

**THE EFFECT OF SCHEMATA ACTIVATION ON READING
COMPREHENSION AT THE SECOND GRADE OF SMPN 1 NEGERI
AGUNG WAY KANAN**

(Script)

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2021**

ABSTRACT

THE EFFECT OF SCHEMATA ACTIVATION ON READING COMPREHENSION AT THE SECOND GRADE OF SMPN 1 NEGERI AGUNG WAY KANAN

By

Muhamad Nur Hidayat

The objectives of this research are to investigate whether there is a significant difference in the students' reading comprehension achievement before and after the implementation of schemata activation.

This research was conducted at the second-grade students of SMPN 1 Negeri Agung in academic year 2019/2020. The researcher took class VIII. The instrument used to get the data in this research was a reading test. Reading tests in the forms of pre-test and post-test were done to collect the data. Then, the t-test was used to test the hypothesis.

The result of the hypothesis test proves that schemata activation gives a positive effect on student's reading comprehension achievement. It can be seen from the mean score of the pre-test and post-test which was analyzed through SPSS 16.00. In the pre-test, the mean score was 56.25 and it increases to 76.25 in the post-test. It means that there is an increase of 20 points. The result of the t-test shows that the t-value (15.745) is higher than t-table (2.045), which means, based on the criteria, there was a significant difference in students' reading comprehension when they have schemata since $15.745 > 2.045$. It can be said that schemata activation gives a positive effect because it can increase students reading comprehension achievement.

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Keywords: improving, reading comprehension, schemata activation

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COMPREHENSION AT THE SECOND GRADE OF SMPN 1 NEGERI
AGUNG WAY KANAN**

By

MUHAMAD NUR HIDAYAT

**A Script Submitted in a Partial Fulfillment of
The Requirement for S-1 Degree**

In

**The Language and Art Department of
The Faculty of Teacher Training and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2021**

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**: THE EFFECT OF SCHEMATA ACTIVATION
ON READING COMPREHENSION AT SECOND
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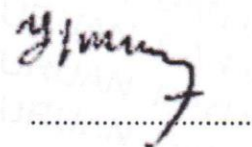
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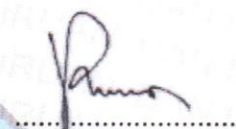
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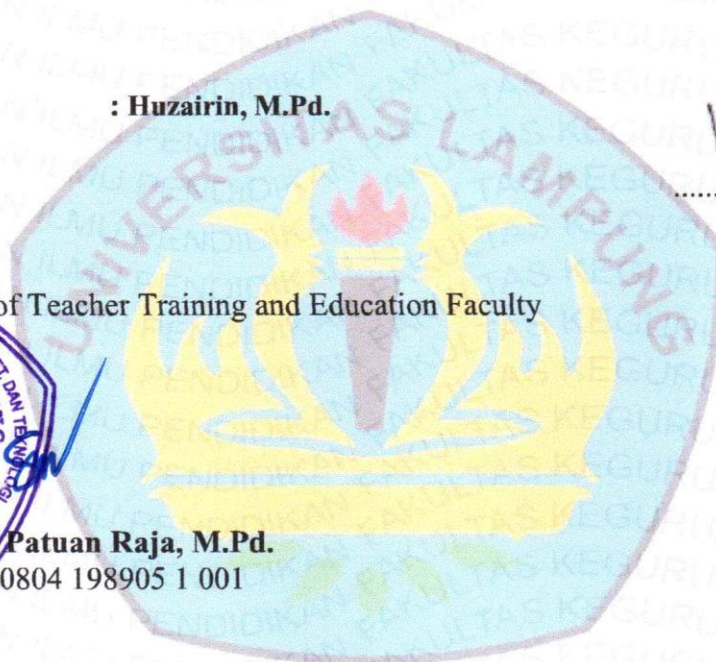


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CURRICULUM VITAE

The writer's name is Muhamad Nurhidayat. He was born in Way Kanan, on February 25th 1996. He is the third son of a great couple, Samin and Atikah.

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DEDICATION

This script is entirely dedicated to:

My beloved father and mother

Samin and Atikah

My siblings

Rohayati and Muslim

My Almamater

Lampung University

MOTTO

“This is The Way”

(Mandalorian)

ACKNOWLEDGEMENT

All praises are rendered only to Allah SWT, the almighty God, for the gracious mercy and blessing that enabled me to finish this work. The greeting is never forgotten, peace be upon Prophet Muhammad SAW and his family, followers, and all Muslims. This script entitled “The Effect of Schemata Activation on Reading Comprehension at second grade of SMPN1 Negeri Agung Way Kanan” is submitted as partial fulfillment of the requirement for S-1 Degree at the Department of Language and Arts Education Faculty of Teacher Training and Education, University of Lampung.

In this case, the writer would like to express his deep gratitude and respect to those who have a valuable contribution to helping and supporting him to finish this script.

1. Prof. Dr. Cucu Sutarsyah, M.A., as the first advisor, for his critics, motivation, and encouragement in supporting me to finish this script.
2. Drs. Huzairin, M.Pd. as the second advisor, for his ideas, guidance, and carefulness in correcting my research.
3. HeryYufrizal, M.A., Ph.D., as the examiner, for his encouragement, ideas, and suggestions in supporting me.
4. Dr. Ari Nurweni, M.A., as the Head of English Education Study Program and all lecturers of English Education Study Program who have contributed their guidance directly and indirectly on this work.
5. My parents in the world, Samin and Atikah. Thank you for believing in me, for your prayer, your love, care, support, and motivation,

6. My beloved sister, Rohayati. Thank you for all your support financially and mentally
7. My brother, Muslim. Thank you for all your support, motivation.
8. My friends, thank you for your help.

Bandar Lampung, 4 August 2021

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I. INTRODUCTION

This chapter introduces the beginning of the research. It includes the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, the uses of the research, and definition of terms.

1.1 Background of the Problem

Reading is used to transfer information in order to increase someone's knowledge and way of thinking. In the broader context, people in Indonesia need to learn English as an International Language. Accordingly, teaching reading can be found useful media in helping Indonesians to comprehend and get knowledge of English, especially students either at primary or at secondary schools. Therefore, reading is one of the easiest ways of getting information happening around us. Generally, teacher emphasizes explanation and definition then asks students to do the exercise by answering questions based on the text given. There is no guidance presented aimed at comprehending the text. Based on the writer's point of view, leading students to understand their minds in the text is more important than collecting their good scores, so they can get new information.

Realizing the demand above, the 2006 English curriculum of SMP states that SMP students should be able to use the language in informational level. Arriving at informational level means that the students are expected to be able to access knowledge and information from the target language (English) by their language skills. There are four skills of language to be taught by the English teacher of SMP: listening, speaking, reading, and writing. (Depdiknas, 2006:307).

Basically, the purpose of teaching reading is to develop students' skills of reading English texts effectively and efficiently. Teaching effectively and efficiently has always become the focus of teaching-learning, especially in reading, that has been put as the basis in choosing the techniques in many various types of texts. Therefore, the teaching technique should be matched with the reading purposes. Suparman (2005:1) states that whether it is for pleasure or information, reading should be meaningful besides efficient and effective.

In the classroom context of reading comprehension, the students take a role as a reader of the text. It means that they have to be able to comprehend the reading materials which are shown as the written texts. Furthermore, the students are also purposed to pass the final examinations which are related to reading comprehension achievement. In order to achieve those important goals, the teacher should be successful enough in making the students comprehend the text well. Actually reading is a skill which must be developed. Obviously, the students must know the process of developing reading skills to the extent that they use the process as they read and study what they have earned. Relevance of the skill must be apparent. This means that the students must be aware of what the reading skills are (Simanjuntak 1988:13).

The difficulties that students get in comprehending reading text show that the students do not know which strategies are 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 strategies that are appropriate to improve students' reading skills and reading comprehension achievement is Schemata Activation Strategy.

Understanding the role of schemata in the reading process provides a deep perception of 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 schemata), 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 schemata), 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 SMP Negeri 1 Negeri Agung Way Kanan as the setting of this research to implement the teaching technique above. The researcher focused this research on reading comprehension and he used schemata activation as the solution. In schema activation strategy, reading is very likely to have an impact to increase student's reading comprehension achievement. Schemata 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 student's comprehension of the source text, this study is conducted to find out whether or not schemata activation strategy can improve students' achievement in reading comprehension. Therefore, the researcher expects that schema activation strategy could overcome the difficulty in reading comprehension.

1.2 Research Question

Based on the explanation above, the writer addresses the following research questions:

Is there any a significant difference in students' reading comprehension achievement before and after the implementation of Schemata activation at SMPN 1 Negeri Agung

1.3 Objective of the Research

Based on the formulation of the research problems above, objectives of the research are as follow:

To find whether there is a significant difference in students' reading comprehension achievement before and after the implementation of Schemata activation at SMPN 1 Negeri Agung

1.4 Uses of the Research

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

1. Theoretically, the result of this research is expected to verify the previous theories dealing with teaching reading using Schema Activation 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 in increasing students' reading comprehension achievement.

1.5 Scope of the Research

This research was conducted at the first year of SMP Negeri 1 Negeri Agung. There were three classes of the first year in academic year 2019/ 2020 students and one class will be taken as the experimental class. The treatment was conducted three times in which the experimental class followed the teaching-learning process through schema activation strategy. The research focuses on activities of reading comprehension of narrative text taught through schema activation. The students are expected to be able to comprehend some reading aspects, i.e., main idea, specific information, reference, and interference. The materials are taken from English books based on the School-Based Curriculum (KTSP) of SMP. To find out the improvement of student reading comprehension, the researcher measures the score of pre-test and post-test.

1.6 Definition of Terms

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

1. Reading

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

2. 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).

3. Schemata

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

II. LITERATURE REVIEW

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

2.1 Concept of Reading

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

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

Furthermore, Catts, Tiffany, and Suzanne in Catts and Kamhi (2005: 25) add that reading is not a simple skill that can be instantly mastered. They state that reading as one of the most complex cognitive activities that most of us engage in a regular basis. It requires a host of sensory, perceptual, and linguistic abilities, and it takes many years to fully master.

As reading is not a simple skill, it needs a complex act that involves the recognition and phonological decoding of visual patterns, their combination to access the meaning of individual words, and the integration of individual words into overall

semantic patterns in a context where these patterns have a particular importance and purpose. Simply, reading process involves three activities. Those activities are: decoding printed material into phonological form, understanding the meaning of each word in the text, and using the understanding of each word to comprehend the whole text. (Robbie in Fischer, Bernstein, and Yang, 2007: 96).

Furthermore, Willis (2008: 11) adds that to understand how students learn to read, the teacher must first understand how the brain processes written information. The process of reading with comprehension appears to involve several essential and interrelated phases.

- a) Information intake - focusing and attending to the pertinent environmental stimuli.
- b) Fluency and vocabulary - associating the words on the page with stored knowledge to bring meaning to the text.
- c) Patterning and networking - recognizing familiar patterns and encoding new information by linking it with prior knowledge.

Based on the statements above, Willis tried to associate reading with comprehension. He states that reading is comprehension itself and it needs some phrases in the student's brain. The phases simply include: relating the text with the experience in the real world, understanding the words in the text by relating with the knowledge that the students have in their head, and linking the new information in the text with the students' background knowledge.

Another view of reading was proposed by Daniels in Sadoski (2004: 59). He categorized reading into three capacities or abilities: reading as saying, reading as understanding, and reading as (reflective) thinking. He, then, refers to these three fundamental competencies in the contemporary parlance of reading as decoding, comprehension, and response.

Still, on Daniels in Sadoski (2004: 59 - 72), the term decoding generally means converting printed language to spoken language whether it is understood or not, and whether it is converted to overt, oral speech or to covert, inner speech. In decoding, we produce the spoken analog of the printed language but not necessarily the thought analog. In a simple way, in the decoding process, the readers only say the words in the text without necessarily understand them.

Next, comprehension means understanding something, getting its meaning. Comprehension involves producing a thought analog of printed language. Then the last is response. The response involves a personal reaction to what is read, the contemplation of the ideas and feelings evoked by the text, responding to the text both cognitively and affectively.

Based on the definitions above, it can be concluded that there were many steps done either by the reader's sensory perception or the reader's brain. In reading a particular text, firstly the readers use their sensory perception to identify the graphic display in the text, it can be the text itself or some pictures attached. After that, the brain works. It starts to predict what the writer conveys through the text. After that the readers match their prediction with the content of the text, this process is called as comprehension process. At the final stage of reading, the readers give a response to the text. It can be in the form of comments toward the writer's thoughts.

2.2. Aspects of Reading

There are five aspects of reading according to Nuttal (1982), they are identifying the main idea, finding specific information, determining references, making inferences, and understanding vocabulary.

1. Identifying Main Idea

This aspect of reading skill is one of the most important specific comprehension skills. Determining main idea is a skill to grasp and find the main point of a passage by summarizing it and looking for repetition of ideas/words. Therefore, identifying main idea is the process of which important point of the author is going to be found throughout the text.

2. Finding Specific Information

The topic sentences by giving definition, examples, facts, an incident, comparison, analogy, cause and effect statistics, and quotation are developed as information. That is specific information that should be concerned by the students or readers due to its usefulness of knowing the exact information the readers are looking for. Reading the relevant part such as a question about time, person, place, and thing

which is being questioned or using scanning reading technique can be the strategy to get the specific information correctly.

3. Determining Reference

In determining reference, readers are asked to identify the source of information in order to ascertain the answer. Furthermore, it is also a matter of citing a specified matter which has a relation to the information in the text.

4. Making Inference

Theoretically, 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. The reader will be able to do this by making use of the context in which the word occurred, in order to give a rough idea of its meaning.

5. Understanding Vocabulary

A text cannot be comprehended if readers do not have enough vocabulary in a certain language. Since comprehension is the ultimate goal of reading, readers should not overestimate the development of their vocabulary. Therefore, this is the basic foundation to understand the vocabulary which is often asked in parts of synonymy or antonymic.

2.3 Concept of Reading Comprehension

The goal for 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 is 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 do not doubt alternative

interpretations or decisions in our minds. In addition, Dallman (1982:23) states that reading is more than knowing what each letter of the alphabet stands for; reading involves more than words recognition; that comprehension is essential of reading. Moreover, Heilman, Blair, and Rupley (1981:242) also state 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 to 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 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 Schemata

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 background knowledge with the information in a text to comprehend the text. The readers use their schemata 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 pre-reading tasks are often designed to build or activate the reader's schemata. The richer the schemata are 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, are cognitive constructs that 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.

2.4.1. 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 meaningful piece of language. Readers use their schematic representations of the text such as fiction, 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).

2.4.2. 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.

2.4.3. 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).

2.5 Concept of Schemata 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), a 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), in which 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 to the organization of information in the long-term memory that cognitive constructs allow (Singhal, 1998).

2.6 Teaching Reading through Schemata Activation

Research on the theory of schema had a great impact on understanding reading comprehension in the first and second language. It made clear the case that understanding the role of schemata 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 schemata 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 include what we know about people, the world, culture,

and the universe, while formal schemata consist of our knowledge about discourse structure. Aebersold and Field (1997) indicate perhaps one of the most important schemas that pose an 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 a positive effect to accept the lesson because the schema activation strategy uses 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.

2.7 Procedure of Teaching Reading Comprehension through Schema activation

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 the teacher and discuss with partners are all effective activities that benefit 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 is applied in three stages of teaching reading. The process is supported by the 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 below:

Practically, here are the steps to teach reading by using a 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 pictures related to the topic to attract students' attention.

4. Ask the students to examine together the title of the text and write everything they have already known about the title of the topic.
5. Discuss what the students have written and ask the students to check their comprehension of 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.

While-reading activity

1. The teacher distributes task (a paper contains a series of pictures)
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 a pictures by writing some information related to each picture
3. Ask the students to elicit a large number of associations by using their prior knowledge that they already possess and make a clear connection about their prior knowledge to the topic under the guidance of the teacher and then discuss together.
4. Teacher distributes the text
5. Ask the students to make notes of the new information which they find in the text e.g. difficult words.
6. Ask the students to read the text in depth to develop their ability to infer some information from the text
7. Discuss the generic structure of the text
8. Main idea, explicit information, vocabulary, reference, and inference of the story.
10. Discuss the answers together in order to enlarge students' comprehension

Post-reading activity

1. Ask the students to integrate students' knowledge into a greater schema by comprehending text through answer some questions about 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 the text. The schema activation strategy occurs in steps 1 and 2. This activity elicits the students' schemata to the story, it enables the students to comprehend the reading text.

From the 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 brainstorming, the topic, and the picture help students to connect the students' schemata to new information in the text. Whereas, in the while activity, the students are asked to elicit schemata/background knowledge to make access in a reading text. Answering some questions of the 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 are in line with the top-down model reading, it can be said that using schema activation strategy has positive effects on students' reading comprehension.

2.8 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 a 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.

2.9 Hypothesis

Based on the theories and the assumptions above, the hypothesis could be formulated as follows:

H1; There is a significant difference in students' reading comprehension achievement before and after the implementation of Schemata activation at SMPN 1 Negeri Agung

III. RESEARCH METHOD

This part discusses the research design, the population, and sample, data collecting technique, instrument, and try out, the result of try out, research procedures, data treatment, and hypothesis testing.

3.1. Research Design

In conducting this research, the writer applied paired sample T-test. In this design, the pretest and posttest were administered to investigate whether schemata can increase students' reading comprehension achievement. Then, the means (average scores) of both pretest and posttest are compared to find out the progress before and after treatment.

There was one class as a subject of the research. This class had both pretest and posttest and three times treatment. The design can be illustrated as follows:

T1 X T2

Which:

X : treatment, three times

T1 : Pretest (before treatment)

T2 : Posttest (after treatment)

(Setiyadi, 2006:131)

The pretest was to find out students' reading comprehension achievement before the treatments. Subsequently, the students got treatments by using schemata. Eventually, a posttest was administered to find out the students reading comprehension after treatment.

3.2. Population and Sample

The population of this research was the second-year students of Smpn 1 NegeriAgung. The consideration of choosing this school was based on the writer's assumption that SMPN 1 NEGERI AGUNG as one of the good schools in

Lampung, The researcher considered if the students were beginners; it will be hard to apply it on them because in their level they just do what is told (Sevda, 2011). They can not give an output separately. Moreover, the students should be accustomed to experiment or do the lessons that they learn (task). Then, the writer chose the second-year students in the second semester of the academic year 2018/2019. There were three classes which each class consisted of 25 to 30 students. Then, the writer chose one of those classes as the experimental class, it was class VIII. The experimental class was selected using simple random sampling; was taken by using a lottery. There was no priority class. It applied based on the consideration that every class in the population had the same chance to be chosen and in order to avoid subjectivity in the research.

3.3. Research Instruments

The instrument of this research was a reading multiple choices test. To measure reading comprehension, the students had to answers written questions is a less valid procedure than multiple-choice selection. Objective text use for pre-test and post-test. Each test consisted of 40 items of multiple choices of comprehension questions and reading texts. The questions had four alternative answers (A, B, C, and D) for each item, one is the correct answer and the rest are the distracters.

3.4. Data Collecting Technique

In collecting the data, the writer used the following steps:

1. Pre-test

A pretest was administered in order to find out the students' reading comprehension achievement before treatment. The test was in form of multiple choices that consist of 40 items.

2. Posttest

Posttest was given after the treatment in order to find out whether there is any improvement in students' reading comprehension achievement. The test is multiple choices consist of 40 items.

3.5. Research Procedures

There were some procedures that applied for taking the data:

a. Selecting the instrument materials

The instrument materials (reading test) were taken from English text book, internet, and other sources.

b. Determining research instrument

The materials in this research were based on the school-based curriculum 2006. The materials are taken from the students' text book and internet.

c. Determining the population and the sample

The researcher taken one class as the sample or experimental class, it was class VIII in SMPN 1 NEGERI AGUNG

d. Administering the pretest

The test aim was to know the input or the state of students' ability in reading comprehension before they are given the treatment. The tests were in form of multiple-choice questions with four alternative answers for each question. One is the key answer and the rest is distracters.

e. Giving the treatment

There were three times treatments during this research.

f. Post-test

The test aim was to know the output or the state of students' ability in reading comprehension after they were given the treatment. The tests were in form of multiple-choice questions with four alternative answers for each question. One is the key answer and the rest is distracters.

g. Analyzing the test result (pre-test and post-test)

The data from the post-test were collected and analyzed using SPSS to find out whether there is a significant score difference between pre-test and post-test.

3.6. Try Out of the Instrument

In doing the research and proving whether the test items were applicable or not, the researcher tried out the test to find out the validity, reliability, or level of difficulty, and discrimination power of the test. It is conducted in order to determine whether the 40 items have a good quality or not before being given for the pretest and the

post-test. There were four criteria of a good test that should be met: validity, reliability, level of difficulty, and discrimination power.

3.6.1. Validity

Hatch and Farhady (1982) claim that a test is considered valid if the test measures the object to be measured and is suitable with the criteria. They claim that there are two basic types of validity: the content of validity and Construct validity.

A. Content Validity

Hatch and Farhady (1982) claim content validity is the extent to which a test measures a representative sample of the subject matter content, the focus of content validity is the adequacy of the sample and simply on the appearance of the test. The procedure for determining content validity is to compare the test content with the universe of content or behaviors supposedly being measured.

Table 1. Table Specification of reading Test (pre-test)

No.	Sub-Skills of Reading	Item Number	Total	Percentage
1.	Identifying main idea	1, 10, 11, 19, 21, 28, 31, 38	8	20 %
2.	Identifying specific information	3, 6, 12, 17, 22, 27, 32, 40	8	20 %
3.	Determining reference	4, 9, 15, 20, 25, 29, 35, 39	8	20 %
4.	Making inference	5, 8, 13, 18, 23, 30, 34, 36	8	20 %
5.	Understanding vocabulary	2, 7, 14, 16, 24, 26, 32, 33	8	20 %
	Total	40		100 %

Table 1. Table Specification of reading Test (post-test)

No.	Sub-Skills of Reading	Item Number	Total	Percentage
1.	Identifying main idea	1, 6, 14, 20,23, 26, 33, 36	8	20 %
2.	Identifying specific information	2, 8, 12, 16, 25, 27, 32, 37	8	20 %
3.	Determining reference	5, 9, 15, 19, 24, 30, 34, 40	8	20 %
4.	Making inference	3, 10, 13, 18, 21, 28, 35, 39	8	20 %
5.	Understanding vocabulary	4, 7, 11, 17, 22, 29, 31, 38	8	20 %
	Total	40		100 %

B. Construct Validity

Setiyadi (2006) says that if the instrument just measures one aspect, for example, vocabulary, the construct validity can be measured by evaluating all items in the test. If all items have measured vocabulary mastery, this instrument has fulfilled construct validity. Shohamy (1985) says that construct validity is concerned with whether the test is actually in line with the theory or not. We can conclude that constructs validity is to measure or pointing to the consistency of the test and the theory used.

3.6.2. Reliability

Reliability is a measure of accuracy, consistency, dependability, or fairness of the score resulting. Setiyadi (2006) says that reliability is a consistency of measurements or how far that measurement can be measured the similar subjects in a different time but show the same result. To measure the coefficient of the reliability between odd and even groups, this research will use the Pearson product-moment formula as follows:

$$r = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n(\sum X^2) - (\sum X)^2][n(\sum Y^2) - (\sum Y)^2]}}$$

Where:

r = Pearson's correlation coefficient

n = number of paired scores

X = score of the first variable

Y = score of the second variable

XY = the product of the two paired scores

After getting the reliability of half test, the researcher then use Spearman Brown's Prophecy formula (Hatchy and Farhady, 1982) to determine the reliability of the whole test as follows

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

Where:

r_k : Thereliabilityofthewholetest

r_{xy} : Thereliabilityofhalftest

The criteria of the reliability are:

0.90-1.00 : High

0.50-0.89 : Moderate

-.49 : Low

3.6.3. Level of Difficulty

To see the level of difficulty, the researcher will use the following formula:

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

LD : Level of difficulty

R : the number of students who answer correctly

N : the number of students who join the test

The Criteria are:

<0.30 : Difficult

0.30-0.70 : Average

>0.70 : Easy

(Shohamy, 1985)

3.6.4. Discrimination Power

The discrimination power was used to discriminate between weak and strong examinees in the ability to be tested. The students of try out class divide into two groups upper and lower students. The upper students are students who answer the question correctly and the lower students are students. To determine the discrimination power, the researcher will use the following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Where:

DP :discrimination power

U :the proportion of upper group students

L :the proportion of lower group students

N :total number of students

The criteria of discrimination power are:

0.00 – 0.19 : poor

0.20 – 0.39 : satisfactory

0.40 – 0.69 : good

0.70– 1.00 : excellent

- (negative): bad items, must be omitted

3.6.4 Scoring System

Before getting the score, the researcher determined the procedure or technique to be used in scoring the students' work. In order to do that, the researcher will use Arikunto's formula (1989:271). The ideal highest score is 100. The scores of pretest and post Test were calculated by using the following formula:

$$S = \frac{r}{n} 100$$

Where:

S: The score of the test

R: The total of the right answer

N: the total.

That is the formula of the scoring system that will be used in this research.

3.6.5 Data Analysis

The data were analyzed using quantitative analysis. The paired sample t-test was used to answer research question number 1. The dependant t-test was used to determine the degree of relationship between pairs of two or more variables (adopted from Hatch and Farhady. 1982). The results of the pre-test and post-test gained were analyzed by comparing their means through a paired sample t-test to find out whether or not there is a significant difference between the pre-test or post-test mean scores.

Therefore, the author would check whether or not the data were compatible with the hypotheses.

3.6.6 Observation Sheet

According to Sugiyono (2008) observation is a research instrument that has special character among other research instruments. It observes not only the person but also the environment. An observation sheet is a tool used as the research instrument of

qualitative data, to get the data the observer uses the observation sheet that contains some indicators of students' activeness in learning. According to Rofiah (2010), there are some indicators of students' learning activeness:

1. Students ask the teacher if they have something unclear
2. Answering the question which is asked by the teacher
3. Expressing their opinion in the discussion
4. Listening to others' opinion
5. Working together with group members when they do students' work sheet
6. Students can present the result of group discussion
7. Students make a note about the lesson

In this research, the researcher used indicators, but he will change the indicators to adjust with his research, so it can be used as the instrument of the research. The researcher interviewed and monitored and recorded the data of the researcher's and students' performance during the learning and teaching process in the class. The data from this season is used to support the quantitative data.

3.7. Hypothesis Test

The hypotheses are:

H1 : There is a significant difference in students' reading comprehension achievement before and after the implementation of Schemata activation at SMPN 1 Negeri Agung

H0: There is no significant difference in students' reading comprehension achievement before and after the implementation of Schemata activation at SMPN 1 Negeri Agung

The criteria of the test are:

H0 is accepted if the value of the t-ratio is higher than t-table

H1 is accepted if the H0 is rejected

These are the explanation of the method related to the research. The method was used as guidance to conduct the research.

CONCLUSION AND SUGGESTION

This chapter deals with two major points namely conclusion and suggestion.

5.1 Conclusion

This research was concerned with the schemata activation to improve the students' reading comprehension at the second grade of SMP Negeri 1 Negeri Agung. With regard to the research finding and discussion, the researcher would like to state conclusions as follows:

There is an improvement in students' reading comprehension achievement after being taught by using schemata activation. It could be seen from the mean score of pre-test and post-test. Since the mean score of the post-test is higher than the pre-test, it can be concluded that the student's reading comprehension improved. It happens because schemata activation has been found to build students' comprehension. It means that schemata activation give an impact to improve the students' reading comprehension.

5.2 Suggestion

Considering the conclusion of the research, the researcher would like to recommend some suggestions as follows:

The English teacher is suggested to apply schemata activation as one of the alternative techniques to improve students reading comprehension. This is because schemata activation helps students to improve students' reading comprehension.

5.2.1 Suggestions for Further Researcher

This study is limited to discuss only the improvement in students' reading comprehension. Therefore, the further researcher can add another instrument such

as a questionnaire to find out students' responses towards schemata activation in order to support the result of the research.

In brief, those are the conclusions of the research findings and the suggestions for English teachers who want to try to implement the schemata activation in teaching reading and for further researchers who want to investigate the research about this technique.

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