

**IMPROVING STUDENTS' READING COMPREHENSION IN
NARRATIVE TEXT THROUGH SCHEMA ACTIVATION STRATEGY
AT THIRD GRADE AT SMPN 1 BUKIT KEMUNING LAMPUNG UTARA**

By

**Muhammad Shalehuddin
1413042044**

Advisors : 1. Dr. Feni Munifatullah, M.Hum.
2. Novita Nurdiana, S.Pd., M.Pd.

Examiner : Drs. Dedy Supriyadi, M.Pd.



**ENGLISH EDUCATION STUDY PROGRAM
ART AND LANGUAGE EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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ABSTRACT

IMPROVING STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT THROUGH SCHEMA ACTIVATION STRATEGY AT THE THIRD GRADE OF SMPN 01 BUKIT KEMUNING

**By
Muhammad Shalehuddin**

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 strategy and which aspect that improves the most in reading comprehension after being taught schema activation strategy.

This research was conducted at the third-grade students of SMPN 1 Bukit Kemuning in the academic year 2020/2021. The researcher took class IX. The instrument used to get the data in this research was a reading comprehension 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 students' reading comprehension achievement. In addition, determining reference was the aspect of reading skills which improved the most after being taught by Schema Activation Strategy. This evidence proved that teaching reading using Schema Activation Strategy facilities more in determining reference. In conclusion, this study suggests that Schema Activation Strategy can be used to improve students' reading comprehension.

Keywords: improving, reading comprehension, schema activation strategy.

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By

Muhammad Shalehuddin

A Script

Submitted in a Partial Fullfilment of

The Requirements for S-1 Degree

In

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and Education**



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ART AND LANGUAGE EDUCATION DEPARTMENT
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THROUGH SCHEMA ACTIVATION
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01 BUKIT KEMUNING LAMPUNG
UTARA

Student' s Name : **Muhammad Shalehuddin**

Student' s Number : **1413042044**

Study Program : **English Education**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**



Advisor

Dr. Feni Munifatullah, M.Hum.
NIP 19740607 200003 2 001

Co-Advisor

Novita Nurdiana, S.Pd., M.Pd.
NIK 231804870916201

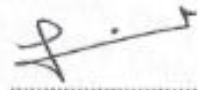
The Chairperson of
The Department of Language and Arts Education

Dr. Nurlaksana Eko Rusminto, M.Pd.
NIP 19640106 198803 1 001

ADMITTED BY


1. Examination Committee

Chairperson : Dr. Feni Munifatullah, M.Hum.



.....

Examiner : Drs. Dedy Supriyadi, M.Pd.



.....

Secretary : Novita Nurdiana, S.Pd., M.Pd.



.....



The Dean of Teacher Training and Education Faculty

Prof. Dr. Patuan Raja, M.Pd.
NIP 19620804 198905 1 001

Graduated on : December 17th, 2021

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : Muhammad Shalehuddin
NPM : 1413042044
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : Improving Students' Reading
Comprehension in Narrative Text through
Schema Activation Strategy at Third
Grade at SMPN 01 Bukit Kemuning
Lampung Utara

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang di tulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya akan menjadi tanggung jawab saya.

Bandar Lampung, 28 Desember 2021

Muat pernyataan,

METERAI
TEMPEL
BEALIX517086300

Muhammad Shalehuddin

CURRICULUM VITAE

The writer's name is Muhammad Shalehuddin. He was born in Bandar Lampung, on May 11th 1996. He is the first son of a great couple, Agus Supriyatno, M.Pd. and Evi Dwiningsih, S.Pd.

He enrolled SD Negeri 1 Bukit Kemuning in 2002 and graduated in 2008. After that, He continued his studies at SMP Negeri 1 Bukit Kemuning and graduated in 2011. Then, He continued his studies at SMA Negeri 1 Gadingrejo and successfully finished in 2014.

He entered the S-1 program at the English Education Study Program of the Faculty of Teacher Training and Education at the University of Lampung through SBMPTN in 2014. From July to August 2018, he carried on Teaching Practice Program (PPL) at SMPN 1 Waway Karya, Lampung Timur. He carried out her research from January 25th 2021 to February 25nd 2021 in SMPN Negeri 1 Bukit Kemuning.

DEDICATION

This script is entirely dedicated to:

My beloved father and mother

Agus Supriyatno, M.Pd. and Evi Dwiningsih, S.Pd.

My sibling

Umar Abdul Aziz

My Almamater

Lampung University

MOTTO

“And Perhaps You Love A Thing And It Is Bad For You; But Perhaps You Hate
A Thing And It Is Good For You; And Allah Knows, While You Not Know.”
(Holy Qur’an : Al Baqarah 2:216)

“The Greatest Jihad Is To Battle Your Own Soul To Fight The Evil Within
Yourself”
(Prophet Muhammad SAW)

“Sometimes, The People With The Worst Past Create The Best Future.”
(Umar Bin Khattab)

“The Sun Never Sets On My Empire.”
(Roman Empire)

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The Writer

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I. INTRODUCTION

This chapter introduces the beginning of this research. It includes the background of the problem, research questions, objectives of the research, uses of the research, and definition of terms.

1.1 Background of the Problem

In Indonesia, English is a compulsory subject that should be learned from Elementary School up to University. The students of Junior High School should learn the language to communicate orally or in written form. In addition, there are four skills to be mastered by the students, they are: speaking, listening, reading, and writing. The purpose of learning those skills is to enable the students to communicate in English. That is why English is very important to be learned and mastered by the student.

One of the important skills to master is reading skill. Compared to the other skills, reading may be considered the most frequently used skill in school. The students are expected to read the information that is mostly written in English. In addition, reading will also be useful as they achieve a higher level, for instance: TOEFL and IELTS. In other words, reading dominates the teaching material and tests in students and higher levels.

Furthermore, the aim of teaching reading at this level is to enable the students to understand and comprehend a short English text. For reading to be meaningful, it must be accompanied by comprehension. To achieve comprehension, the students are expected to be able to identify the aspects such as identifying the main idea, explicit and implicit specific information, reference, word meaning, phrase, and sentence of the short simple essay.

In Junior high schools, teaching reading focuses on seven types of text, recount, narrative, procedure, descriptive, discussion, exposition, and news item. Among the texts offered, the narrative should be easily understood. On the contrary, the students think that narrative is difficult to learn. They often find difficulty in finding the answers for narrative texts.

The narrative text itself is the way humans communicate ideas chronologically and this type of text is usually used by the students to learn English more interestingly. A narrative is a text that tells a story or an account of a sequence of events that focuses on a specific participant; a narrative is written to gain readers' interest by entertaining them. So, by reading narrative text, the students can engage themselves in fictitious experiences. Besides, they can take wisdom from the story. According to Willingham, D.T. (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 student's reading ability is poor.

Regarding the Teaching Practice Program (PPL), it was found that there were many students at SMPN 01 Muhammadiyah Waway Karya who had difficulties in comprehending the reading text and answering the questions based on the text given when they practiced reading exercises in the classroom. In other words, there were only a few students could give responses related to the text. Most of the students thought that reading is boring. This phenomenon affected the students' creativity, for example, they become passive students in the class. Consequently, they were not able to achieve minimal standard scores achievement (KKM).

After conducting the pre-observation at SMPN 01 Bukit Kemuning, several problems were objectively found. For example, the students frequently find it difficult to comprehend the text. As a result, they should open a dictionary to

translate word by word into Indonesian to know the content of the reading text. This unfortunate condition is sometimes found to indicate that many students had difficulties in understanding and comprehending the text since they were not able to understand and obtain knowledge of the content that has been explained in the text. It is now clear that the students' reading comprehension was still low. During the interview with the teacher, she said that the mean score of the students' reading test was under 70 the minimal standard (KKM) because they were not able to understand required the elements of reading skills.

To address this problem, the researcher resorts to students' schema. According to Al-Isa, Ahmad (2006) reading is a multilevel and interactive process in which readers construct a meaningful representation of text using their schemata. He suggests that the ability of the students to comprehend or to understand the printed text to get some information connected to students' background knowledge to the printed text.

Understanding the role of schema in the reading process provides further insight into why students may fail to comprehend text material. For example, when students are familiar with the topic of the text they are reading (i.e. possess content schema), aware of the discourse level and structural make-up of the genre of the text (i.e. possess formal schema), and skillful in the decoding features needed to recognize words and recognize how they fit together in a sentence (i.e. possess language schema), they are in a better position to comprehend their reading assignment. Deficiency in any of the above schemas will result in a reading comprehension deficit (Carrell P.L. 1988). In addition, Al Salmi, M. (2011) states that schema is the prior knowledge that is gained through experiences that are stored in one's mind. It is an abstract structure of knowledge. It means that the more the students have schemata the more they can comprehend the reading text.

The researcher chooses SMP Negeri 1 Bukit Kemuning as the setting of this research to implement the schema activation strategy. The researcher focuses this research on reading comprehension and he uses schema activation strategy as the solution as student's schemata is very likely to have an impact to increase student's

reading comprehension achievement and schema activation strategy could encourage students to actively be engaged in constructing meaning from text (Shahan, T., and Lomax, R. G. 1986). Because of the importance of reading strategy in improving students' comprehension of the source text, this study is conducted to find out whether or not schema activation strategy can improve students' achievement in reading comprehension of narrative text. Therefore, the researcher expects that teaching narrative text through schema activation strategy can overcome the difficulty in reading comprehension.

1.2. Research Questions

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

1. Is there any significant improvement in reading comprehension achievement after being taught through Schema Activation Strategy at SMPN 01 Bukit Kemuning?
2. Which aspect of reading comprehension improves the most after being taught through Schema Activation Strategy at SMPN 01 Bukit Kemuning?

1.3. Objectives of the Research

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

1. To find out whether there is any significant improvement of reading comprehension achievement after being taught through Schema Activation Strategy at SMPN 01 Bukit Kemuning or not.
2. To find out which aspect of reading comprehension improves the most after being taught through Schema Activation Strategy at SMPN 01 Bukit Kemuning.

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 improving students' reading comprehension achievement.
 - 1) For the researcher; to enlarge the researcher's knowledge about schemata and reading comprehension and another researcher to give contribution for the border research of English foreign language research.
 - 2) For the teacher; the research gives a 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 a contribution as a consideration as an the alternative technique suggested for the school and to the author of the junior high school book.

1.5. Scope of the Research

This research will be conducted in the third-grade students of SMP Negeri 01 Bukit Kemuning. There are three classes of the second semester in the academic year 2019/ 2020 students and one class will be taken as the experimental class. The treatment will be 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 the text in all reading aspects, i.e., main idea, specific information, vocabulary, reference, and

inference. The materials are taken from English books based on the School-Based Curriculum (K13) of SMP and the internet.

1.6 Definition of Terms

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, M., and Bonomo, M. 1973:199)

2. Reading Comprehension

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

3. Narrative text

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

4. Schema Theory

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

II. LITERATURE REVIEW

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

2.1. Review of the Previous Research

There have been several studies conducted concerning the significantly different effects of activating students' schemata in teaching reading comprehension. It discussed schema activation strategy in teaching reading comprehension. The purpose is to know the more effective strategy to improve students' reading comprehension. The explanation is elaborated below:

Munsakorn (2015) in his research presents strong evidence of the schema activation via self-generated questioning strategy, which can have a substantial impact on students' reading comprehension scores. This finding shows that students have positive attitudes toward schema theory and activating background knowledge via self-questioning before they read the text.

Hastuti (2015) in her research found that: first, The implementation of Schema Activation Strategy as the learning strategy can improve the students' reading comprehension at the eighth grade of SMP Negeri 11 Surakarta in the 2014/2015 academic year. The main aim of this action research was to improve the students' reading comprehension through the implementation of the Schema Activation Strategy as the learning strategy was reached well. Second, The teaching process of reading comprehension through Schema Activation Strategy makes the class situation interactive.

Arisal (2016) The research findings indicated that achievement of the eleventh

grade students of SMA Negeri I Bontonompo Kab. Gowa was increased after using Schema Activation Strategy. The students should make it clear to understand aspects in the text of reading to improve their comprehension.

Ohoiwutun (2014) gives some suggestions for the English teacher and the students, firstly, it is suggested for the English teachers to apply this strategy in teaching reading skills because this strategy can help the students to be familiar with the text they are going to read. Secondly, the English teacher should not neglect the pre-reading activities which can attract students' to try to use this strategy before reading an English text.

Maghsoudi, (2012) defined that teacher guidance may be essential since students may need help in figuring out how the new Schema relates to the existing Schema. The study has focused specifically on schema activation and its role in reading comprehension of cultural passages.

From the Five types of research finding above, the writer concluded that teaching reading comprehension by using the Schema Activation strategy can increase the students' achievement in reading. The difference of this Research finding above is how to apply this strategy in the class, using the different indicators and the problem of students to understand the material. In teaching reading comprehension, the teacher should make the students interested in reading English material. So that students easy to understand the content of the material, and easy to answer the question from the teacher.

2.2. Concept of Reading

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

Reading is stated as an active process, the readers form a preliminary expectation about materials, then select the fewest, most productive clues necessary to confirm

or reject that expectation (Mackay, 1979). Reading is a process of putting the readers in contact and communicates with ideas (Simanjuntak, 1988:3). Whereas Nuttal (1982) as stated in Edhita (1988:3) defines reading as the meaningful interpretation of printed or written verbal symbols. Other linguists, Finocchiaro and Bonomo (1973:199) state that Reading is bringing and getting meaning from the printed or written materials. Joycey (2006:2) says that reading is an active skill, where the reader interacts with the text, and to some extent the researcher. Reading is a process of constructing or developing meaning for printed text (Cooper et al, 1988:3).

According to Armbruster, Lehr, and Osborn (2003: 10) reading, theoretically, is one of the complex skills to master since it has many crucial elements, such as (1) phonemic awareness (the ability to hear, identify, and manipulate the individual sounds—phonemes—in spoken words, e.g. *the word “drum” is made up of four individual phonemes: /d/ /r/ /u/ /m/. /d/ is stops (two articulators (lips, tongue, teeth) are brought together such that the flow of air through the vocal tract is completely blocked), /r/ is liquids (a cover terms for all L-like and R-like articulations), /u/ is vowel (a sound produced with no constriction in the vocal tract) and /m/ is nasal (air escapes not only through the mouth (when you open your lips) but also through the nose), (2) phonics (the understanding that there is a predictable relationship between phonemes and graphemes, e.g. *when children understand that “bake” is spelled with an “e” rather than bak, they are better able to read, spell, and write words like cake /keik/, lake /leik/, make /meik/, take /teik/, wake /weik/, and snake /sneik/*), (3) vocabulary (knowledge of the meaning, use, and pronunciation of individual words, e.g. *Build /bild/ (verb) - to construct; develop systematically*), (4) fluency (the ability to read text quickly, accurately, and with expression, e.g. *Teacher models reading of a passage explicitly teaching smooth reading and pausing at punctuation*), and (5) comprehension (often identified as the primary goal of reading, e.g. *After the students read the story, close the book, and let them to retell it*). So, if the students want to master reading skills, they should learn to read effectively by using elements of reading skills (phonemic awareness, phonics, vocabulary, fluency, and comprehension). Besides that, the teacher should help the students to be master in reading skills.*

Meanwhile, Howard (2006: 1) says that “reading is, of course, just as communicative as any other form of language”. In other words, in reading, there is an interaction between the writer and the readers through the texts. The writer tries to encode the messages to the readers. Then the readers try to decode the messages sent by the writer. Reading is the instantaneous recognition of various written symbols, a simultaneous association of these symbols with existing knowledge.

Now, it can be assumed that reading is an act of communication in which information is transferred from a writer to a reader. The act of communication in reading means the writer should choose the words when he or she writes his or her writing so that the readers can understand the meaning of a written text, including (1.) grapheme (is a letter or several letters that represent a sound (phoneme) in a word), (2.) structure (how information is organized in a passage), and (3.) semantics (the study of the meaning of language) (Billmeyer, R., and Barton, M. L.: 1998).

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

2.3. Concept of Reading Comprehension

Comprehension means relating to what we do not understand or new information, to what we already know (Eskey, 1986: 15). Therefore, in comprehending a text, the reader relates new information from the text being read to the previous knowledge that he has stored in his mind. Smith F (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 exist. We comprehend when we do not doubt alternative interpretations or decisions in our minds.

As we know, reading comprehension is defined as the process by which a person derives meaning from print. It is a complex, dynamic process that requires active engagement with the text and a conscious effort on the part of the reader to gain meaning from what is read. Reading with comprehension will recognize the purpose and the important point of the text besides understanding the surface meaning of the text. According to Wassman and Rinsky (2000: 2) states that to understand all the printed materials in English, high reading proficiency is of paramount importance without which the information will not be comprehended. However, it takes an “effective reader” to make sense out of the print which EFL students are bombarded daily. Thus, becoming an effective reader means the reader has reading skills and knows how to use them effectively”. Because of the comprehension of reading, the students can get the information transferred by the writer.

From the statement, it can be concluded that reading is not enough for the reader to understand a set of words in a sentence only. The reader also must be able to comprehend the reading text to get the message and information from what they have read.

According to Troschitz (2005:4-6), intellectual skills are divided into two terms: micro and macro skill. Micro and macro skills have their implementation in reading activities. Here are crucial points of micro-skills which should be implemented in reading class.

1. Discriminating among the distinctive graphemes and orthographic pattern of English. A grapheme is a letter or letter pattern that spells a phoneme (a speech sound). English has a complex code in which 1-4 letter graphemes can represent 1 sound. For example, 1 letter grapheme: **c** a t. The sound /k/ is represented by the letter ‘c’. 2 letter grapheme: l **ea** f. The sound /ee/ is represented by the letters ‘e a’. 3 letter grapheme: n **igh** t. The sound /ie/ is represented by the letters ‘i g h’. 4 letter grapheme: th r **ough**. The sound /oo/ is represented by the letters ‘o u g h’. Then, orthographic is the set of symbols used and the rules about how to write these symbols. The example the word *cat* /'kæt/ consists of three letters ⟨c⟩, ⟨a⟩, and ⟨t⟩, in which ⟨c⟩ represents the

sound /k/, ⟨a⟩ the sound /æ/, and ⟨t⟩ the sound /t/. This typical aspect of reading is crucial in reading especially at the beginning level.

2. Retaining chunks of the language of deference lengths in short-term memory. In studies of language acquisition, chunks of language are several words that are customarily used together in a fixed expression, such as "*in my opinion*," "*to make a long story short*," "*How are you?*" or "*Know what I mean?*".
3. Recognizing the core of the word, and interpreting word order patterns and their significance. A core word is a set of words that a student is expected to be able to read and spell. Examples of core words are *big, blue, can, come, down, find, for, funny, go, help, here, I, in, is, it, jump, little, look, make, me, my, not, one, play, red, run, said, see, the, three, to, two, up, we, where, yellow, you*.
4. Recognizing grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
5. Recognizing that our particular meaning may be expressed in deferent grammatical forms. Recognize that a particular meaning may be expressed in different grammatical forms. For example, word forms *child, children, childs', children's* have the same lexical meaning and have different grammatical meanings. They constitute a lexeme (About this sound pronunciation). Word-forms *children, boys, men, books* have the same grammatical meaning and have different lexical meanings. They constitute a grapheme (a categorical form, a form class)
6. Recognizing cohesive in written discourse and their rule in signaling the relationship between and among clauses. Here are the cohesive device in synonyms, *Myths narrate sacred histories and explain sacred origins. These traditional narratives are, in short, a set of beliefs that are a very real force in the lives of the people who tell them*. In pronouns, *this, that, these, those, he, she, it, they, and we* are useful pronouns for referring back to something previously mentioned, for example: *When scientific experiments do not work out as expected, they are often considered failures until some other*

scientist tries them again. Those that work out better the second time around are the ones that promise the most rewards.

Besides that, macro skills have some basic skills that should be implemented in reading activities, they are as follows:

1. Recognizing the rhetorical forms of written discourse and their significance for interpretation. It is the ability to know descriptive writing which is intended to seem important or influence specific information out of a text from an explanation of what something means.
2. Recognizing the communicative function of written text, according to form and purpose. The readers should have a purpose before they read the text. So, after they already finished reading the text, they will get what they want.
3. Inferring context that is not explicit using background knowledge.
4. From described events, and ideas infer links and connections between events, deduce causes and effects, and detect such relations as the main idea, supporting the idea, new information, given information, generalization, and exemplification.
5. Distinguishing between literal and implied meaning. The literal meaning is exactly what the words say. Where implied meaning is what is suggested.
6. Detecting cultural-specific references and interpreting them in the context of the appropriate cultural schemata.
7. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

To be clear, here is the application of basic skills in macro skills:

The Smartest Animal

Once upon a time, there was a farmer from Laos. Every morning and every evening, he plowed his field with his buffalo.

One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to the small animal. The tiger wanted to know more about the big animal and the small animal.

After the man went home, the tiger spoke to the buffalo "you're so big and strong. Why do you do everything the man tells you?" The buffalo answered, "oh, the man is very intelligent". The tiger asked "can you tell me how intelligent he is?" "No, I can't tell you" said the buffalo "but you can ask him".

The next day, the tiger asked the man "can I see your intelligence?" But the man answered "it is at home" "can you go and get it?" asked the tiger. "Yes," said the man "but I am afraid you will kill my buffalo when I am gone". "Can I tie you to a tree?". After the man tied the tiger to the tree, he did not go home to get his intelligence. He took his plow and hit the tiger. Then he said "Now you know about my intelligence even you haven't seen it.

(<http://blogspot.co.id/2010/02/smartest-animal-example.html>)

1. Recognizing the rhetorical forms of written discourse and their significance for interpretation, e.g. *there was a farmer from Laos. Every morning and every evening, he plowed his field with his buffalo (lines 1 and 2)*. Those sentences are introductory paragraph which helps the readers to define the subject and to develop another paragraph.
2. Recognizing the communicative function of written text, according to form and purpose.

The form of the text is monologue text, especially narrative text. Before the students read the text, they should have a purpose which is purpose will help the students to get the answer (e.g. *who are the characters in the story?*). From the example question, the purpose is to find out the characters in the story. So, the readers should find out the characters in the story. *In the story, the characters of the story are the farmer, buffalo, and the tiger.*

3. Inferring context.

The inference is a good guess or conclusion drawn based on the logic of pas-sage. Finding inference means the reader implies the sentences or passages understand and conclude it logically. For examples :

- 1) *The character of the farmer is a smart person.*
- 2) *At the end of the story is the farmer hits the tiger, the tiger has died.*

4. 1) Main Idea.

The main idea is the most important piece of information the author wants to know about the concept of a paragraph. Determining the main idea is a skill to grasp and find the main point of a passage by summarizing its passage and looking for repetition of ideas/words. For example:

- a. The main idea in the first paragraph is *farmer and buffalo routines every morning and evening.*
- b. The main idea in the second paragraph is *the tiger wanted to know more about the buffalo and the farmer.*
- c. The main idea in the third paragraph is *the tiger finds out what the farmer's intelligence had.*
- d. The main idea in the fourth paragraph is *the farmer hit the tiger.*

3) Specific Information (cause and effect)

The cause is defined as *why something happened.* the Effect is defined as *what happened.* For example:

The tiger wanted to know about the farmer's intelligence (cause) and the farmer hit the tiger (effect).

5. Distinguishing between literal and implied meaning

1) Literal Meaning

The literal meaning of a sign is what it denotes. For example:

The tiger was very surprised to see a big animal listening to the small animal.

In this context, the small animal means the farmer.

2) Implied Meaning

while the implied meaning is what the sign connotes. For example:

The tiger was very surprised to see a big animal listening to the small animal.

In this context, the small animal can mean ant and fly.

6. Detecting references and interpreting them in context.

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means we interpret and determine one linguistic expression to another. For example:

- a. ***He** plowed his field with his buffalo. The word “he” in the sentence refers to the farmer.*
- b. *Why do **you** do everything the man tells you?. The word “you” in the sentence refers to buffalo.*
- c. *Can you tell me how intelligent **he** is?. The word “he” in the sentence refers to a farmer*
- d. *No, **I** can’t tell **you**. 1) The word “I” on the sentence refer to buffalo and 2) The word “you” on the sentence refers to the tiger*
- e. *Can **I** see your intelligence?. The word “I” in the sentence refers to the tiger.*
- f. ***It** is at home. The word “it” in the sentence refers to farmer intelligence.*
- g. *Can **you** go and get it?. The word “you” in the sentence refers to the farmer.*
- h. *But **I** am afraid **you** will kill my buffalo when I am gone. 1) The word “I” on the sentence refers to the farmer and 2) The word “you” on the sentence refers to the tiger.*
- i. ***He** did not go home to get his intelligence. The word “he” in the sentence refers to the farmer.*
- j. ***He** took his plow and hit the tiger. The word “he” in the sentence refers to the farmer.*

7. 1) Guessing Meaning of Word

Guessing the meaning of the word refers to comprehend what the unfamiliar words mean by seeing its synonym or antonym related to the context. Besides that, we can also try to guess the meaning of the word by comprehending one or two previous sentences in the text. For example:

a) Synonym

- a. *Plough* = *hijack*
- b. *Surprise* = *startle*
- c. *Big* = *large*
- d. *Strong* = *hard*
- e. *Kill* = *murder*
- f. *Get* = *obtain*
- g. *Afraid* = *scared*
- h. *Hit* = *smack*
- i. *Know* = *understand*

b) Antonym

- a. *Big* >< *Small*
- b. *More* >< *little*
- c. *Strong* >< *weak*
- d. *Intelligent* >< *foolish*
- e. *Afraid* >< *brave*

2) *To interpret the elements of macro skills in the context, the schema is used to find out the elements of macro skills in the text and to develop reading comprehension.*

Briefly, the research focuses on macro skills is concerned mainly cover with finding the main idea, finding supporting detail or specific information, finding inference meaning, finding reference respectively, and guessing the meaning of the words (understanding vocabulary).

2.4. Aspects of Reading Skills

There are five aspects of reading according to Nuttal (1882), they are identifying the main idea, finding specific information, determining references, making inferences, and understanding vocabulary.

1. Main Idea

The main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. Segretto (2002: 12) states that the main idea of the reading selection is what the passage is mostly about. The main idea is the most important part of the text because it tells about what is the text tells about. The sentence that states the main idea is called a topic sentence or topic statement and it can be located in the beginning, in the middle, or at the end of the paragraph. The main idea is usually a sentence, and it is usually the first sentence. The example question of identifying the main idea is as follows: “*What is the main idea of the third paragraph in the text above?*”

Here is the last paragraph of Malin Kundang story to identify the main idea.

Malin Kundang, wearing his expensive clothes and standing with his beautiful wife did not recognize his mother and refused to greet the poor old woman. His mother begged him to see her three times, but he declined. His mother was angry. She shouted that she would turn him into stone unless he apologized. Malin Kundang laughed and started to sail away into the calm sea. Suddenly, a thunderstorm descended. Malin Kundang's ship was tossed on the huge waves and sank. Malin Kundang was thrown from the ship into a small island and turned into stone.

The main idea of the last paragraph is *Malin Kundang became a stone* because that paragraph is mostly about Malin Kundang. The main idea is found in the last paragraph or inductive paragraph (*Malin Kundang was thrown from the ship into a small island and turned into stone*).

2. Specific Information

Identifying specific information are the facts that explain the topic sentence or main idea. Specific information is called supporting details. Supporting details help the reader knowing more information about the main idea of the text. According to McWhorter (1986), specific information is used to develop the topic sentence or main idea in the text by giving definitions, examples, facts, incidents, comparison, analogy, cause and effect, statistics, quotations. Supporting details can help the readers to answers their questions. The example question of identifying the specific information is as follows: *“How did Malin Kundang become a rich man?”*.

Here is the example text to find the specific information

One day, Malin Kundang saw a trader’s ship in trouble. It was being raided by a small band of pirates. Malin Kundang went to help the ship and fought off the pirates. The trader was very impressed by his strength and bravery. He asked Malin Kundang to work with him and Malin Kundang agreed. Malin Kundang made lots of money. He bought a huge ship of his own and married a beautiful wife.

The answer to the question is *Malin Kundang met the trader and worked with him then bought a huge ship of his own* because in the second paragraph, there was a trader’s ship in trouble and Malin helped the ship. Shortly, the trader asked Malin to work with him. It made Malin became a rich man and bought a huge ship. In this case, it gives detailed information about the reason (cause and effect).

3. Reference

Naturally, reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to another object. According to Reimer (2009: 34) reference is a relation that obtains between expressions and what speakers use expressions to talk about. References are words or phrases used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that such words are used, they

are signals to the reader to find the meaning elsewhere in the text. The question of the text is usually asking the reader to find the answer directly to the line in the paragraph or the question is asked with the “refer” word. For example, “*The word “he” in the sentence above refers to?*”.

Here is the example story to determine reference

*Many years later, Malin Kundang’s ship landed on the small beach where **he** grew up. People on the beach recognized him, and the news traveled around the village. His mother, who had been sad and lonely without him, heard the news and ran to the beach to meet her beloved son.*

The answer is *Malin Kundang*. . The word “he” is called reference because it is a pronoun to refer to “Malin Kundang”.

4. Inference

Ordinarily, the inference is about guessing something from the information which have we read or know. Graesser, Wiemer Hastings, & Wiemer Hastings (2001) states inference is the output of the interaction between the readers' knowledge and the information in the text. One of the comprehension strategies is to conclude what is not directly stated in the text based on clues. Sometimes information is not given directly. According to Carnine, Silbert, and Kameenui (1997), implicit or inferential questions are appropriate for all grades if because they have been taught to think independently. The example of making an inference is using the question “*The following statement is true, EXCEPT.....*”.

Here is the example story to make an inference.

Malin Kundang, wearing his expensive clothes and standing with his beautiful wife did not recognize his mother and refused to greet the poor old woman. His mother begged him to see her three times, but he declined. His mother was angry. She shouted that she would turn him into stone unless he apologized. Malin Kundang laughed and started to sail away into the calm sea. Suddenly, a thunderstorm descended. Malin Kundang’s ship was tossed on the huge waves and sank. Malin

Kundang was thrown from the ship into a small island and turned into stone.

The answer to the question is *Malin Kundang's ship landed on the small beach where he grew up* because based on the text, there was not statement of "*Malin Kundang's ship landed on the small beach where he grew up*". That statement is in the third paragraph.

5. Vocabulary

Vocabulary means all the words or a collection of words or phrases which exist in a particular language. According to Wallace (1987:30), vocabulary is the stock of words used by people or even for a person. Concerning those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading. The example of vocabulary question is as follows: 1) "*Malin Kundang was a healthy strong boy who was good boats man and swimmer. The anonym of the word "good" is.....*". 2) "*A long time ago on a small beach in Indonesia. The synonym of the underline word is...*" The question will brainstorm students' vocabulary skills in answering the antonym and synonym of the word.

Here is the example story to understand vocabulary.

*A long time ago on a **small** beach in Indonesia, lived a woman and her son, who was called Malin Kundang. They did not have very much money, but Malin Kundang was a healthy strong boy who was a **good** boatsman, and swimmer.*

The answer is *bad* because the antonym of "*bad*" is "*good*".

The answer is *little* because the synonym of "*small*" is "*little*".

To be clear, here is the full text of the narrative paragraph consists those five aspects:

MALIN KUNDANG

A long time ago on a small beach in Indonesia, lived a woman and her son, who was called Malin Kundang. They did not have very much money, but Malin Kundang was a healthy strong boy who was a good boatsman and swimmer.

One day, Malin Kundang saw a trader's ship in trouble. It was being raided by a small band of pirates. Malin Kundang went to help the ship and fought off the pirates. The trader was very impressed by his strength and bravery. He asked Malin Kundang to work with him and Malin Kundang agreed. Malin Kundang made lots of money. He bought a huge ship of his own and married a beautiful wife.

Many years later, Malin Kundang's ship landed on the small beach where he grew up. People on the beach recognized him, and the news traveled around the village. His mother, who had been sad and lonely without him, heard the news and ran to the beach to meet her beloved son.

Malin Kundang, wearing his expensive clothes and standing with his beautiful wife did not recognize his mother and refused to greet the poor old woman. His mother begged him to see her three times, but he declined. His mother was angry. She shouted that she would turn him into stone unless he apologized. Malin Kundang laughed and started to sail away into the calm sea. Suddenly, a thunderstorm descended. Malin Kundang's ship was tossed on the huge waves and sank. Malin Kundang was thrown from the ship into a small island and turned into stone.

<http://competition-storytelling.blogspot.co.id/2013/03/the-legend-of-malin-kundang.html>

2.5. Typical Comprehension Questions for Reading Text

According to Segretto (2002: 12), the main idea has some elements, they are:

1. Main Idea of the Text; it means that the main idea of the whole content of the text. In the text, there is one main idea located in the beginning, in the middle, at the end of the paragraph, and the beginning and the end of the

paragraph. Below are the sample questions that are usually used to identify the main idea of the text.

- a. *What is the topic of the passage?*
- b. *What is the main idea of the passage?*
- c. *What does the text tell about?*
- d. *The text mainly discusses ...*
- e. *The text focuses on the information about...*

For example:

A Lion and the Mouse

A lion was awakened from sleep by a Mouse running over his face. Rising angrily, he caught him and was about to kill him. When the Mouse piteously entreated, saying "if you would only spare my life, I would be sure to repay your kindness".

The lion laughed and let him go. It happened shortly after this that the lion was caught by some hunters, who bound him by ropes to the ground. The mouse, recognizing his roar, came gnawed the rope with his teeth and set him free.

"You ridiculed the idea of my ever being able to help you, expecting to receive from me any repayment of your favor; now you know that even a Mouse can confer benefits on a big lion".

(http://www.kidsworldfun.com/shortstories_lionandmouse.php)

The question is *what is the main idea of the passage?*

The answer is *the main idea of the passage is the lion caught the hunter.*

2. The main idea of the paragraph

A paragraph has a stated main idea usually in the topic sentence. This means the paragraph "says" what the main idea is. A paragraph does not have a stated main idea but has an "implied" main idea. This means that you need to state the main idea in your own words because it does not actually "say" it in the paragraph. Every paragraph has a main idea. It is usually located in the first sentence of the paragraph because it helps to explain the supporting

details of the story below are the sample questions to identify the main idea of the paragraph.

- a. *What does paragraph X tell us about?*
- b. *What is the main information of paragraph X?*
- c. *What is the main idea of paragraph X?*
- d. *Paragraph X mainly talks about*

For example:

THE WOLF AND THE CRANE

A wolf had been gorging animal he had killed, when suddenly a small bone in the meat stuck in his throat and he could not swallow it. He soon felt a terrible pain in his throat and ran up and down groaning and groaning and seeking something to relieve the pain. He tried to induce every one he met to remove the bone. "I would give anything," he said, "If you would take it out."

At last, the Crane agreed to try and told the wolf to lie on his side and open his jaws as wide as he could. Then the Crane put its long neck down and the wolf's throat, and with its beak loosened the bone, till at last, it got it out. "Will you kindly give the reward you promised?" said the crane.

The wolf grinned and showed his teeth and said, "Be content. You have put your head inside a wolf's mouth and taken it out again in safety that ought to be reward enough for you. "Gratitude and greed do not together."

http://web.gccaz.edu/~mdinchak/101_new/assignment3writing.htm

The question is *what does paragraph 2 tell us about?*

The answer is *paragraph 2 tells us about the wolf tried to induce everyone.*

According to Mc. Whother (1986: 39), specific information (supporting detail) has some elements, they are:

1. Specific Information of the Character

A character is a person (though not necessarily a human being) depicted in a narrative or drama. Characters may be flat, minor characters, or round and major. The main character in a story is generally known as the

protagonist; the character who opposes him or her is the antagonist. Character is revealed by how a character responds to conflict, by his or her dialogue, and through descriptions. Below is the sample question of specific information about the character.

- a. *Who are the characters in the story?*
- b. *Who was the main character of the story?*

For example:

The Smartest Animal

Once upon a time, there was a farmer from Laos. Every morning and every evening, he plowed his field with his buffalo.

One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to the small animal. The tiger wanted to know more about the big animal and the small animal.

After the man went home, the tiger spoke to the buffalo "you're so big and strong. Why do you do everything the man tells you?" The buffalo answered, "oh, the man is very intelligent". The tiger asked "can you tell me how intelligent he is?" "No, I can't tell you" said the buffalo "but you can ask him".

The next day, the tiger asked the man "can I see your intelligence?" But the man answered "it is at home" "can you go and get it?" asked the tiger. "Yes," said the man "but I am afraid you will kill my buffalo when I am gone". "Can I tie you to a tree?". After the man tied the tiger to the tree, he did not go home to get his intelligence. He took his plow and hit the tiger. Then he said "Now you know about my intelligence even you haven't seen it.

<http://blogspot.co.id/2010/02/smartest-animal-example.html>

- 1) The question is *who are the characters in the story?*

The answer is *the characters in the story are farmers, buffalo, and tigers.*

- 2) The question is *who was the main character of the story?*

The answer is *the main character of the story was the farmer.*

2. The specific information of the setting; an environment or surroundings in which an event or story takes place. It may provide particular information about placement and timing. Setting refers to the location of a story or novel in terms of place (the geographical location of the story), time (the period in history, the season of the year, the day of the month, and/or the hour of the day in which the events of the story occur), social environment (the location of characters and events in a particular society and/or a particular social class (lower, middle, or upper class)), and physical environment (the details of the location in which the story takes place. These physical details often indicate the emotional state of the characters or the relationship between characters).
- a. *Where did the tiger see a big animal listening to the small animal?*
 - b. *When did the farmer and his buffalo plow his field?*

For example:

The Smartest Animal

Once upon a time, there was a farmer from Laos. Every morning and every evening, he plowed his field with his buffalo.

One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to the small animal. The tiger wanted to know more about the big animal and the small animal.

After the man went home, the tiger spoke to the buffalo "you're so big and strong. Why do you do everything the man tells you?" The buffalo answered, "oh, the man is very intelligent". The tiger asked "can you tell me how intelligent he is?" "No, I can't tell you" said the buffalo "but you can ask him".

The next day, the tiger asked the man "can I see your intelligence?" But the man answered "it is at home" "can you go and get it?" asked the tiger. "Yes," said the man "but I am afraid you will kill my buffalo when I am gone". "Can I tie you to a tree?". After the man tied the tiger to the tree, he did not go home to get his intelligence. He took his plow and hit the tiger. Then he said "Now you know about my intelligence even you haven't seen it.

(<http://blogspot.co.id/2010/02/smartest-animal-example.html>)

1) The question is *where did the tiger see a big animal listening to the small animal?*

The answer is *the tiger saw a big animal listening to the small animal in the field.*

2) The question is *when doing the farmer and his buffalo plow his field?*

The answer is *the farmer and his buffalo plow the field every morning and evening.*

3. The specific information of plot; Plot refers to what happens in the story - events and thoughts which make up the story's basic structure. The plot is usually composed of an introduction, rising action, a climax, falling action, and an ending that ties the story together. All plots contain a conflict: a struggle between two or more opposing forces. The conflict may be internal (person vs. self) or external (person vs. person, person vs. nature, person vs. society, or person vs. fate).

a. *What James had promised to the ugly woman?*

For example:

The Magic Mirror

Once upon a time, there was a poor young man name James. He got lose in a thick dense forest when he was collecting firewood. Incidentally, he came upon an old cabin house. He knocked on the door, and an ugly woman, Nancy opened it. Tears were falling from her eyes and cheeks. She told him that a robber who lived in a nearby cave had stolen her magic mirror. She said, "The mirror could grant anything we wish" James promised to get the mirror for her.

James went into the cave. There was a muscular scary robber there, but he was sleeping soundly. So, James could take the Magic Mirror easily. He does not want to give the mirror back to Nancy, he kept it for himself instead. He looked at his image in the mirror, closed his eyes, and said a wish. He wished to be in a beautiful place. When he opened his eyes, he found himself in a luxurious castle. There was a birthday party there. It was the princess's birthday. James used the mirror to make a wish again.

This time he wanted to marry the beautiful princess. The princess married him the next day. In his joyful moment, James told a story about his past time and the magic mirror. Realizing her husband was a bad man, the princess stole the mirror and mirror and prayed that James became a monkey.

The princess' wish came true. In the early morning, James turned became a monkey. Then, the monkey escaped from the castle into the wood.

<http://www.narrativemagazine.com/archive/stories>

The question is *what James had promised to the ugly woman?*

The answer is *James promised the ugly woman that we will get the mirror back for the ugly woman.*

4. The specific information of cause-effect: the cause is an action that makes something else happen, effect is a result of that action.
 - a. *Why did the queen feel jealous?*

For example

The Children of Lir

King Lir lived long ago in Ireland. He had four children, two boys, and two girls, whom he loved dearly. However, the stepmother was jealous. She wove a spell that turned the children into swans.

Lir was heartbroken. His beard and hair turned white with grief as he searched for his children. One day he saw four swans. He did not realize who they were, although they recognized him as their father.

The spell could only be broken if the mountain on the north was joined to the one in the south. This seemed possible, but after many years all the birds flew into the air and formed an arc between the mountains. The swans were transformed and Lir saw his children once more. They were no longer young but had grown old, with hair as white as their father.

<http://www.roanestate.edu/owl/describe.html>

The question is *why did the queen feel jealous?*

The answer is *the queen feels jealous because the King loved his children more than her.*

In contrast to facts or information stated directly in the paragraph or passage, inferences are decisions, conclusions, or judgments the reader makes from information in the paragraph or passage. The information is like a hint, and the inferred ideas are not stated directly. According to inference is about guessing something from the information which have we read or know. According to Graesser, Wiemer Hastings, & Wiemer Hastings (2001) inference has some elements, they are:

1. Infer Supporting Character, Setting, or Time Details

Suggest additional details not explicitly stated in the text about a character (name, traits, feelings, variables), the setting of the story, or the time the story takes place. For example:

The Magic Mirror

Once upon a time, there was a poor young man name James. He got lose in a thick dense forest when he was collecting firewood. Incidentally, he came upon an old cabin house. He knocked on the door, and an ugly woman, Nancy opened it. Tears were falling from her eyes and cheeks. She told him that a robber who lived in a nearby cave had stolen her magic mirror. She said, "The mirror could grant anything we wish" James promised to get the mirror for her.

James went into the cave. There was a muscular scary robber there, but he was sleeping soundly. So, James could take the Magic Mirror easily. He does not want to give the mirror back to Nancy, he kept it for himself instead. He looked at his image in the mirror, closed his eyes, and said a wish. He wished to be in a beautiful place. When he opened his eyes, he found himself in a luxurious castle. There was a birthday party there. It was the princess's birthday. James used the mirror to make a wish again. This time he wanted to marry the beautiful princess. The princess married him the next day. In his joyful moment, James told a story about his past time and the magic mirror. Realizing her husband was a bad man, the

princess stole the mirror and mirror and prayed that James became a monkey.

The princess' wish came true. In the early morning, James turned became a monkey. Then, the monkey escaped from the castle into the wood.

(<http://www.narrativemagazine.com/archive/stories>)

The question is *the story tells us that the character of James is....*”

The answer is *he is an arrogant person.*

2. Infer Single Action or Event Details

Predict additional details not explicitly stated in the text about a single action or event. This would include inferring what might have occurred previously or predicted what could occur next in the story. This would also include predicting the outcome of the story. For example:

The Magic Mirror

Once upon a time, there was a poor young man name James. He got lose in a thick dense forest when he was collecting firewood. Incidentally, he came upon an old cabin house. He knocked on the door, and an ugly woman, Nancy opened it. Tears were falling from her eyes and cheeks. She told him that a robber who lived in a nearby cave had stolen her magic mirror. She said, “The mirror could grant anything we wish” James promised to get the mirror for her.

James went into the cave. There was a muscular scary robber there, but he was sleeping soundly. So, James could take the Magic Mirror easily. He does not want to give the mirror back to Nancy, he kept it for himself instead. He looked at his image in the mirror, closed his eyes, and said a wish. He wished to be in a beautiful place. When he opened his eyes, he found himself in a luxurious castle. There was a birthday party there. It was the princess's birthday. James used the mirror to make a wish again. This time he wanted to marry the beautiful princess. The princess married him the next day. In his joyful moment, James told a story about his past time and the magic mirror. Realizing her husband was a bad man, the princess stole the mirror and mirror and prayed that James became a monkey.

The princess' wish came true. In the early morning, James turned became a monkey. Then, the monkey escaped from the castle into the wood.

(<http://www.narrativemagazine.com/archive/stories>)

The question is *the end of the story tells us. . .*

The answer is *the end of the story tells us that James is into a monkey.*

3. Infer List or Sequence

Infer or predict a list of items, actions, or events not explicitly stated in the text or the sequence of several actions or events not explicitly stated in the text. For example:

A Greedy Dog

A dog was feeling very proud of himself. He had found a big, juicy bone at the market. He quickly carried it in his mouth and ran off to find a place to eat it.

He came to the stream which had very clean water. He started to walk across it, taking his own sweet time. He was thinking what a wonderful time he would have when he could eat the whole juicy bone, all by himself.

Suddenly, he stopped and looked down into the water. He saw a dog there looking back at him, also with the bone in his mouth. He did not know he was looking at himself.

He said to himself, "That dog's bone looks bigger than mine. I'll grab his bone and run away as fast I can!"

(<http://www.english-for-students.com/narrative-text.html>)

The question is *which one of the following statements is TRUE? (paragraph 1)*

The answer is *a dog was very happy.*

The answer is not explicit in the text, so the reader should conclude paragraph one.

4. Infer Comparisons

To infer likenesses or differences among characters, events, or

places not explicitly compared in the text. For example:

The Smartest Animal

Once upon a time, there was a farmer from Laos. Every morning and every evening, he plowed his field with his buffalo.

One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to the small animal. The tiger wanted to know more about the big animal and the small animal.

After the man went home, the tiger spoke to the buffalo "you're so big and strong. Why do you do everything the man tells you?" The buffalo answered, "oh, the man is very intelligent". The tiger asked "can you tell me how intelligent he is?" "No, I can't tell you" said the buffalo "but you can ask him".

The next day, the tiger asked the man "can I see your intelligence?" But the man answered "it is at home" "can you go and get it?" asked the tiger. "Yes," said the man "but I am afraid you will kill my buffalo when I am gone". "Can I tie you to a tree?". After the man tied the tiger to the tree, he did not go home to get his intelligence. He took his plow and hit the tiger. Then he said "Now you know about my intelligence even you haven't seen it.

(<http://blogspot.co.id/2010/02/smartest-animal-example.html>)

The question is *what do you think about the character of the farmer and buffalo?*

The answer is *the character of the farmer was intelligent and the buffalo was submissive.*

According to Reimer (2009: 38), reference has some elements, they are:

A Greedy Dog

A dog was feeling very proud of himself. He had found a big, juicy bone at the market. He quickly carried it in his mouth and ran off to find a place to eat it.

He came to the stream which had very clean water. He started to walk across it, taking his own sweet time. He was thinking what a wonderful time he would have when he could eat the whole juicy bone, all by himself.

Suddenly, he stopped and looked down into the water. He saw a dog there looking back at him, also with the bone in his mouth. He did not know he was looking at himself.

He said to himself, "That dog's bone looks bigger than mine. I'll grab his bone and run away as fast I can!"

(<http://www.english-for-students.com/narrative-text.html>)

- a. A subjective pronoun acts as the subject of a sentence—it acts as the verb. The subjective pronouns are *he, I, it, she, they, we, and you*. For example: The question is "He came to the stream which had very clean water...." (paragraph 2). The underline word refers to...
The answer is *the word "he" refers to a dog.*
- b. An objective pronoun acts as the object of a sentence—it receives the action of the verb. The objective pronouns are *her, him, it, me, them, us, and you*. For example: The question is "*He saw a dog there looking back at him*" (line 8). The word "*him*" refers to....
The answer is *the word "him" refers to the dog.*
- c. A relative pronoun introduces a clause, or part of a sentence, that describes a noun. The relative pronouns are *that, which, who, and whom*. For example The question is "*He came to the stream which had very clean water*". The word "*which*" describes to...
The answer is *the word "which" describes the stream.*

- d. A reflexive pronoun refers back to the subject of a sentence. The reflexive pronouns are *herself*, *himself*, *herself*, *myself*, *ourselves*, *themselves*, and *yourselves*. For example:

The question is “*He said to himself, “That dog’s bone looks bigger than mine. I’ll grab his bone and run away as fast I can!”*”

The answer is *the word “himself” refers back to him or the dog*

According to Harmer (2004: 153), the elements of English vocabulary are the morphemes that combine to make the majority of words in the English language. Here is the implementation of elements vocabulary in a text.

The Magic Mirror

Once upon a time, there was a poor young man name James. He got lose in a thick dense forest when he was collecting firewood. Incidentally, he came upon an old cabin house. He knocked on the door, and an ugly woman, Nancy opened it. Tears were falling from her eyes and cheeks. She told him that a robber who lived in a nearby cave had stolen her magic mirror. She said, “The mirror could grant anything we wish” James promised to get the mirror for her.

James went into the cave. There was a muscular scary robber there, but he was sleeping soundly. So, James could take the Magic Mirror easily. He does not want to give the mirror back to Nancy, he kept it for himself instead. He looked at his image in the mirror, closed his eyes, and said a wish. He wished to be in a beautiful place. When he opened his eyes, he found himself in a luxurious castle. There was a birthday party there. It was the princess's birthday. James used the mirror to make a wish again. This time he wanted to marry the beautiful princess. The princess married him the next day. In his joyful moment, James told a story about his past time and the magic mirror. Realizing her husband was a bad man, the princess stole the mirror and mirror and prayed that James became a monkey.

The princess’ wish came true. In the early morning, James turned became a monkey. Then, the monkey escaped from the castle into the wood.

<http://www.narrativemagazine.com/archive/stories>

1. Nouns

A noun is a word (or group of words) that is the name of a person, place, a thing or activity, or quality or idea; nouns can be used as the subject or object of a verb. Nouns can be divided into sub-classes. There are proper nouns and common nouns. There are also countable nouns (e.g. *eyes*), mass or uncountable nouns (e.g. *tears and checks*), abstract nouns (e.g. *pray and wish*), concrete nouns (e.g. *firewood, monkey, and mirror*), and collective nouns (e.g. *cave, old cabin house, and castle*).

2. Verbs

Verbs are words that denote or describe an action, experience, or state (e.g. *went, kept, came, knocked, opened, stole, collecting*).

3. Adjectives

The adjective is a modifier that is used to highlight quantities or attributes. Its most usual position is before the noun it modifies, but it fills other positions as well. The types of adjectives are :

1) Determiners

They are articles such as (1) *the*; e.g. *James could take the Magic Mirror easily*, (2) *a*; e.g. *there was a poor young man*, (3) *an*; e.g. *He knocked on the door, and an ugly woman, Nancy opened it*. Possessive adjectives such as (1) *it*; e.g. *He knocked on the door, and an ugly woman, Nancy opened it*, (2) *her*; e.g. *Tears were falling from her eyes and checks*, (3) *him*; e.g. *She told him that a robber who lived in a nearby cave had stolen her magic mirror*.

2) Descriptive adjectives

It usually indicates an inherent quality (*old*; e.g. *he came upon an old cabin house*, *young*; e.g. *there was a poor young man name James*).

4. Adverbs

The adverb is a word that adds to the meaning of a verb, adjective, another adverb or a whole sentence. Adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, clauses, or entire sentences rather than to nouns. Locative adverbs like “*here*” and “*there*”; e.g. *There was a muscular scary robber there* “ are used very early young children as ways of pointing to the location of objects. Time adverb like “*now*” and “*yesterday* “ are used by second language learners as an initial why to mark time.

2.6. The Concept of Narrative Text

English must be learned as the language instruction in the schools where English is taught as a foreign language. To make the students feel enjoyable and pleasure in learning reading, teachers must select interesting reading text to teach reading. A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. The sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flashback to all that preceded it.

The researcher chooses “Narrative Texts”, as the reading material. Meyers (2005: 52) states that narrative is one of the most powerful ways of communicating with others. A good reading story lets the reader respond to some event in it as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson (1997: 8) states that narrative is a piece of text that tells a story and, in doing so, entertains or informs the reader or listener. Narrative can entertain, inform, advise and educate students. It is memorable, full of meaning, stimulating emotion and fantasy. Garvie (1990), cited in Iriyani (2006) explains that the story

helps us to contextualize the item of the course by offering a field of learning, which is meaningful, interesting, and motivating, while at the same time it covers the English work that has to be done. Therefore, the story can help the students in all varieties of the EFL situation. The purpose of narrative text is to amuse or to entertain the readers with actual or imaginary experiences in different ways. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem. The examples of genres that fit the narrative text structure:

a) Folktale

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

b) Fairy tale

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

c) Fables

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

d) Myth

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

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

a. Orientation/ exposition

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

b. Complication/ rising action

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

c. Sequence of event/ Climax

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

d. Resolution/ falling action

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

e. Reorientation

It is an optional closure of the event.

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

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

1. Specific characters
2. Time words that connect events to tell when they occur

3. Verbs to show the actions that occur in the story
4. Descriptive words to portray the characters and settings.

Example of narrative text:

Cinderella

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

Complication: One day, The King invited all the ladies in the kingdom to go to the hall in the place. He wants to find the Crown Prince a wife. The step sisters went to the hall that night with their mother. Cinderella was left alone. She cried because she wanted to go to the hall too.

Climax: Just then after the fairy godmother came. With her magic wand, she gave Cinderella a coach, two horses, and footmen. She also gave Cinderella a lovely dress to wear to the ball and a pair of glass slippers. She told Cinderella to come home before midnight. At the ball, Cinderella danced all night with the prince. The prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her glass slippers slipped off the door. She did not have time to put it back on. The prince was said as he could not find Cinderella again that night. The next day, the prince and his man brought along with the glass slipper. They went all over the kingdom to search for the owner.

Resolution: After searching for a long time, finally, they come to Cinderella's house. The slipper fitted her. The prince was very happy to find Cinderella again. They got married and lived happily ever after.

2.7. Concept of Schema

Readers rely on their prior knowledge and world experience when trying to comprehend a text. It is this organized knowledge that is accessed during the 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 reader's use of their schema when

they can relate what they already know about a topic to the facts and ideas appearing in a text. All readers carry different schemata (background information). This is an important concept in EFL teaching, and pre-reading tasks are often designed to build or activate the readers' schemata. The richer the schema is for a given topic the better a reader will understand the topic. Schema theorists have advanced our understanding of reading comprehension by describing how prior knowledge can enhance a reader's interaction with the text.

Accordingly, comprehension occurs when a reader can 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 can 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, formal schemata, linguistic schemata, and content schemata, which are closely related to reading comprehension.

2.7.1. 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). For Example, If I am reading an expository text, I will expect it to be organized into paragraphs, each dealing with a specific topic or subtopic, with topic sentences used to specify what each paragraph deals with and connectives used to highlight the relationship between ideas. If on the other hand, I am reading a narrative text. I will expect a chronological ordering and relation of past events. For specific genres of narrative text, it will not surprise me if other features are included. E.g. I had to expect the use of direct speech in both press reports and novels, and in novels possibly the use of flashback technique. The relation of a later event which the reader does not fully understand first, makes them want to read on.

2.7.2. 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, the reader can't 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. For example, your ability to decode the letter or phonemes, understand their combination into words, the meaning of those words, the combination of those words into syntactic units, etc. Linguistic schemata are therefore a meter of bottom-up processing. E.g. when you see the letters "p", "i", and "n" while in reading if they are preceded and followed by space you recognize that they form the word "pin", whereas if they are preceded by "s" or followed by "e" you decode two completely different words. Similarly, if faced with a word like *steradian* you will probably lack the full linguistic schemata needed to understand it, and what you do have may lead you astray. What do your linguistic schemata tell you about the form? Is it a verb? Noun? Adjective? Adverb?

2.7.3. 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 pre-existing 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 before reading (e.g., Bransford, 1979). For example, I am interested in astronomy and read quite a lot of popular science magazines like "New Scientist" and "American Scientific" for articles on the subject. I can usually follow them, but if I were reading a paper in a scientific journal, I would be unlikely to understand it. My background knowledge of the specific topic would be insufficient to allow me to follow and interpret the argument.

2.8. Concept of Schema Activation

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

According to Shahan and Lomax (1986), 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 (2004), 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).

2.9. Teaching Reading through Schema Activation Strategy

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

Carrell (1988:245) points out, “students'” apparent reading problems may be problems of insufficient background knowledge [content, formal, and linguistic]”. However, students might have sufficient schemata, yet be 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 (1987, quoted in Brown 2001) indicate that research has shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page. This would all seem to point to the fact that our understanding of a text depends on how much-related schema we, as readers, possess while reading. Consequently, readers', natives, and non-natives, failure or confusion to make sense of a text is caused by their lack of appropriate schemata that can easily fit with the content of the text. This lack of appropriate schemata can be either formal or content-based. Brown (2001) defines these two as follows: content schemata 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:

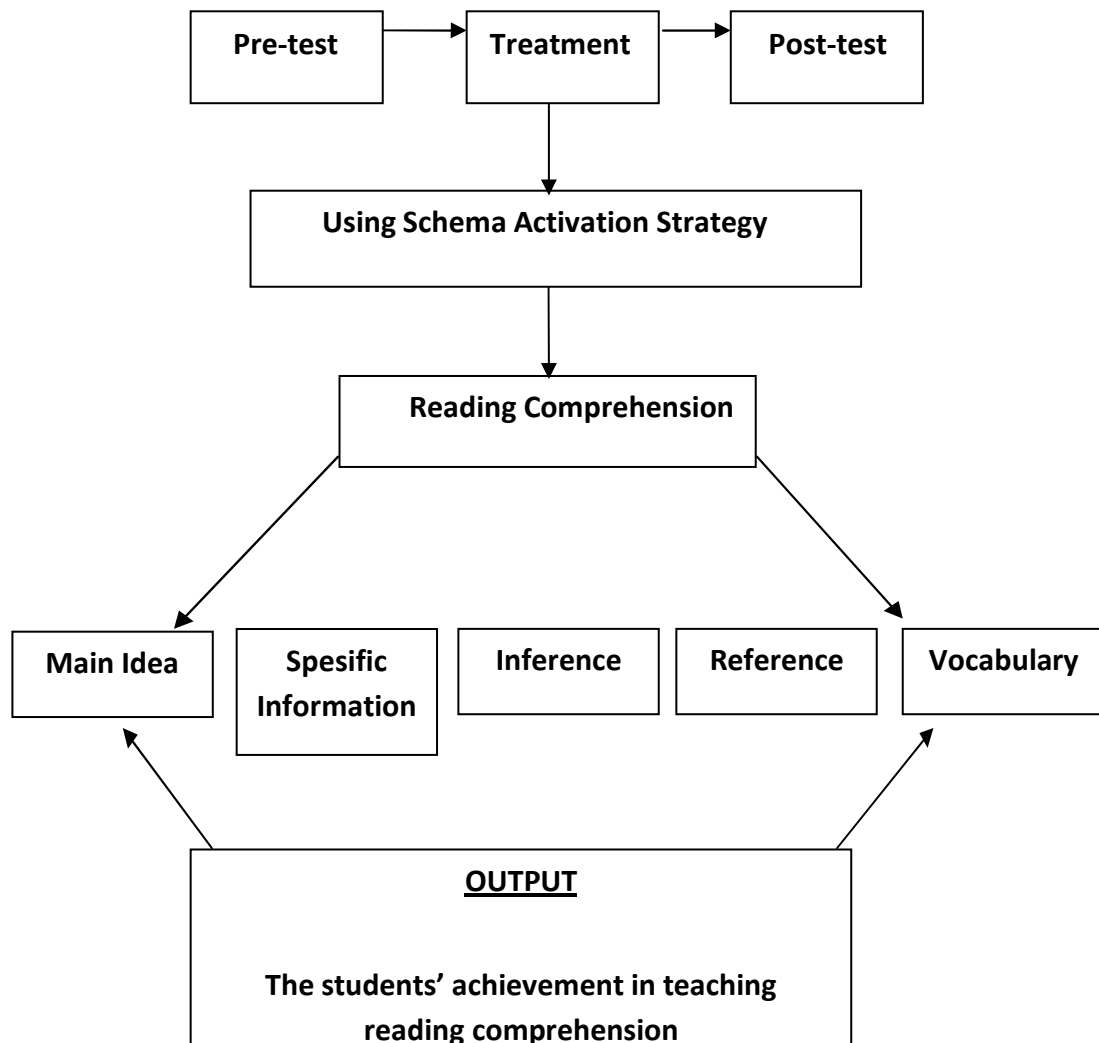
1. New information from the outside world can be cognitively received and related to already known information stored in memory through retrieval or remembering. In this case, new concepts are assimilated into existing schemata which can be altered or expanded.
2. New information can be represented by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

2.10. Conceptual Framework

Figure 2.1 Conceptual framework



The conceptual framework above shows the process of the research to improve students' reading comprehension. Before the researcher doing a treatment, the pre-test will be used to know the students' ability in reading comprehension. After knowing the pretest result of the students, the researcher startsto doing a treatment by using schema activation strategy in the teaching process. The last procedure of this research is conducting a post-test to find out the students' achievement in teaching reading comprehension as the output of this

research. The comprehension that is going to improve in this research is literal that cover finding out the ability of the students' to identifying five aspects of reading through Schema Activation Strategy. The researcher using an experimental class in applying Schema Activation Strategy. First, the researcher explains the Schema Activation Strategy and its advantages to the students, after the researcher gives students a narrative text and the researcher instructs the students to read narrative text. Answer question the text given by using the strategy that was has been taught to them. The aim of this research is the improvement of students' reading comprehension.

2.11. Advantages and Disadvantages of Schema Activation Strategy

Every strategy has its advantages and disadvantages. According to Anderson and Pearson (1984) of Schema Activation Strategy are follows :

a. Advantages

- 1). It helps students make inferences about their reading.
- 2). It directs attention to information that is important in a knowledge domain.
- 3). It provides a recall plan.

b. Disadvantages

- 1). It takes a too long time for students to make their schema.

2.12. Theoretical Assumption

In teaching reading comprehension, some strategies can help the teacher to reach the aim of the 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 can 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 understanding. In Schema Activation Strategy, the students are asked to construct their 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 to improve the students' achievement in reading comprehension of narrative text.

2.13. Hypothesis

Based on the theories and the assumptions above, the researcher would like to :

H0: There is no significant improvement in students' reading comprehension achievement after being taught through Schema Activation Strategy.

H1: There is a significant improvement in students' reading comprehension achievement after being taught through Schema Activation Strategy.

III. METHODS

To answer the research question and achieve the objective of the research, the research method should be constructed thoroughly. In this research, the author discussing research design, population, and sample, variable, data collecting technique, research procedure, an instrument of the research, reading comprehension test, criteria of a good test, validity and reliability, scoring system, data analysis, hypothesis testing, and schedule of the research.

3.1. Research Design

This research was a quantitative study that used *One Group Pretest Posttest Design* to find out the significant difference of students' reading comprehension using narrative text before and after being taught through schema activation strategy. The design used one class, as the experimental class which received the treatment of schema activation strategy. In this research, a pre-test (T1) was given before the observer teaches by using schema activation strategy and to measure the students' competence before they were given the treatment. Then, treatments were given in three times by using schema activation strategy to improve students' reading comprehension. Post-test (T2) was given after implementing schema activation strategy and to measure how far the students' improvement after they get the treatment.

In this design, there must be a difference between the pre-test and post-test scores. The research design could be represented as follows:

T1 X T2

Explanation:

T1 : Pre-test

X : Treatment (using schema activation strategy)

T2 : Post-test

(Setiyadi, 2006: 131)

3.2. Population and Sample

The population of this research was the third-grade students at SMPN 01 Bukit Kemuning in the second semester. There was the ninth grade of the second-year students in the academic year 2021/2022. Each class consists of 32 students. In this research, the sample was one class as an experimental class, which is selected by using Simple Random Sampling. Simple Random Sampling was used if there were not the stratified class. It was applied based on the consideration that students of the population have the same chance to be chosen and to avoid subjectivity in the research (Setiyadi, 2006: 39). IX-A was chosen as the sample of the research.

3.3 Variables and Indicator

1. Variables

This research consists of the following variables:

- a. Schemata Activation Strategy as an independent variable or symbolized as a letter (X). Schemata Activation Strategy is a variable that can influence the dependent variable and give the effect to the students' output.

- b. Students' achievement in reading comprehension is a dependent variable or symbolized as a letter (Y). Students' achievement in reading can be measured by investigating whether there is an influence from independent variables or not.

2. Indicators

The indicators in this research were the students' improvement in reading comprehension after the learning process using the Schema Activation Strategy that focuses on students' comprehension. The aspect of reading is a big point or the most important to understanding by the students to analyze the main idea, specific information, inference, reference, and vocabulary. Those details help students to comprehend a reading text.

3.4. Data Collecting Technique

To collect the data, the following test would be used, that is pre-test and post-test.

a. Pre-Test

The pre-test was administered to the students before giving the treatment to find out the basics of students' reading comprehension and to see the students' mean score in reading comprehension before treatment. The result of the reading test try-out was presented by the test administered to determine the quality of the test as an instrument of the research. Multiple-choice questions were given in which the students were asked to choose one correct answer from the option a, b, c, or d.

b. Post-Test

The post-test was administered after conducting the treatments for the students. The post-test is given to find out the result of the teaching-learning process whether they had progressed or not after being taught through schema activation strategy. The test aimed to find out the students' reading comprehension after giving the treatments. Multiple-choice questions were given in which the students are asked to choose one correct answer from the option a, b, c, or d.

c. To score the students' answers the research used the following formula:

1. Rubric for Aspects of reading

Table 3.1. Criteria Aspects of Reading

No	Aspects of Reading	Criteria	Score
1.	Main Idea	Identified the main idea by providing strong evidence, details relating to the text.	20
2.	Specific Information	Identified the specific information by providing strong evidence, details relating to the text.	20
3.	Inference	Identified the inference by providing strong evidence, details relating to the text.	20
4.	Reference	Identified the reference by providing strong evidence, details relating to the text.	20
5.	Vocabulary	Identified the vocabulary by providing strong evidence, details relating to the text.	20

Harmer, (1995)

1. Scoring the students' answers:

$$\text{Score} = \frac{\text{students' correct answer}}{\text{maximum score}} \times 10$$

Gay in Salmawati (2014)

2. Calculating the mean score

$$\bar{X} = \frac{\sum x}{N}$$

Where: \bar{X} : Mean Score

$\sum x$: The Total row score

N : The total number

Gay (1981)

3. Computing the frequency and the rate of percentage of the students' scores

$$\% = \frac{X2 - X1}{X1} \times 100\%$$

Where:

%; the percentage of improvement

X2: the total of post-test

X1: the total pre-test.

4. Finding out the significant difference between the pre-test and pos-test by calculating the value of the test. The following formula is an employee :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D - (\frac{\sum D}{N})^2}{N(N-1)}}$$

t : the test of significant

\bar{D} : the difference of the mean score

$\sum D$: the sum of the difference

N : total number of sample

Gay (1981)

5. After collecting the data of the students, we classify the score of the students into the following criteria:

Table 3.2. Classification of Score

No	Score	Classification
1.	9.6-10	Excellent
2.	8.6-9.5	Very good
3.	7.6-8.5	Good
4.	6.6-7.5	Fairly good
5.	5.6-6.5	Fair
6.	3.6-5.5	Poor
7.	0-3.5	Very poor

Depdikbud (1990)

3.5. Research Procedures

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

1. Determining Research Problem

The problem of this research was determined based on the problem of a junior high school student. The problem could be seen in the background of the problem in Chapter 1.

2. Determining Research Instrument

For both reading tests (pre-test and post-test), the materials were taken from the internet. In the test, kind of narrative texts was used and each text used consisted of 3 to 6 paragraphs. It was aimed at making an equal proportion and level of difficulty of both pretest and posttest. The number of the items was arranged in such a way so that the reliability of the tests can be seen through the split-half method.

3. Determining the Population and Sample of the Research

The population of the research was the third-grade students at SMPN 01 Bukit Kemuning in the academic year of 2021/2022 and IX-A was chosen as the experimental class.

4. Administering Try-Out Test

The try-out test was administered in grade IX-B. Students were given a reading test with 50 items of multiple choices. The test was done to measure the level of difficulty (LD) and discrimination power (DP) as well as find out the reliability and validity of the test.

5. Administering The Pre-test

The pre-test was conducted before the treatments. It was aimed to check students' reading ability in determining main ideas, finding specific information, determining references, making inferences, and understanding vocabulary in texts. The pre-test was administered for about 60 minutes on the first week of the research.

6. Giving Treatment

The treatment was conducted in three meetings and 60 minutes for each. The treatments were classroom activities, which used schema activation strategy in reading.

7. Conducting Post-test

A post-test was conducted after the treatment. Posttest was conducted to find out whether there is a significant students' reading comprehension after the treatments. It was administered for 60 minutes in the experimental class.

8. Analyzing the Data

This step was to find out the students' reading comprehension achievement using Schema Activation Strategy. The data were computed through the statistical package for social sciences (SPSS) version 16.0 for Windows.

9. Testing Hypothesis

The hypothesis test was taken from the comparison mean of the pre-test and post-test of the experimental class.

3.6. Instruments of The Research

Naturally, to gain the objective data, this research applied one kind of instrument:

1. Reading Comprehension Test

- a. Try Out Test
- b. Pre-Test
- c. Post-Test

3.6.1. Reading Comprehension Test

The Instrument of this research was a reading comprehension test. The reading test of this observer was conducted to find out how far teaching reading comprehension after given the treatment by using schema activation strategy. The test which used in the pre-test was the same as the test which is used in try-out. But, in the post-test, the test was arranged. The test contains five aspects of reading comprehension, such as the main idea, specific information, inference, reference, and vocabulary. The test is given in a form of multiple-choice (a, b, c, and d). Multiple choice test was used since its marking is rapid, simple, and most importantly reliable, that is, not subjective or influenced by marker judgments (Heaton, 1975: 151). The multiple-choice format may make *wh*-questions easier to answer than no-choice *wh*-questions because they give the students some possible answers. Students might be able to check the text to see if any of the choices are specifically discussed and then make a choice. The content of try out was presented in the table of the specification below:

Table 3.3. Table Specification of Try-out Test

No.	Sub-Skills of Reading	Item Number	Total	Percentage
1.	Identifying main idea	1, 6, 14, 19, 25, 28, 31, 38, 41, 47	10	20 %
2.	Identifying specific information	2, 8, 12, 20, 21, 30, 32, 37, 42, 50	10	20 %
3.	Determining reference	5, 9, 15, 16, 24, 29, 35, 39, 45, 49	10	20 %
4.	Making inference	3, 10, 13, 17, 23, 26, 33, 40, 44, 46	10	20 %
5.	Understanding vocabulary	4, 7, 11, 18, 22, 27, 34, 36, 43, 48	10	20 %
	Total	50		100 %

3.7. Criteria of Good Test

A good test should have four criteria, such as good validity, reliability, level of difficulty, and discrimination power.

3.7.1. Validity

A test will be said to be valid if it measures the object to be measured and is suitable with the criteria (Hatch and Farhady, 1982: 250). According to Setiyadi (2006), he says that “validity is used to measure perception, language behavior, motivation, even the language ability”. A valid instrument has high validity. On the other hand, the instrument which is lack of goodness has a low validity”. An instrument can be called valid if it can show the data of variables are researched correctly. There are three types of validity be used in this research: namely, construct validity and content validity.

a. Content Validity

Content validity was intended to know whether the test items are a good reflection of what will be covered or not. The test items which are adopted

from the materials that have been taught to the students should be constructed as contain a representative sample of the course (Heaton, 1998). To get the content validity of reading comprehension, the observer tries to arrange the materials based on the standard competence in the syllabus for third grade of junior high school students. To establish the content validity of the measuring instrument, the observer identifying the overall content to be represented. The validity of instruments was referred to the content and constructs validity in which the question represents five sort reading skills, i.e. determining the main idea, finding the detailed information, reference, inference, and vocabulary (Nuttal, 1982). All test items which has good validity was used to collect the data for this research and the bad one should be revised. Below is the table specification of pre-test and post-test.

Table 3.4. Table Specification of 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, 34, 39	8	20 %
4.	Making inference	5, 8, 13, 18, 23, 30, 35, 36	8	20 %
5.	Understanding vocabulary	2, 7, 14, 16, 24, 26, 33, 37	8	20 %
	Total	40		100 %

Table 3.5. Table Specification of 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, 39	8	20 %
4.	Making inference	3, 10, 13, 18, 21, 28, 35, 40	8	20 %
5.	Understanding vocabulary	4, 7, 11, 17, 22, 29, 31, 38	8	20 %
	Total	40		100 %

b. Construct Validity

According to Hatch and Farhadi (1982: 252-253), construct validity is concerned with whether or not the test performance can be described psychologically. The procedure was to determine experimentally what factors are related to test performance. A measure must relate construct to the real-world observation. so, construct validity was concern with whether the test was actually in the line with the theory of what reading comprehension means or not.

3.7.2. Reliability

According to Hatch and Farhady (1982: 243), the reliability of a test can be defined as the extent to which a test procedures consistent result when administered under similar conditions. To estimate the reliability of the test, the Split-Half method was used to analyze the odd (x) and even (y) of the test items.

The reliability of the test in this research used the *split-half* method to estimate the reliability of the test and to measure the coefficient of the reliability between odd and even groups, *Pearson Product Moment formula* was used as the followed.

$$rl = \frac{\sum xy}{\sqrt{[\sum x^2 \sum y^2]}}$$

Explanation:

rl = the coefficient of reliability between the first half group and the second half

group

x = total number of the first half group

y = total number of second half group

x^2 = square of x

y^2 = square of y

xy = total number of first and half group

(Lado in Hughes, 1989)

And then to find out of reliability of the test, the observer uses the “Spearman-Brown Prophecy Formula” (Hatch and Farhady, 1982: 286). The following formula was as followed:

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

Explanation:

rK = The reliability of the test

rl = The reliability of half test

The criteria of the reliability are as follow:

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

(Hatch and Farhady, 1982: 246)

3.7.3. Level of Difficulty

The difficulty level of an item shows how easy or difficult that particular item is done by the participants, (Heaton, 1975:182). The level of difficulty has generally expressed the percentage of the students who answered the item correctly. To find out the level of difficulty of the test, the observer used the following formula:

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

Explanation:

LD = level of difficulty

R = number of the students answer correctly

N = total number of the students

Here the criteria of the level of difficulty:

<0.30 = difficult

0.30-0.70 = average

>0.70 = easy

(Shohamy, 1985: 79)

3.7.4. Discrimination Power

Discrimination power refers to the extent to which the item differentiates between high and low level students on that test. A good item which was according to this criterion was one in which good students did well, and bad students failed (Shohamy, 1985: 81).

The formula was used:

$$DP = \frac{Upper-Lower}{1/2N}$$

Explanation:

DP = discrimination power

Upper = proportion of “high group” students getting the item correct

Lower = proportion of “low group” students getting the item correct

N = total number of students

The criteria are follows:

DP = 0.00-0.20 = poor

DP = 0.21-0.40 = satisfactory

DP = 0.41-0.70 = good

DP = 0.71-1.00 = excellent

DP – (negative) bad items, should be omitted

Arikunto, 1997: 223)

3.8. Scoring System

In scoring the students' results of the test, the researcher uses the mean of pre-test and post-test to reporting the result of the reading test. The researcher has calculated the average of the pre-test and post-test by using this formula:

$$S = R - \frac{W}{n-1}$$

Explanation:

S = score of the test

R = correct answer

W = wrong answer

N = option

3.9. Normality Test

A normality test was used to know whether the data were normally distributed or not. The researcher used (SPSS 16.0 for Windows) to calculate it. In this case, the researcher used One-Sample Kolmogorov-Smirnov Test. The criteria for the normality test can be based on probability (Asymptotic Significance) as follows:

1. Asymp. Sig. (2-tailed) > 0.05 , the data is distributed normally.
2. Asymp. Sig. (significance) < 0.05 , the data is not distributed normally.

In this research, the researcher used the level of significant 0,05. For the results of the normality test

(Santoso, 2012)

3.10. Data Analysis

The data gain from pre-test and post-test was analyzed through the following step:

1. Scoring the pre-test and post-test.
2. Tabulating the result of pre-test and post-test and calculating of both means.
3. Concluding tabulated results of the pre-test and post-test administered, that was by statistically analyzing the data using statistical computerization, i.e., matched t-test of Statistical Package for Social Science (SPSS) version 16.0 for Windows to test whether the improvement gained by the students was an increase or not, in which the significance was determined by $p < 0.05$.

3.11. Hypothesis

The pre-test and post-test were compared to find out the improvement of students' reading comprehension after treatments. The observer used the Repeated Measure T-test towards the average score of pre-test and post-test. In this case, the observer was at a significant level of 0.05 in which that the probability of error in the hypothesis was only about 5%. The hypothesis is drawn as follows:

H_1 : There is a significant difference in students' reading comprehension before and after being taught through schema activation strategy.

H_0 : There is no significant difference in students' reading comprehension before and after being taught through schema activation strategy.

(Hatch and Farhady, 1982: 111)

The criteria for accepting the hypotheses were as follows:

1. H_1 is accepted if the t-value is higher than t- table.
2. H_0 is accepted if the t-value is lower than t- table.

3.12. Procedure of Teaching Reading Comprehension through Schema Activation Strategy using 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.

Practically, here are the steps to teach reading by using schema activation strategy.

Pre-activity

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

Whilst-activity

1. Students are displayed video of the following important events of the story, "Cinderella"
 - a) Video – Cinderella.

2. The researcher explains to the students that today they will watch the story "Cinderella." Students are asked to look at the video. The teacher asks the following question:
 - What do you think is happening in the video?
 - Students answer:
3. The researcher explains to the students three events based on the video.
4. Students are asked one of the following questions which will have them relate their personal experience to the story.
 - a) Event 1. Have you ever heard of someone who married a prince?
 - b) Event 2. Did you ever make someone fall in love with you?
 - c) Event 3. How do you feel when you do not reach your desire?
5. Next the researcher asks students to answer questions about each event that will predict what will happen in the story.
 - a) Event 1. How could Prince fall in love with Cinderella?
 - b) Event 2. What do you think about Cinderella's feelings?
 - c) Event 3. Will the prince marry with Cinderella?
6. Students brainstorm with their peers for the answers to these questions and wrote them on paper.
7. Students take turns reading the story aloud. Then they discuss the answers they predicted concerning the three important events and examine whether their answers follow the story.
8. Teacher gives the evaluation test.

Post-activity:

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

From the three reading stages procedure above, it can be stated that the schema activation strategy occurs in every stage of reading comprehension. The pre-reading is done by using brainstorming, the topic, and the video 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 narrative text to check the students' understanding of a reading text. At post-activity, The teacher makes reinforcement by discussing the narrative text with the students.

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.

3.13. Schedule of the Research

Below was the schedule of the research consisting of some activities illustrated as follow:

Table 3.6. Schedule of Observer's Activities

No.	Date	Activity
1.	January 18 th , 2021	Observation and giving a try-out test to the control class.
2.	January 25 th , 2021	Giving pre-test to the experimental class
3.	February 1 st , 2021	Giving the first treatment by using lesson plan 1
4.	February 8 th , 2021	Giving the second treatment by using lesson plan 2
5.	February 15 th , 2021	Giving the third treatment by using lesson plan 3
6.	February 22 nd , 2021	Giving post-test to the experimental class

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use the Schema Activation Strategy in teaching reading and for those who want to conduct similar research.

5.1 Conclusion

This research was concerned with the Schema Activation Strategy to improve the students' reading comprehension and which aspects of reading comprehension that improve the most at the third grade of SMP Negeri 01 Bukit Kemuning. Concerning the research finding and discussion, the researcher would like to state conclusions as follows :

1. First after observing the students' improvement in reading comprehension, it is concluded that Schema Activation Strategy is considered an interesting and attractive strategy for the students in reading comprehension. Additionally, Schema Activation Strategy has successfully developed the student background knowledge based on their social science, and individual uses to organize knowledge and guide cognitive processes and behavior in reading comprehension skills, especially in narrative text. Besides, to investigate whether there was a significant difference in student's ability in reading comprehension after the use of the Schema Activation Strategy, the researcher had tested the significant level of pre-test and post-test. While the treatment on the use of Schema Activation Strategy, the improvement on students' reading ability improved, the students' understand the reading material because Schema Activation Strategy represents how the characteristics of certain events or objects are recalled especially in Narrative Text, as determined by student's self-knowledge and cultural-political background. So, Schema Activation Strategy was useful for the

student' reading comprehension since the students' in this research were helped in reading comprehension after being though through Schema Activation Strategy. Can be concluded, there is an improvement in students' reading comprehension from pre-test to post-test after the implementation of the Schema Activation Strategy in teaching reading. It can be seen that the total mean score improves from 55.78 in the pre-test to 77.27 in the post-test. The gain is 21.49 with a percentage of 100%.

2. The second, by analyzing students reading comprehension to find out which aspect of reading comprehension improves the most. The researcher found that most of the students were unable to comprehend reading well. Determining the main idea was a big obstacle for the students in reading comprehension. The results were from the pre-test and post-test the problems that students found in finding the main idea: lack of interest of students, lack of vocabulary knowledge, long sentences, poor reading strategies, grammatical confusion, and knowing paragraph parts. The results of the pre-test and post-test can be said that grade IX-A students still have difficulty in finding the main idea because they do not know the meaning of the main idea and many difficult words make them confused to find the main idea in reading text. While the lowest mean score of aspects of reading comprehension was determining the main idea (10.86 in pre-test) become (12.66 in post-test) and the gain score was 1.80. In conclusion, the activities and the result of the test of pre-test and post-test have improved. Therefore, the action hypothesis of this research that has been predicted is proved that Schema Activation Strategy can improve students' ability in referring ideas on Narrative Text on the IX-A grade students of SMPN 01 Bukit Kemuning. It can be seen that the highest mean score of aspect of reading comprehension was finding reference (10.08 in pre-test) become (15.70 in post-test) the gain score was 5.62.

5.2 Suggestion

Schema Activation Strategy is a good technique that can be used to improve the students' comprehension of a reading text. As a result, it can be known that the students enjoy teaching and learning reading by using Schema Activation Strategy. Considering the conclusion of the research, the researcher would like to recommend some suggestions as follows:

1. The English Teachers

In the process of teaching and learning English, especially reading. English teachers should be able to create some activities which can accommodate the student to access their background knowledge from the new material. Such activities helped the students in understanding the text since a text does not bring its meanings by itself. Accessing background knowledge and connecting it to the new knowledge had a big role in the process of understanding a text. In addition, such media as videos should be used to attract the students' attention and interest. As a result, the process of teaching and learning becomes more interesting.

2. The Students

The students should have good motivation and should be more active to learn English especially reading. They also have to participate well in the class so that their ability to comprehending reading can improve maximally.

3. The Further Researchers

The researcher realizes that there are many weaknesses in this research. Further researchers are recommended to use Schema Activation Strategy on different levels of education to see the effectiveness of Schema Activation Strategy in improving students' reading comprehension. They may also have more activities and/or other text types in implementing Schema Activation Strategy. Then, the further researcher can add another instrument such as a questionnaire to find out students' responses towards Schema Activation Strategy 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 schema activation strategy in teaching reading and for further researchers who want to investigate the research about this technique.

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