple of combination of grammar, vocabulary and sentence structure but also the bearer of different levels of the language’s culture. It also can help the learners to understand the texts by guessing, determining and choosing information and reducing the ambiguities.
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 (Al Salmi, 2012).

Content schema is knowledge about people, the world, culture, and the universe. Many studies show that the readers’ content schemata influence their reading comprehension more greatly than formal schemata. The familiarity of the topic has a different influence on readers comprehension. The more the reader knows about the topic, the easier the reader gets information of the text. We should know that the reader with more prior knowledge have better comprehension the content of text. Therefore, in this research focuses on content schemata on teaching reading comprehension. How to activate students’ schemata used appropriated strategy. The strategy calls schema activation strategy.

2.2.3.3 Schema Activation Strategy

Schema activation strategy is the strategy to reactive students’ schemata. According to Mohamed and Gumma (2013) activating prior knowledge refers to the activities and strategies that used to bring out what students already know about a topic. The students have many problems in comprehending the text. The strategy helps the students to reactive their prior knowledge or schemata when they are given the topic of the reading text. The role of schemata as strategy in comprehending the text can be done in pre reading, according to Ajideh (2006) this study argues that background knowledge can be provided as a pre-reading activity prior knowledge to reading. It is suggested that the instructor highlight the lexical elements in a text that seems to be in close relationship with the topic of
the text and by making them transparent, the relevant schemata can be activated in the reader’s mind. Therefore, the activation students’ schemata can be done in all of stages of teaching reading (Zhao & Zhu, 2012)

Regarding to the theories above, the researcher used schema activation strategy in order to help to reactive the students’ schemata in pre, while and post reading.

2.2.3.4 The Procedure of Teaching by Activation Schema Strategy on Teaching Reading Comprehension of Narrative Text

In this discussion, the researcher explains the stages in teaching reading comprehension by activating the students’ schemata. Zhao & Zhu (2012) states that the application of schema activation strategy includes pre-reading activities, while-reading activities and post-reading activities.

Theoretically, the steps of teaching reading are; In pre-reading the teacher uses some strategy i.e. Question, brainstorming and pre-teaching, pre-texting and pre-discussing are the simple and efficient pre-reading activities. While-reading activities, build on what they already know, students are required to expand on the terms and information they already understand, elicit a large number of associations by the prior knowledge they already possess and make clear connections. Reading under the guidance of teacher and discuss with partners are all effective activities which benefits to the development of students' reading abilities. On Post-reading activities, there are several effective ways, such as outlining, abbreviation and so on, which are helpful to students' comprehension.

The activity based on schema activation applied in three stages of teaching reading. The process is supported by top down model to comprehend the text.
Pictures help the students to comprehend the story. According to Yu (2015) pictures should match the reading text to help readers understand both its content and language. Picture refers to one of the media to develop creativity in delivering their ideas to understand with what they have read. The activities in teaching learning by using schema activation strategy can be seen on the table below:

Table 2.1 Activities by Using Schema Activation Strategy

<table>
<thead>
<tr>
<th>Stages of teaching</th>
<th>Schema activation strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-reading</strong></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>Based on schema theory, schema determines readers' comprehension of the text. Under such circumstances, teachers can help students activate previous schema or construct related schema through the activities at the pre-reading stage. Question, Brain storming and pre-teaching, pre-texting and pre-discussing. Through questioning at the pre-reading stage, teachers can create the active classroom atmosphere and arouse students' reading interest which makes students prone to use their previous knowledge. Brainstorming involves students in a rapid-fire, free-association listing of concepts or ideas or facts or feelings relevant to some topic or context. Pre-testing is that before reading students are tested about the known knowledge. Tests can be multiple choice or true or false items. By testing, students are more sensitive to the passage's content so that the comprehension affects knowledge and experience in their minds. (Zhao and Zhu, 2012)</td>
</tr>
<tr>
<td><strong>While-reading</strong></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>Build on what the students already know, students are required to expand on the terms and information they already understand, elicit a large number of associations by the prior knowledge they already possess and make clear connections. Reading under the guidance of teacher and discussing with partners are all effective on-class activities which benefits the development of students' reading abilities. (Zhao and Zhu, 2012)</td>
</tr>
<tr>
<td><strong>Post-reading</strong></td>
<td>The problems students meet in the pre-reading stage and the while-reading stage need to be cleared more after class. There are several effective ways, such as outlining, abbreviation and so on, which are helpful to students' comprehension. (Zhao and Zhu, 2012)</td>
</tr>
</tbody>
</table>

Source: Schema activation according to Zhao and Zhu (2012)
Practically, here are the steps to teach reading by using schema activation strategy.

**Pre-reading activity**

1. The teacher explains the goals of the lesson and the roles of the teacher and students in the process of teaching learning
2. The teacher shows the picture related to the topic.
3. Expands the students’ knowledge about the topic through picture related to the topic to attract students’ attention.
4. Ask the students to examine together about the title of the text and write everything they have already known about title of the topic.
5. Discuss what the students have written and ask the students to check their comprehension about the text
6. Ask the students to predict the texts’ content, students’ knowledge and experience related to the text they want to read.

The schema activation strategy occurs in steps 3, 4, 5 and 6. The picture uses in the first stages of pre reading.

1. Picture of Tangkuban Perahu

Pic. 8.5 (http://www.e-smartschool.com)

**While-reading activity**

1. The teacher distribute task (a paper contains a series of picture)
2. Ask the students to build on what the students have already known, they are required to expand on the terms and information they already understand through series of picture by writing some information related to each picture.

3. Ask the students to elicit a large number of association by using their prior knowledge that they already posses and make clear connection about their prior knowledge to the topic under the guidance of teacher and then discuss together.

4. Teacher distributes the text of the story.

5. Ask the students to make notes of the new information which they find in the text e.g. difficult words, new terms and generic structure of narrative text.

6. Ask the students to read the text in depth to develop their ability to infer some informations from the text.

7. Discuss the simple past tense.

8. Discuss the generic structure of narrative text.

9. Ask the students to comprehend the text by answering the questions about the main idea, explicit information, vocabulary, reference and inference of the story.

10. Discuss the answers together in order to enlarge students’ comprehension.

The schema activation strategy occurs in step 2, 3, 5, 6, 7, 8, 9. Every steps in while activity describes how the students’ schemata arises and help the students to comprehend the question.
Post-reading activity

1. Ask the students to integrate students’ knowledge into a greater schema by comprehending text through answer some questions another text related to the topic.

2. Ask the students to discuss the answers together in order to help the students understand the reading text structure and enable them to conclude the main idea.

3. Ask the students to conclude the lesson today by discussing the content of narrative text, generic structure and building the students’ character through the moral value of the story.

The schema activation strategy occurs in steps 1 and 2. This activity elicits the students’ schemata to the story, it is enable the students to comprehend the reading text.

From three reading stages procedure above, it can be stated that the schema activation strategy occurs in every stage of reading comprehension. In the pre-reading is by using brain storming, the topic and the picture help students to
connect the students’ schemata to new information in the text. Whereas, in while activity, the students are asked to elicit schemata/background knowledge to make access in a reading text. Answering some questions of narrative text in order to check the students’ understanding of a reading text. At post-activity, the researcher asks the students to remind them about the good character and bad character in the story. Thus, the three stages of reading activities in line with the top down model reading, it can be said that by using schema activation strategy has positive effects in students’ reading comprehension.

2.2.4 The Graphic Organizers

2.2.4.1 Definition of Graphic Organizer

A Graphic Organizer is simply a graphical or spatial representation of text concepts. It is an instructional tool that can help students to organize, structured the information and concepts to relate with the other concepts. Graphic Organizers originally called advance organizers and then structured overviews. Manoli and Papadopoulou (2012) states that graphic strategies, visual representation of information in a text, refer to different approaches to reading from the traditional, linear text representation. The main aim is to improve students’ reading comprehension skills and contribute to the acquisition of the target language.

Furthermore in their research Sam and Rajan (2013) found that:

First, the usage of graphic organizers by ESL learners significantly promoted:

(i) Strategic reading competence

(ii) Classification or graphical arrangement the content of a passage

(iii) Distinguishing the most salient ideas from the supporting information.
Second, in comparison with the traditional reading approach, using graphic organizers offers:

(i) More chances for school learners to participate more actively in constructing organizers

(ii) A way to get the meaning of the passage

2.2.4.2 Types of Graphic Organizers.

The forms of graphic organizers was designed in different way, suitable to the particular type of information. Manoli and Papadopoulou (2012) sugested a few samples of organizers and their usage as follow:

1. Story Maps

Idol (1987) as quoted by Manoli and Papadopoulou (2012) stated that story map can be used before reading a passage to activate students’ prior knowledge, link what they read to their background knowledge structure, develop a purpose for their reading; while reading a passage to guide them through texts, help them monitor comprehension and after reading a passage to facilitate summarization of the most important ideas. Story maps are used to facilitate comprehension of narrative texts. The story map is as following:
2. **Matrix**

Graney (1992) as quoted by Manoli and Papadopoulou (2012) the definition of matrix is a kind of table, which confines the sum of the desired information within its square. Furthermore, he quoted Kiewra, et al (1999) the research has shown consistent effects favoring the use of matrix to locate relations and answers to questions and boost relational. The graphic is as below:

![Compare/contrast matrix](image)

3. **Semantics Maps**

Graney (1992) as quoted by Manoly and Papadopoulou (2012) semantic maps are web-like organizers, mind maps, spider maps or sunbursts are some of the terms that are used to refer to semantic maps. They look like a sun or star with rays emanating from it, as they consist of a circle with lines radiating from the circle. The spider map is as the following:
Therefore, in this research used three graphic, they are: the semantic map in pre, story map in while, and matrix in post activity. The purpose is in order to make the students easy to understand the material of reading text.

2.2.4.3 The Procedures of Teaching Reading Comprehension of Narrative Text by Using Graphic Organizer

Theoretically, in teaching reading comprehension, there are some factors influencing the process of teaching in the class. Campbell and Campbell (2008) states that Graphic Organizers definition is students’ prior knowledge can be tapped with simple graphic organizers. The process are in pre-reading, while-reading and post-reading. Graphic organizer can be used to improve students’ learning ability in any kinds of text, it helps the students to visualize the main concept of what they are reading and anyone can create a new kind of graphic organizer. Here are the steps of teaching reading comprehension by using graphic organizer. The first step is asked the students to write a given topic in the center of a piece of paper. Next, they brainstorm topics that they knew related to the topic. As they progressed through the unit, they added concepts to their organizers as shown. Thus, the graphic in pre reading focussed on brainstorming students opinion of the text, the graphic in while activity elaborated the whole story from the introduction, complication and the resolution. In the post activity the students
comprehend the story through making summary information from the text. It can be seen in table below:

Table 2.2 Activities by Using Graphic Organizers as Manoli and Papadopoulou (2012) Summaries

<table>
<thead>
<tr>
<th>Stages in Teaching Reading</th>
<th>Activities by Using Graphic Organizers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-reading</td>
<td>Semantic maps are web-like organizers. Mind maps, spider maps or sunbursts are some of the terms that are used to refer to semantic maps. They look “like a sun or star with rays emanating from it, as they consist of a circle with lines radiating from the circle” (Graney, 1992: p. 164).</td>
</tr>
<tr>
<td>While-Reading</td>
<td>Story maps are used to facilitate comprehension of narrative texts, whereas the other types of GOs are mainly used to enhance comprehension of expository texts, which pose more challenges to students, as they may contain unfamiliar vocabulary, complex relations, and structures and are often more information driven making the text dense in information and weak in comprehensibility (Kim, Vaughn, Wanzek, &amp; Wei, 2004).</td>
</tr>
<tr>
<td>Post-Reading</td>
<td>Matric is a kind of input table, which confines the sum of the desired information within its square (Graney, 1992; Kang, 2004). It is used to delineate important categories or relationships and depict similarities and disparities between two or more people, things, places or events (Graney, 1992; Jones, Pierce, &amp; Hunter, 1989).</td>
</tr>
</tbody>
</table>

Source: Graphic Organizers according to Manoli and Papadopoulou research (2012)

Practically, here are the steps to teach reading by using graphic organizers.

**Pre activity**

1. Ask the students to tell or elaborate about the title or topic of the passage.

2. Ask the students what they know about the title or topic.
3. Make the graphic organizer on the board. Record what the students discuss.

4. Ask the students to build on the students’ knowledge by discussing the following questions:
   - What do you know about the title or topic?
   - Mention some words related to title?
   - Do you know the characters of the story? Tell about them that you know well.

5. The teacher distributes the paper of the graphic organizer (spider map) to the students. Ask them to fill in the circles (spider map) with the information they know about the title or topic.

6. Discuss the students answer by asking the difficult words

The graphic is used in steps 1, 2 and 3, by brain storming, the students put their idea in a graphic. The graphics are as below

![Figure 3. Semantic map (Graney, 1992) as cited by Manoli and Papadopoulou (2012)](image_url)

**While activity**

1. Ask the students to explore their background knowledge through discussing the main components of a story (e.g., characters, setting, plot and theme or beginning, middle, end of story).
2. Ask the students to fill in a graphic (story map) and give model how to complete it with information about the introduction, problems and resolution based on their previous knowledge.

3. Discuss the students answer together

4. Ask the students to read a story under the guidance of teacher and discuss about the difficult words and terms in the narrative text.

5. Discuss the difficult words

6. Discuss the generic structure of narrative text

7. Discuss the simple past tense

8. Check the students’ comprehension of narrative text by answering some questions (the main idea, explicit information, vocabulary, reference and inference of the story).

9. The students and the teacher discuss the answer together.

The graphic is used in steps 1 and 2. By using graphic the students elaborate the generic structure (introduction, problem and resolution) of narrative text.

My Story Map

<table>
<thead>
<tr>
<th>Name :</th>
<th>Date :</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>The setting</th>
<th>Character</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>The problem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The goal</td>
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<td></td>
<td></td>
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<tr>
<td>Action</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The outcome</td>
<td></td>
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</tr>
</tbody>
</table>

Post Activity

1. Integrated the students’ knowledge into a greater schema by comprehending text through answering some questions another text related to the topic.

2. Discuss the students’ answer together to help the students understand the passage structure and conclude the main idea by using a story which discussed before by finding good character and bad character on a story and put it in a graphic.

3. Conclude the lesson by discussing the content of narrative text, generic structure and building the students’ character through the moral value of the story.

<table>
<thead>
<tr>
<th>Names of actor</th>
<th>Good character</th>
<th>Bad character</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Compare/contrast matrix (Kiewra et al., 1999) as cited by Manoli and Papadopoulou (2012)

The graphic organizer is used to reinforce and construct their knowledge of reading comprehension through graphic.

Graphic Organizers in this research means any graphic displays that help the students to obtain the meaning of the text in term of organizing and linking the ideas in purpose of finding determining main idea, finding specific information, understanding vocabulary, finding reference and making inference. There are three kinds of graphic applied in this research. They are: spider map, story map and matrix. The graphic applied in three phase of reading. In pre reading the
graphic class used spider map in order to get some words or phrases related to the story. In while reading used story map in order to find out the introduction, the problems and how to solve the problem. In post reading the students are asked to find the characters of the player on a story by using matrix. Therefore, the three reading stages in line with the top down reading model and by using graphic organizers it seems have positive effect in teaching reading comprehension.

2.2.5 Theoretical Assumptions

Based on the previous explanation, there are several strategies in teaching reading comprehension. They are schema activation strategy and graphic organizers. The purpose of the strategy helps the students to comprehend the reading text and activate the students’ schemata to construct the students’ understanding. The reading models especially top down can be used to activate students’ schemata. The three phase technique helped the teacher to reach the purpose of teaching and learning process. The material used content schemata (narrative text). The picture is used to reactive their schemata to the topic of text. The graphics can be tapped the students’ schemata. So the students’ schemata can be activated by using graphic organizers. The function of graphic organizers is to organize the information, vocabulary also the generic structure of the text. The graphic can be used before, during and after reading.

From explanation above, the researcher assumes that schema activation strategy and graphic organizer can be used as alternative ways in teaching reading comprehension in order to improve students’ reading comprehension.
2.2.6 Hypothesis

Based on the theories and the frame of thinking above, the researcher proposes hypotheses as follows:

\(H_0\) = There is no significant difference of students’ reading comprehension before and after taught by using schema activation strategy.

\(H_1\) = There is a significant difference of students’ reading comprehension before and after taught by using schema activation strategy.

\(H_0\) = There is no significant difference of students’ reading comprehension before and after taught by using graphic organizers.

\(H_1\) = There is a significant difference of students’ reading comprehension before and after taught by using graphic organizers.

\(H_0\) = There is no strategy improves better on students’ reading comprehension between schema activation strategy and graphic organizers.

\(H_1\) = There is a strategy improves better on students’ reading comprehension between schema activation strategy and graphic organizers.

\(H_0\) = There is no reading aspects improves the students’ reading comprehension better between implementing schema activation strategy and graphic organizers.

\(H_1\) = There is reading aspects improves the students’ reading comprehension better between implementing schema activation strategy and graphic organizers.
CHAPTER III
RESEARCH METHOD

This chapter reveals the methods of research used in this study, such as Setting, Research participants, Research design, Data collecting techniques, Research Instruments, Try out of the instruments (Validity and Reliability of the Data, Level of Difficulty, and Discriminating power), and Data Analysis.

3.1 Research Design

This research investigates whether there is a significant difference of students reading comprehension achievement by schema activation strategy and graphic organizers in teaching reading comprehension. The design of this research is pretest posttest experimental group design. The researcher selects two classes, one as the experimental group one and another as the experimental group two. According to Hatch and Farhady (1982:22) the design of research as follow:

\[
\begin{align*}
GI & : T1 \quad X1 \quad T2 \\
G2 & : T1 \quad X2 \quad T2
\end{align*}
\]

Notes:
- GI : Experimental group 1
- G2 : Experimental group 2
- T1 : Pre-test
- T2 : Post-test
- X1 : Treatment for experimental group 1 (activation students’ schemata strategy)
- X2 : Treatment for experimental group 2 (graphic organizers strategy)

(Hatch and Farhady, 1982:22)
This research conducted by implementing two strategies (schema activation and graphic organizer. The try-out test held before conducting the tests and the treatment to the student. The pre-test is given before the treatment. The treatment held 3 times. The post-test is given at the end of the research.

3.2 The Population and Sample of the Research

a. The Population of the Research

The population is the group of interest to the researcher, the group of students would like to take results of the study to be generalizable. The population of this research were the second grade students of SMPN 21 Bandar Lampung in 2016/2017 academic year. The research took 2 classes. Each class consisted of 34 students. The total numbers of the students are 68 students.

b. The Sample of the Research

The researcher used two classes of the population to conduct the research. Each class consist of 34 students. The sample was taken in random, because there were no classification of the students’ capability in the class, they are at same level. The sample of experimenal class I was taught by using schema activation strategy and the experimental class II was taught by using graphic Organizers.
3.3 Data collecting techniques

The researcher used reading test as the instrument of collecting the data. There were 2 kinds of test, pre-test and post-test to the students.

1. Pre-test. The researcher administered in order to measure the students reading comprehension achievement before the treatment. The test is multiple choice reading test that consist of 30 items. The test was conducted within 80 minutes.

2. The post-test. The researcher administered after presenting the treatment in order to determine the achievement of students’ reading comprehension. The multiple choice test consists of 30 items. The material was related to the curriculum. After that the result is analyzed.

3.4 Research Procedure

There are some procedures applied for taking the data:

1. Determining the problems of the research
   Determining the population and the sample
   The researcher used three classes to determine as try out class, experimental class one and experimental class two.

2. Determining the research instrument
   The material is taken from students’ textbook and from authentic material (from internet) the material used to teach reading texts. The text is narrative text.

3. Administering the try-out
In this stages, in order to measure the validity, realibility, level of difficulty, and discriminating power, to ensure the data used by the researcher is valid and reliable as the research instruments. The test is 40 items of multiple choices for four option. The time of test is 80 minutes.

4. Administering the pre-test

Before conducting the experiment, the pre-test is given to the students. the test is 30 items of multiple choice test. The score is counted from the students right answer then multiple by four. So if the students’ answered all the test correctly the point is 100. The pre-test is conducted in 80 minutes.

5. Conducting treatment

In this research, the researcher taught the students’ reading comprehension in narrative text by using schema activation strategy for the experimental class one and by using graphic organizers on experimental class two. The treatment was conducted in three of meetings. Each meeting held in 80 minutes.

6. Administering the post-test

The researcher gave post test in order to find out the students achievement after giving the treatment.

7. Analyzing the data

The researcher used independent group t-test formula to compare the means of pretest and postest scores of both groups. The data computed through SPSS.

8. Reporting the Results of the Research.

After got the mean scores of pre test and post test of students’ reading achievement who were taught by activation schema strategy and the mean scores of pre test and post test of students’ reading achievement by using
graphic organizer, the gain of both experimental classes compared in order to know which one get the highest different score. It can be infered that one of them is the best strategy in teaching reading comprehension.

3.5 Try out of the instruments

Try out is done to determine the quality of the test that is used to take the data. In order to measure the quality of the test, the researcher analyzed four terms, that is: the validity, the realibility, the level of difficulty, and the discrimiation power of the test.

a. The Validity

Validity which is considered in the research is content validity and construct validity.

1). 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 get the content of validity the test, the researcher adopted the material based on the objective of teaching in syllabus (KTSP 2006) for junior high school grade eight. The material is narrative text. In order to make the material more valid the researcher also used readability analysis; the gunning fog formula. The result show that the text is easy to understand by the students of Junior High School. (see appendix 1)
2) Construct Validity

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language. Regarding the construct validity, it measured 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 and Farhady, 1982:244).

The validity of the instrument relation refers to construct validity in which the question represents five aspects of reading. The skills of reading in the test are a part of construct validity and the item numbers are a part of content validity. The pre-test and post-test validity can be found by the theory of reading ability in identification the main idea, finding the specific information, understanding vocabulary, finding reference and making inference.

In order to fulfill the criteria of construct validity, the specification of the item tests are presented in the Table 3.1 below:

Table 3.1. Specification of tryout test.

<table>
<thead>
<tr>
<th>No</th>
<th>Objectives</th>
<th>Item numbers</th>
<th>No. of Items</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Main idea</td>
<td>8</td>
<td>4,6,11,18,25,26,33,39</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>Specific information</td>
<td>8</td>
<td>3,8,12,16,21,28,31,36</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>8</td>
<td>5,10,14,19,22,27,34,40</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>Inference</td>
<td>8</td>
<td>1,7,15,17,23,30,35,38</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>Reference</td>
<td>8</td>
<td>2,9,13,20,24,29,32,37</td>
<td>20%</td>
</tr>
</tbody>
</table>

In order to measure the content and construct validity, inter-rater analysis used to make the reading test instrument more valid. Therefore, three English teacher
were the raters in measuring the content and construct instrument. The English
teachers are the researcher, Herdi Irwanto, S.Pd, and Sulastri, S.Pd. The result of
inter-rater analysis can be seen on the appendix 2. It can be seen that the three
raters actually agreed with all items of try out test. Except for items no 8, 12 and
33. One of the raters didn’t agree. But since two raters agreed with those items,
y they were taken and considered valid. (see appendix 2)

From the computation by using Pearson Correlation (see appendix 4), the validity
of items test of try out found that 10 items were not valid. (No 1 sig. (0.187) no.2
sig. (0.848) no 3 sig. (0.668) no 4 sig. (0.668) no 5 sig. (0.221). no 36 sig (0.619)
no 37 sig. (0.728) no 38 sig. (0.161) no 39 sig. (0.979) no 40 sig (0.116)). The
item test valid if the sig. < 0.05 (significance ( 2-tailed ) at the 0.05 level). It is
shown that those items more than 0.05, it means that those items were not valid
and it was not good enough as the measurement test. The rest items test (30 items)
valid, it showed the sig. tailed < 0.05.

b. 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).
A test is reliable if the score gained constant whenever and whoever the test is
conducted. The researcher used the Iteman to estimate the reliability of the test.
After getting the reliability, the researcher then find out the coefficient correlation
of the whole items, Spearman – Brown’s Phropecy formula was used to
determine the reliability of the whole test. All the data were analyzed through
SPSS.
The criteria of the reliability are:

- 0.00-0.19 Very low reliability
- 0.20-0.39 Low reliability
- 0.40-0.59 Average reliability
- 0.60-0.79 High reliability
- 0.80-1.00 very high reliability

The result computation is shown that result analysis was obtained 0.899. (See appendix 6). It means that the instrument of the test was had high reliability.

c. **Level of difficulty**

Level of difficulty is generally expressed as the fraction (or percentage) of the Students who answered the item correctly. A procedure used to examine the quality is item analysis (Seliger, 1989:189). The procedure can obtain whether the item of questions which appear on the instrument are difficult or easy, and whether they discriminate among the subjects of the research.

Level difficulty was calculated by the following formula:

\[ LD = \frac{R}{N} \]

Notes:
LD : Level of difficulty
R : Number of the students who answer correctly
N : Total number of students

The criteria of the difficulty level are:
- < 0.30 = difficult
- 0.30-0.70 = average
- > 0.70 = easy
After analyzing the criteria of good test by using Iteman in order to know the level of difficulty and discrimination power, it can be seen that there were 2 items which less than 0.30. It means that the items were difficult. There were 28 items which higher than 0.70. It means that the items test was easy and 10 items were average (0.30-0.70). The researcher took 20 items from the easy items to revise it since the item test has good discrimination power. Therefore, there were 30 items took as the pre test and post test.

d. The Discrimination Power

The discrimination power is the proportion of the high group students getting the items correct minutes the proportion of the low level students who getting the items correct. The discrimination power of an indicate item extent, to which the item discriminates between the test taker from the less able. The formula of discrimination power is:

\[ D = \frac{U-L}{\frac{2}{N}} \]

Notes
- \(D\) = Discrimination power
- \(U\) = The number of students from the upper who answer correctly
- \(L\) = The number of students from the lower who answer correctly

The criteria are
- DP 0.00-0.19 = poor
- DP 0.20-0.39 = satisfictory
- DP 0.40-0.69 = good
- DP 0.70-1.00 = excellent
- DP (negative) bad items, should be omitted

From the computation by using iteman in order to know the discrimination power, the researcher found that there were 1 bad item (has negative value in discrimination), 5 items poor (0.20-0.39), 3 items satisfactory (0.20-0.39), 14
items good (0.40-0.69) and 15 items excellent (0.70-1.00). It showed that only 6 items has less than 2.00 index and 36 items has higher that 2.00 index. In general, it can be concluded that all items test have good discrimination power and positive value since a larger knowledgeable students than poor students got the item correct.

Therefore, based on the result of try out test, 30 items which meet the criteria of a good test were administered in the pre test and posttest. Actually, the same items were given in the pre test and post test, but to avoid the students’ mistake on remembering the right options on pre test, the researcher reorder on options of the post test.

3.6 Data analysis

After the instruments valid, the researcher gave the test and analyzed the data. In analyzing the data of this research, the writer used the statistical calculation of t-test. t-test is used to find out the significant difference of means score between
two variable whether or nor there is a significant difference of students’ reading comprehension achievement between students taught through schema activation strategy and those taught through graphic organizers. The data was calculated by using SPSS program. The formula as follow:

a. Scoring the pretest and post-test

b. Scoring the result of the test and calculating the mean of pretest and posttest.

To compute the average score or mean of the pretest and posttest, the researcher used a very simple statistic formula as follows:

\[ \bar{x} = \frac{\sum x}{N} \]

Notes

- \( \bar{x} \) = mean (average score)
- \( \sum x \) = total number of the students score
- \( N \) = total number of the students

(Hatch and Farhady, 1982:5)

c. Drawing calculation from the tabulated results of the pretest and posttest administered, that is by statistically analyzing the data using t-test. It is to know whether any difference pretest and posttest is significant. it is used as the data comes from the samole or known as paired data.

d. Administering the normality test

Normality test is an idealized model which can be used to dealing with natural behaviour (Hatch and Farhady, 1982:64). The normal distribution has three distinct properties that allow the researcher to make inference about the population in particular, that is:

a. The mean, median, and mode in a normal distribution are all the same.

b. The first property results is the second characteristic the shape of the normal distribution is well shaped and symmetric
c. The normal distribution does not have zero score, the tails never meet straight line.  

(Hatch and Farhady, 1982:64)

Normality test used to identify whether the data is normally distributed or not.

The data are tested by one-sample kolmogorov-smirnov formula (spss 15). The hypothesis test is accepted if the result of the normality test is higher than 0.05 (sign > œ).

3.7 The Hypothesis Testing

The hypothesis testing is done to determine whether the hypothesis accepted or rejected. The formulation is:

\[ t_{abs} = \frac{\text{Xa} - \text{Xc}}{s(\text{Xa} - \text{Xc})} \]

with \( s_{\text{Xa} - \text{Xc}} = \sqrt{\left(\frac{S_1}{\sqrt{N_1}}\right)^2 + \left(\frac{S_2}{\sqrt{N_2}}\right)^2} \)

\( \text{Xa} \): The difference of the pre-test and post-test of the experimental class 1

\( \text{Xc} \): The difference of the pre-test and post-test of the experimental class 2

\( S \): standard deviation

\( N_1 \): the number of the students in experimental class one

\( N_2 \): the number of students in experimental class two

(Hatch and Farhady, 1982:111)

The criteria of the test are:

\( H_0 \) is accepted If the value of t-ratio is lower than t-table

\( H_1 \) is accepted If the value of t-ratio is higher than t-table
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter deals with conclusions and suggestions to the other English teacher and other researcher who want to apply schema activation strategy and graphic organizers to increase students’ reading comprehension and for those who want to conduct the similar research.

5.1. Conclusions

Based on the description of the data analysis and discussion, some conclusions are put forward:

1. Concerning to the significant difference of schema activation strategy on students’ reading comprehension. It was found that there is a significant difference of students’ reading comprehension achievement after being treatment. The significant difference can be seen on the result of students’ achievement. The reason why there is a significant difference might be because the students have sufficient schemata to reactivate by using pictures on pre reading activity. The picture about familiarity text provide benefit to the students to connect their schemata to the written text.

It is also found that there is no significant difference of graphic organizers on students’ reading comprehension achievement after being treatment. It can be
seen from the result of students’ reading comprehension achievement. The reason why it is not succes to improve students’ reading comprehension might be because graphic organizers are too difficult for Junior High School students. The students are difficult to get main point of the story on predicting the story by using story map when apply on pre reading activity. The students get difficulties to write parts of the story on the story map because they need the text to guide them to fill the story map.

2. Schema activation strategy improves the students’ reading comprehension better than graphic organizers do. It shows that the importance of prior knowledge on reading comprehension enables the students to reactivate their previous knowledge on comprehending the reading text. It is assumed that the students are able to understand the text based on the prior knowledge which is activated before reading process better than graphic organizers.

3. Based on the gain score of each aspects of reading in schema activation strategy class, finding specific information is the most influenced on the students’ reading comprehension, it is assumed that there were some factors happen in the treatment. It might be because the pre reading activity, picture and familiarity text is able to reactive the students’ schemata. Whereas, on graphic organizers class, understanding vocabulary is the most influence on students’ reading comprehension, eventhough it just improve slightly.
5.2 Suggestions

In reference to the conclusions, some suggestions are put forward for both English teachers and further research.

5.2.1 Suggestions for English Teachers

Based on the result of the research, there are several suggestions for English teachers:

1. The English teachers should be able to choose a suitable technique in order to increase students’ reading comprehension. Based on the evidence of the findings of the research that schema activation strategy can be used to improve students’ reading comprehension achievement. It might be because the strategy applies pre reading activity on the research. The pre reading could reactivate the students’ schemata by connecting their background knowledge to the topic. It is suggested for the English teachers to apply schema activation strategy on pre reading activity. The students is able to activate their schemata to predict the topic and the content of the text.

2. The main aim of this research is to improve the students’ reading comprehension through the implementation of Schema Activation Strategy as the learning strategy. Based on the finding that it was reached well, the teacher is suggested to make group works to make the class situation conducive and interactive in the teaching learning process. The students actively work in a group to discuss the topic of the reading text. The groups discussion make the students easily to share their previous knowledge based on the topic given. It is
suggested to form the groups on proportional members. It is consist of the mix of lower and upper ability students in English in order to support the lower students to learn easily by discussing directly to the upper students ability.

3. Furthermore, based on the finding of the research that pictures could reanimate students’ schemata on teaching reading comprehension. The teacher is suggested to use appropriate picture for the students of Junior High School. The appropriate picture could reactive students’ schemata to develop students’ reading comprehension achievement. The picture should be suitable to the topic, clear and colourful in order to draw the content of the text.

4. Based on the fail of implementation graphic organizers, it is suggested to use graphic organizers in a long time period in order to train the students as a habit to tap their schemata. Since there were three graphic, it is suggested to use one graphic each meeting. The graphic is also suggested; i.e. variatively, colourful and simple in order to attract the students’ interest.

5.2.2 Suggestions for Further Research

Besides the suggestions for English teachers, there are also several points necessary for further research to concern.

1. The result of the research indicates that Schema activation strategy is good to increase students’ reading comprehension achievement. The researcher used pictures in prereading activities. It was found that pictures could help to reactive students’ schemata in teaching reading comprehension. Since it is
hardly found the same research in different skills. Therefore, it is suggested for further study to employ different skills, i.e. speaking, listening and writing.

2. In relation to the subject of the research, it is found that schema activation strategy is good for Junior High School students. Only a little research do in different level e.i, Senior High School or Vocational School. Therefore, it is suggested for further research to apply on different level of school in order to enhance the generalization and transferability of the finding of the research.

3. In correlation to the kinds of schemata, this researcher could develop students’ reading comprehension achievement by using content schemata. It is suggested to investigated formal or linguistic schemata in further research.

4. Based on the result analysis that graphic organizers can not improve students’ reading comprehension, maybe because the implementing three graphic in one meeting, So, it is suggested to use one graphic each meeting. It is also suggested to implement the graphic organizers on a long time period in order to train the students use graphic organizers as a habit to tap their schemata.
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