ABSTRACT

THE EFFECT OF SCHEMATA ACTIVATION STRATEGY ON STUDENTS’ READING COMPREHENSION OF EXTROVERT AND INTROVERT STUDENTS AT THE THIRD GRADE OF SMA NGERI 1 TUMIJAJAR WEST TULANG BAWANG

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The objectives of this research are to know whether or not (1) there is any different on students’ reading comprehension of extrovert students after being taught by schemata activation strategy, (2) there is any different on students’ reading comprehension of introvert students after being taught by schemata activation strategy, (3) there is any different on students’ reading comprehension of extrovert and introvert students after being taught by schemata activation strategy. This research was conducted through one group pretest-posttest design. The population of this research was the third grade of SMA Negeri 1 Tumijajar West Tulang Bawang in the academic year of 2016/2017. The sample was the students of XII IPA 1 chosen by purposive sampling. The instruments used in this research were reading test and questionnaires of personality. The results of the research indicates that (1) there is significant different of students’ reading comprehension of extrovert students who were taught by schemata activation strategy with $t_{count} = 10.22 > t_{table} = 2.04$; (2) there is significant difference on students’ reading comprehension of introvert students who were taught by schemata activation strategy with $t_{count} = 7.76 > t_{table} = 2.04$; (3) there is significant difference on reading comprehension of extrovert students and introvert students who were taught by schemata activation strategy with $t_{count} = 2.09 > t_{table} = 2.04$. This indicates that extrovert students have higher score than introvert students in reading comprehension.

Keywords: schemata activation strategy, reading comprehension, extrovert, introvert.