

SKRIPSI

**IMPROVING STUDENTS' READING COMPREHENSION
ACHIEVEMENT THROUGH SCHEMA ACTIVATION
STRATEGY AT THE TENTH YEAR
OF SMA NEGERI 1 PAREPARE**



**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

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OF SMA NEGERI 1 PAREPARE**



By:

ANDI RATRI SUWANDINI

Reg. Num. 14.1300.173

**Submitted to the English Program of Tarbiyah and Adab
Department of State Islamic Institute of Parepare in Partial
Fulfillment of the Requirement for
The Degree of Sarjana Pendidikan (S.Pd)**

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as a Partial Fulfillment of the Requirement for
the Degree of Sarjana Pendidikan (S.Pd)

English Program

Arranged and Submitted by:

ANDI RATRI SUWANDINI

Reg. Number: 14.1300.173

PAREPARE

To:

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

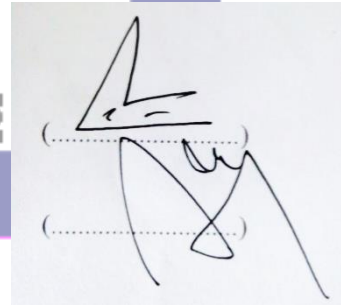
2018

ENDORSEMENT OF CONSULTANT COMMISSIONS

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Comprehension Achievement through
Schema Activation Strategy at the Tenth
Year of SMA Negeri 1 Parepare
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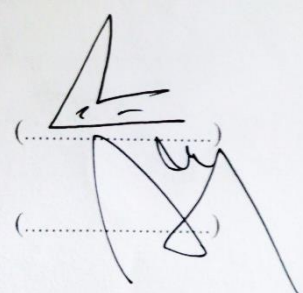
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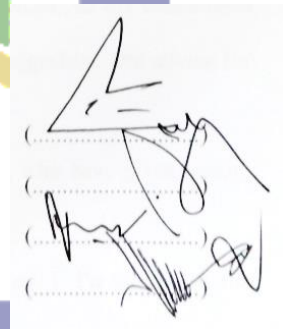
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CHAPTER I INTRODUCTION

This chapter describes the general issues related to the study. These include background of the problem, problem statements, objectives of the research, and significance of the research.

1.1 Background

English is one of the foreign languages that are learned by Indonesian students. It is important to learn English in the global era since competitions among countries are hard. Because of this reason, English plays an important role in assisting the Indonesian human resources. In addition, English is needed as an international language, so it can also be argued that English is a minimum requirement in facing the global era.

English consist of several skills. There are four components of English skills, they are listening, speaking, reading, and writing. Reading is one of the language skills that has to be mastered by the students. The teaching of reading is very important because it helps the students to have more skills in comprehending the content of an English text.

Reading can be defined as essentially process of getting important and meaningful information from written language.¹ It is important to learn reading since it (1) helps readers learn to think the new language, (2) helps readers build a

¹ Miriam Burt and friends, *Reading and Adult English Language Learners: A Review of The Research* (Ishington, DC: Center for Applied Linguistics, 2003) p. 24

better vocabulary, and (3) makes readers more comfortable with written English. Moreover, citizens of modern societies must be good readers to be successful. Reading skills do not guarantee success for everyone, but success is much harder to come by without being a skilled reader.

In general, there are four levels of reading comprehension. The first level is literal comprehension. It asks the students to find out the answers in the text itself because they are explicitly stated in the text. It is the simplest level comprehension and makes the least demands on reasoning.² The second level is inferential comprehension. It focuses on reaching conclusion or drawing inferences from what is read since the answers are not clearly stated in the text or implicitly. The third level is critical reading which involves evaluation, the making of a personal judgment on the accuracy what is read. It concerns with how to analyze or gather the information of the text. The last level is creative reading. It is the highest level of reading comprehension which leads the students to think beyond the truth and look for alternate ways to solve problems. It uses divergent rather than convergent thinking skills.

From the pre-observation in the school when the researcher conducted Field Experience Practice (PPL) in SMA Negeri 1 Parepare, it was found out that most of the students still have difficulty in comprehending an English text; especially in finding specific information which implicitly stated in the passage. The facts indicated that they had low comprehension in reading.

² Harris, A., Sipay, E. *How to increase reading ability — A guide to developmental and remedial methods* (New York: Longmans, 1980)

There are many factors influencing students' reading comprehension. It was impossible for the researcher to cope all problems. Therefore, the problems of the research were only limited to how to improve the students' reading comprehension by applying schema activation strategy and to know the students' response about it. The researcher chose that action since when the students possessed enough knowledge about the topic discussed in the text, they would feel at ease in comprehending the text. Therefore, activating students' schema became an essential phase for the success of comprehending English texts.

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

The aim of teaching reading is to enable the students to understand and comprehend an English texts. One of the effective way to understand or to comprehend teaching of reading is by using Schema Activation Strategy. Schema activation strategy is a way of reading where the readers are expected to use a strategy to activate knowledge when they read an English text.

Understanding the role of schema in the reading process provides deep perception why students may fail to comprehend text material. When students are familiar with the topic of the text they are reading (i.e. possess content schema), aware of the discourse level and structural make-up of the genre of the text (i.e. possess formal schema), and skillful in the decoding features needed to recognize words and recognize how they fit together in a sentence (i.e. possess language

schema), they are in a better position to comprehend their reading assignment. Deficiency in any of the above schemas will result in a reading comprehension deficit.³

The researcher chose SMA Negeri 1 Parepare as the setting of this research to implement the teaching strategy above. The researcher used this research in reading comprehension and schema activation strategy. In schema activation strategy, reading was very likely to have an impact to increase student's reading comprehension achievement.

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

1.2 Problem Statements

Based on the background above, researcher formulated problem statements as follow:

- 1.2.1 Is there any significant improvement of students' reading comprehension achievement taught by Schema Activation Strategy or not at the tenth year of SMA Negeri 1 Parepare?

³ Carrell Patricia, *Introduction: Interactive approaches to second language reading*. In P. Carrell, J. Devine, & D. Eskey (Eds.). (Cambridge University Press: Cambridge, 1988), p. 215

1.2.2 How does the students' response toward the implementation of Schema Activation Strategy in the classroom at the tenth year of SMA Negeri 1 Parepare?

1.3 Objectives of the Research

In relation with the problem statements above, the researcher formulated the objectives of the research as follow:

- 1.3.1 To find out whether there is significant improvement of students' reading comprehension achievement taught by Schema Activation Strategy or not at the tenth year of SMA Negeri 1 Parepare.
- 1.3.2 To know the students' response toward the implementation of Schema Activation Strategy in the classroom at the tenth year of SMA Negeri 1 Parepare

1.4 Significance of the Research

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

- 1.4.1 Theoretically, the result of this research is expected to verify the previous theories dealing with teaching reading using schema activation strategy and to be used as a reference for further research.
- 1.4.2 Practically, the result of this research hopefully could inform the English teachers about the effectiveness of schema activation strategy in improving students' reading comprehension achievement.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature. It is important to elaborate some theories, which are used in this research in order to have an understanding of certain concepts. There were many related theories as the basis of the research.

2.1 Some Pertinent Ideas

2.1.1 The Concept of Reading

2.1.1.1 The Definition of Reading

Reading is the result of the interaction between the perception of the graphic symbols that represent language and the reader's language skills and knowledge of the world. In this process the reader tries to re-create the meanings intended by the writer.

It cannot be overemphasized that meaningful response is at the heart of the reading process. "It can and should be embrace as all types of thinking, evaluating, judging, imagining, reasoning, and problem solving." Not only intellectual meaning may be involved; feelings of considerable intensity may be used and emotional attitudes may be profoundly altered through reading.⁴

⁴ Albert Josiah Harris, *How to Increase Reading Ability* (New York: Book Press 1980), p. 8.

It tells us that reading is not only a process of acknowledgement, but more than that. By reading, students are expected to think and feel the text meaning deeply and rationally. Students should be able to evaluate and judge the topic, character, setting or anything about the text. Then, they imagine and give some reasons. Until they finally give some problem solving that suitable with the text problem.

Reinkin Kustaryo stated the reading is an active cognitive process of interacting with print and monitoring to establish meaning. Reading is instantaneous recognition of various written symbols with existing knowledge, and comprehension of the information and idea communicated. It means that when a reader interacts with print his prior knowledge combined with the visual information results in his comprehended of the message.⁵

The definition above tells us that in reading process there should be an equal interaction between students existing knowledge and the text. By that process, students can easily comprehend the text and find the meaning or message which the writer try to explain by the text.

Kustaryo stated that for the beginner, reading is concerned mainly with learning to recognize the printer symbols that represent language and to respond intellectually and emotionally when being asked about the content of the text he has read. Smith and Robinson pointed out that reading is on active attempt, on the

⁵ Gloria Edithia Simanjuntak, Developing Reading Skill for EFL Students, p. 15

part reader, to understand writer's message. The reader instead interacts with and tried to reconstruct what the writer wished to communicate.⁶

From explanations above, the writer conclude that reading is a complex process in which the recognition and comprehension of written symbols are influenced by readers' perceptual skills, decoding skills, experiences, language backgrounds, mind sets, and reasoning abilities as they anticipate meaning on the basis of what has been read.

2.1.1.2 Models in Reading

These models describe the reading process in general and are not specific to the process of how adults learn to read in a second language. However, understanding the fundamental nature of the reading process is necessary to understanding how reading in English is learned.⁷

2.1.1.2.1 Bottom-up models.

Bottom-up models focus on how readers extract information from texts. These models describe reading as a process of gathering visual information from the text and synthesizing that information through different systems in the brain that identify the letters, map them onto words (word recognition), and analyze words in clauses and sentences (syntactic parsing). Thus, the reader builds meaning by first focusing on the smallest units of language, letters and sounds, and then moving to larger units of language (syllables, words, phrases, and sentences).

⁶ Sukirah Kustaryo, *Reading Technique for College Students* (Jakarta: Depdikbud, 1988), p. 2

⁷ Miriam Burt and friends, *Reading and Adult English Language Learners: A Review of The Research*, p. 24-25

2.1.1.2.2 Top-down models.

Some researchers have argued that bottom-up models do not account for observed reading phenomena. For example, researchers conducting miscue analysis studies (analysis of the mistakes readers make in oral reading) concluded that readers do not passively take in the information from the text, but rather are actively involved in predicting meaning based on both cues from the text (inference) and their background knowledge.

2.1.1.2.3 Interactive models.

Bottom-up models describe the reader as arriving at meaning by moving from letters to words, phrases and sentences then arriving at meaning. Top-down models describe the reader as deriving meaning primarily from predictions about the text and background knowledge. Interactive models posit that both processes work together: Word recognition--the bottom-up ability to turn letters into sounds--is informed by the top-down skills of applying background knowledge, inference, and predicting. Modified interactive models are necessary to understand reading comprehension. These models will highlight the number of processes that take place as the reader decodes and comprehends text. Many of the processes that fluent readers use are bottom up and automatic: Word recognition involves getting information from the letters, from phonology, and from letter shapes. Even using grammatical knowledge can be almost automatic. However when automatic bottom up processes are not enough to comprehend what it being read, top down processes such as getting meaning from context and using syntax cues can be activated. For L2 readers, who are seldom fluent and frequently do need to

activate top-down processes, the modified interactive model seems to be quite viable.

2.1.1.2.1 Learners' internal models

Adult English language learners who are literate or who have been exposed to literacy may approach literacy learning with their own, often subconscious, models of the reading process, which may affect their reading behaviors. Learners who have internalized bottom-up, decoding-based processes may focus on perfecting their decoding skills, even when this makes a focus on meaning difficult. Other readers, with a meaning-based model of the reading process, may focus on constructing meaning from texts. Devine suggests that some readers may rely so heavily on their background knowledge and their predictions about a text that they ignore text cues and misinterpret the message of the text.⁸

2.1.2 The Concept of Reading Comprehension

2.1.2.1 Definition of Reading Comprehension

Lenz stated that reading comprehension is the process of constructing meaning from the text. It means that the reading comprehension process involves the readers' ability to make relationship between their background knowledge and their purpose of reading with the meanings of the text. Then, its process results a

⁸ Miriam Burt and friends, *Reading and Adult English Language Learners: A Review of The Research*, p. 31

meaning of the text, which is being understood by the reader.⁹ It's important how the readers build ability to activate their background knowledge then connect it with the text. By that process, the meaning can be constructed easier and students can understand the text purpose.

Furthermore, Carrel and Eisterhold stated that comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's own knowledge. From the statements, it can be concluded that background knowledge of the reader has important roles in the process of comprehending.¹⁰

The main thing of comprehending the text, based on the explanation above, is the students' ability to relate the text with their background knowledge. So how the students build connection will determine whether they can get the meaning of the text or not.

Moreillon says that understanding the importance of background knowledge to comprehension is critical because we connect new information with prior knowledge before we integrate and organize the new information.¹¹

From the theories above, reading comprehension can be concluded as the process of finding the stated or unstated writer's idea in the text. That process occurs by relating various information in the text to the readers' background knowledge.

⁹Lenz, K. 2005. *An Introduction to Reading Comprehension*. Online: <http://www.specialconnections.ku.edu//>

¹⁰ Patricia Carrell, L., and Joan C. Eisterhold. 1983. *Schema Theory and ESL Reading Pedagogy*. *The Reading Article of TESOL Quarterly*, Vol. 17 No. 4, Pages 553 – 573.

¹¹ Judy Moreillon, *Collaborative Strategies for Teaching Reading Comprehension* (Chicago: American Library Association 2007), p. 37

2.1.2.2 Kinds of Reading Comprehension

The teacher of reading wants his pupils to be able to read, to use reading effectively as a learning tool, and to enjoy and appreciate reading. Using somewhat more technical language, we can talk about developmental reading, functional reading, and recreational reading. Developmental reading activities are those in which the teacher's main purpose is to bring about an improvement in reading skills-activities in which learning to read is the main goal. Functional reading includes all reading in which the primary aim is to obtain information; in other words, reading to learn. Some writers prefer to call it study-type reading or work-type reading. Recreational reading consists of reading activities that have enjoyment, entertainment, and appreciation as major purpose.

A somewhat more detailed analysis of these three kinds of reading, stated as general outcomes in terms of learner behavior, is as follows:

- I. Developmental Reading
 - A. Basic or facilitating skills. The learner
 1. Has a large sight vocabulary
 2. Flexibly uses a variety of skills to recognize and decode words
 3. Reads silently with speed and fluency
 4. Coordinates rate with comprehension
 5. Reads orally with proper phrasing, expression, pitch, volume, and enunciation
 - B. Reading Comprehension
 1. Vocabulary. The learner
 - a. Has an extensive and accurate reading vocabulary
 - b. Uses context effectively to
 - 1) Determine the meaning of an unfamiliar word
 - 2) Choose the appropriate meaning of word
 - c. Interprets figurative and non-literal language
 2. Literal comprehension. The learner
 - a. Grasps the meaning and interrelatedness of increasingly a larger units: phase, sentence, paragraph, whole selection
 - b. Understands and recalls stated main ideas

- c. Notes and recalls significant stated details
 - d. Recognizes and recalls a stated series of events in correct sequence
 - e. Notes and explains stated cause-effect relationship
 - f. Finds answers to specific questions
 - g. Follows printed directions accurately
 - h. Skims to obtain a total expression
3. Inferential comprehension. The learner
 - a. Understand and recalls inferred main ideas
 - b. Notes and recalls significant inferred details
 - c. Recognizes and recalls an inferred series of events in correct sequences
 - d. Notes and explains inferred cause-effect relationship
 - e. Anticipates and predicts outcomes
 - f. Grasps the author's plan and intent
 - g. Identifies the techniques authors use to create desired effects
 4. Critical reading. The learner critically evaluates what is read.
 5. Creative reading. The learner extrapolates from what is read to reach new ideas and conclusions.
- II. Functional Reading
- A. Locates needed reading material. The learner
 1. Uses indexes
 2. Uses tables of contents
 3. Uses dictionaries
 4. Uses encyclopedias
 5. Uses other bibliographic aids
 6. Skims in search for information
 - B. Comprehends informational material. The learner
 1. Understands technical and specific vocabulary
 2. Applies the general comprehension skills listed above
 3. Uses the specific skills needed by special subject matter, e.g.,
 - a. Reading of arithmetic problems
 - b. Reading of maps, charts, and graphs
 - c. Conducting a science experiment from printed directions
 4. Interprets heading, subheadings, marginal notes, and other study aids
 5. Reads independently in the content subjects
 - C. Selects the material needed for a purpose
 - D. Records and organizes what is read. The learner
 1. Takes useful notes
 2. Summarizes
 3. Outlines
 - E. Displays appropriate study skills and habits
- III. Recreational Reading
- A. Displays an interest in reading. The learner
 1. Enjoys reading as a voluntary leisure-time activity
 2. Selects appropriate reading matter
 3. Satisfies interests and needs through reading

- B. Improves and refines reading interest. The learner
 - 1. Reads different kinds of material on a variety of topics
 - 2. Reads materials that reflect mature interests
 - 3. Achieves personal development through reading
- C. Refines literary judgment and taste. The learner
 - 1. Applies differential criteria for various literary forms
 - 2. Appreciates style and beauty of language
 - 3. Seeks for deeper symbolic messages¹²

2.1.2.2 Reading Comprehension Strategies

The use of comprehension strategies in the teaching of reading is important. It influences the students' reading comprehension. In relation to the use of reading comprehension strategies, Zimmerman and Hutchins cited in Moreillon proposed seven strategies. Some of them are as follows.¹³

1) Activating or building background knowledge

Activating background knowledge refers to students recalling what they know about the topic of a text before reading and during reading for learning the content as fully as possible and linking the new content to prior understanding.¹⁴ When the reader can connect what he or she is reading to something already known, background knowledge is being utilized to make sense of the new information.

2) Using sensory images

Sensory experiences are a significant aspect of readers' background knowledge. When we think about our sensory experiences, we are creating representations of those experiences in our memories.¹⁵ In this strategy, the use of

¹² Albert Josiah Harris, *How to Increase Reading Ability*, p. 73-75.

¹³ Judy Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, p.11

¹⁴ Allan Wigfield, *Motivating Reading Comprehension: Concept-Oriented Reading Instruction* (New York: Routledge 2004) p.92

¹⁵ Judy Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, p.39

senses (sight, hearing, touch, taste and smell) in understanding texts plays an important role. Inviting students to close their eyes and imagine the text as it is read aloud, and then asking them to share the pictures in their heads, is the basic technique used to teach visualization.

3) Questioning

Questioning refers to students asking or writing self-initiated questions about the content of a text, before and during reading, to help them understand the text and the topic. Students' reading processes change dramatically when they pose questions about the topic of a book or text before reading. Their questioning serves several roles in the comprehension process. If they are students' personal questions, they come from the students' knowledge. They flow out of personal experiences and represent those experiences as the students encounter new ones.¹⁶

4) Making prediction and inferences

Predictions are educated guesses about what will happen next based on what is known from reading the text; prediction can also involve reader' background knowledge. Inferences require that readers go beyond literal meaning; they use the print and illustrations plus their prior knowledge and experience to interpret the text. Through these processes, readers find clues or connecting points, make predictions or inferences, and draw conclusions. These conclusions or interpretations are a critical part of reading comprehension. Readers who make predictions and inferences before, during, and after they read are actively engaged in the meaning-making process.

¹⁶Allan Wigfield, *Motivating Reading Comprehension: Concept-Oriented Reading Instruction*, p.93

5) Determining main ideas

Main ideas are the foundation on which the details rest. Readers must learn how to prioritize information as an essential skill in reading comprehension as well as in information literacy. They can use main ideas to develop their schemas and to shore up their ability to store and recall information.

2.1.3 The Concept of Schema Activation Strategy

2.1.3.1 Definition of Schema Activation Strategy

Readers rely on their prior knowledge and world experience when trying to comprehend a text. It is this organized knowledge that is accessed during reading that is referred to as schema (plural schemata). Schema theory describes the process by which readers combine their own background knowledge with the information in a text to comprehend the text. The readers use 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.¹⁷

According to Carrell the text must activate, in the reader, all of the appropriate cognitive schemata in order to be comprehended. When reading a story with a familiar theme, especially one from the native culture, L2 readers might more easily activate the appropriate background concepts and hence more

¹⁷ Vera Welianti, *The Effectiveness of Students' Reading Comprehension Achievement Of Narrative Text Through Schema Activation Strategy At The First Year Of SMAN 1 Seputih Agung*. (published script; Faculty of Teacher Training and Education University of Lampung: Bandar Lampung, 2015), p. 16.

efficiently process the text. Not only is it important for the reader to have the background knowledge to read more efficiently, but that knowledge also needs to be activated. This can be done through pre-reading activities.¹⁸

Schema theorists have advanced the understanding of reading comprehension by describing how prior knowledge can enhance a reader's interaction with the text. Accordingly, comprehension occurs when a reader is able to use prior knowledge and experience to interpret an author's message. Educators and researchers have suggested numerous instructional strategies to help students activate and use prior knowledge to aid comprehension.¹⁹

From the explanation above, it is obvious that the readers should have content schemata in order to comprehend the text effectively. Content schema can be summarized as anything the readers know about the topic being discussed in the text. The more the readers know about the topic of the text, the more they have content schema. As a result, they easily comprehend the text. Thus, giving the students interesting and familiar topics is an essential thing that the teacher should consider in the teaching and learning of reading.

2.1.3.2 The Role of Schema Activation Strategy

¹⁸ Ahmad Al-Issa, *Schema Theory And L2 Reading Comprehension: Implications For Teaching*. (Journal of College Teaching & Learning Volume 3, Number 7. (American University of Sharjah, United Arab Emirates, 2006) p. 43

¹⁹ Bransford, *Schema Activation and Schema Acquisition In H. Singer & R. B. Ruddel (Eds.), Theoretical Models and Processes of Reading, 3rd ed.* (Newark, DE: International Reading Association, 1985) p. 385-397

Keene and Zimmerman suggest that readers make three types of connection in building their schema. They are text-to-self, text-to-text, and text-to-world.²⁰

2.1.3.2.1 Text-to-self Connection

Text-to-self connections require that educators know the children in their care and be familiar with students' home lives and local communities. When modeling text-to-self connections, educators can use think-aloud questioning to share their thinking processes. Posing and answering questions can be an effective vehicle for making comprehension through background knowledge accessible to students.

These sample questions center on three areas of text-to-self connection: feelings, experiences, and ideas:

- a) Have you ever felt like the character(s) in this story? Describe what happened and how you felt.
- b) Have you had a similar experience? Compare your experience to that of the character(s).
- c) Have you heard or read this information before? What does this information mean to you?
- d) How does connecting a story or information to your own life experiences help you better understand it?

2.1.3.2.2 Text-to-text Connection

²⁰ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, p.21

When educators make effective connections between students' home and school lives, and as students build their school-based background knowledge, learners can be guided to make connections between texts. The following sample questions center on making text-to-text connections. They can be used to guide educators' and students' thinking as they model and practice this strategy:

- a) Have you ever read another book or seen a movie in which the characters have feelings or experiences similar to the ones in this story? Describe how they are the same.
- b) Have you ever read another book or seen a movie in which a story element (setting, plot, conflict, theme, or style) is similar to the one in this story? Describe how they are the same.

2.1.3.2.3 Text-to-world Connection

With text-to-world connections, readers stretch their thinking beyond the particulars of what they read, hear, and view to connect story themes with larger life issues. These are some questions that can be used to guide educators' or students' thinking as they practice making text-to-world connections:

- a) What do you think the author's message or purpose is in writing this story or presenting this information?
- b) What do you think is the author's opinion or perspective on the big ideas in this text? Do you agree? Why or why not?

Ajideh proposes the Experience-Text-Relationship (ETR) method to activate students' schema. It consists of: a) first, students expressing their own experience or knowledge about the topic prior to read, b) after the students have

adequately shared their knowledge, the text becomes the focus of the class. During this segment of the lesson, the teacher asks the students to read short sections of the text and then questions about the content. The teacher must be sensitive to those text areas that could elicit misunderstandings and work through any difficulties that the students may have, and c) in the final stage, the teacher aids the students to draw relationships between personal experiences and the material discussed in the text stage. This step provides an opportunity for each student to make comparisons and contrasts with what they already know and to accommodate the new information into their preexisting schemata. Through this process, student's schemata become redefined and extended. The teacher has the responsibility of leading the students to the appropriate answers without giving them too much information, so the task becomes one of self-discovery and integration.²¹

2.2 Previous Research Findings

Previous research finding was used to support the argument in this research. Besides, it also was used as reference and comparison between the researcher and others. There were some researchers who had conducted a research by using Schema Activation Strategy in teaching reading, they were:

2.2.1 Vera Welianti in her script 'The Effectiveness of Students' Reading Comprehension Achievement Of Narrative Text Through Schema Activation Strategy At The First Year Of SMAN 1 Seputih Agung'. The result of her analysis indicates that there is a significant improvement of

²¹ Parviz Ajideh, *Schema Theory – Based Pre – Reading Tasks: A Neglected Essential in the ESL Reading Class, The Reading Matrix*. Vol III No I, 2010, Pages: 2-8.

students' reading comprehension achievement after being taught through schema activation strategy. The average score of pre-test is 55.7 while the average score of post-test is 63.5. The increase of the average score from pretest to posttest is 7.9. By using t-test, it is found that t-ratio is 7.369 is higher than t-table is 2.052. It can be said that the increase is significant.²²

2.2.2 Kurnia Citra Dewi in her script 'Improving The Reading Comprehension of Grade VIII Students At SMPN 1 Mlati Using Schema Activation Strategy In The Academic Year of 2013/2014'. The improvements are supported by the comparison of the students' mean scores from Pre-test and Post-test, 5.05 and 6.30, and from Achievement test I and II, 7.03 and 7.76.²³

2.2.3 Denti yana Fitri asari in her thesis '*The Use of Schema Activation Strategy to Increase Students' Reading Comprehension (The True experimental Study at the Eight Grade Students of SMPN 10 SEMARANG in Academic Year 2011/2012)*'. She found that the F table with the df numerator = dfant = 3 and the df denominator = dftot = 143 and level significance of 0.05, from the table of F distribution, it is obtained that F table = 3.909. It is obtained that the F value is higher than the F table ($4.613 > 3.909$).²⁴

²² Vera Welianti, *The Effectiveness of Students' Reading Comprehension Achievement Of Narrative Text Through Schema Activation Strategy At The First Year Of SMAN 1 Seputih Agung*. (published script; Faculty of Teacher Training and Education University of Lampung: Bandar Lampung, 2015), p. abstract.

²³ Kurnia Citra Dewi, *Improving The Reading Comprehension of Grade VIII Students At SMPN 1 Mlati Using Schema Activation Strategy In The Academic Year of 2013/2014*, (published script; English Language Education Department Faculty of Arts and Languages of Yogyakarta State University: Yogyakarta. 2014), p. abstract.

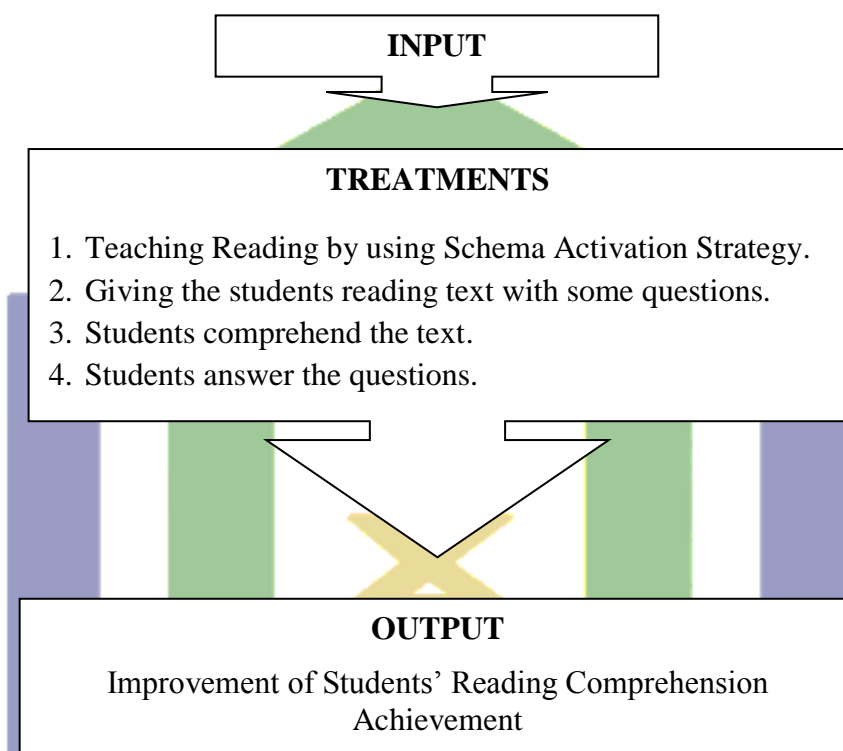
²⁴ Denti yana Fitri asari, *The Use of Schema Activation Strategy to Increase Students' Reading Comprehension (The True experimental Study at the Eight Grade Students of SMPN 10 SEMARANG in Academic Year 2011/2012)*. English Language Education Department Faculty of Arts and Languages of Semarang State University: Semarang. 2012), p. abstract.

From the research findings above, the researcher was interested to use Schema Activation Strategy such as the researcher above had done and successes in improving students' reading comprehension achievement. It was expected to give alternative strategy and to create an interesting way for the students in reading activity. So the students could read the text easily and understand the ideas inside the text deeply.



2.3 Conceptual Framework

Based on review of related above, the researcher designed conceptual framework as follow:



2.4 Hypothesis

H_0 : Schema Activation Strategy cannot improve Students' Reading Comprehension Achievement at the Tenth Year of SMA Negeri 1 Parepare.

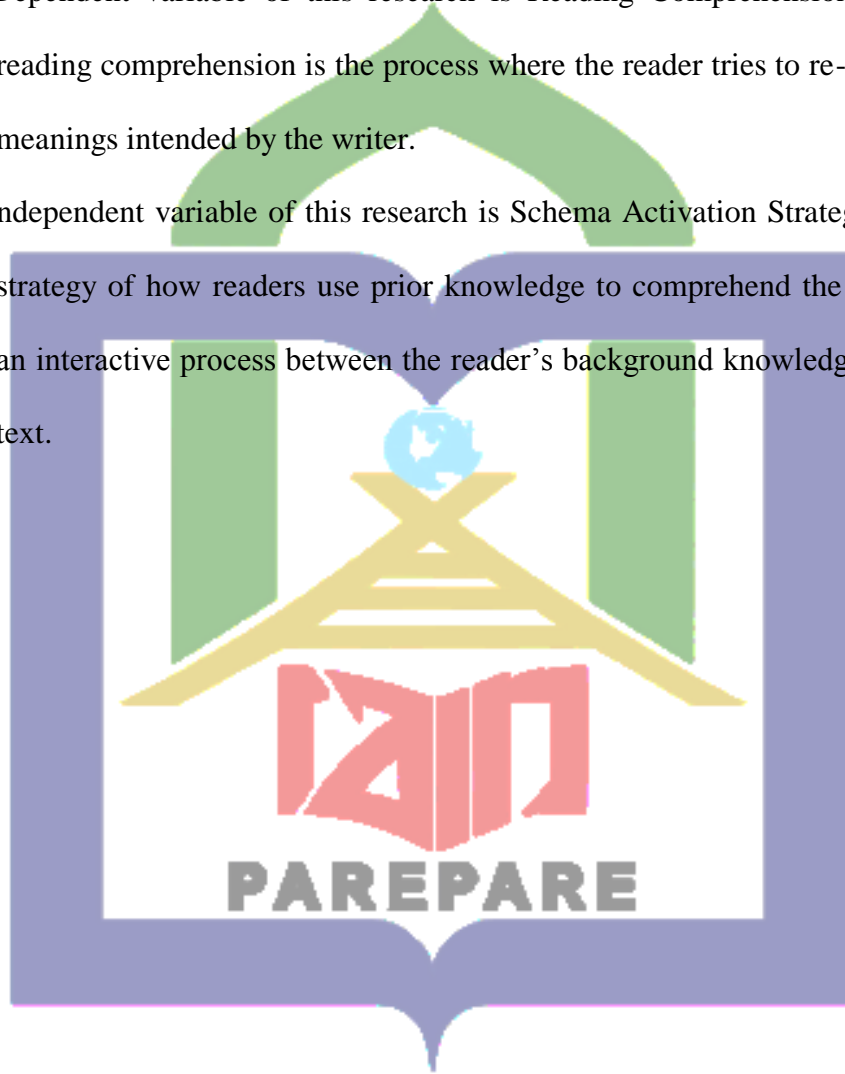
H_a : Schema Activation Strategy can improve Students' Reading Comprehension Achievement at the Tenth Year of SMA Negeri 1 Parepare.

2.5 Variable Operational Definition of the Research

There are two variables in this research, namely independent variable and dependent variable.

2.5.1 Dependent variable of this research is Reading Comprehension. Where, reading comprehension is the process where the reader tries to re-create the meanings intended by the writer.

2.5.2 Independent variable of this research is Schema Activation Strategy. It is a strategy of how readers use prior knowledge to comprehend the text with an interactive process between the reader's background knowledge and the text.



CHAPTER IV FINDING AND DISCUSSION

This chapter consists of two section, namely the findings of the research and the discussion of the research. The finding of the research covers the description of the result of data collected through test that can be discussed in the section below.

4.1 Finding

4.1.1 Data Collected through Reading Text

It has been mentioned in the previous chapter that the result of the students' pre-test and post-test tabulated in percentage then they were classified into five levels as presented in the ensuring table.

4.1.1.1 Pre-Test

Before giving treatment, the researcher conducted a pre-test to know the students' prior knowledge in reading comprehension, and the result of the students' scores presented in table below.

Table 4.1 The Frequency (F) and Rate Percentage (P) of Students' Pre-Test Score

No.	Score	Classification	F	(%)
1.	86-100	Very Good	-	-
2.	71-85	Good	-	-
3.	56-70	Fair	3	9
4.	41-55	Poor	16	47
5.	<40	Very Poor	15	44
Total			34	100

The table shows that before giving the treatment, 44% of the students or about fifteen students were classified as very poor, 47% of them or about sixteen students were classified as poor and 3 students or 9% of them were classified as Fair. For this case, the researcher used Schema Activation Strategy to help them improve their reading comprehension achievement.

4.1.1.2 Post-Test

After giving the treatment, the researcher gave the students achievement on reading comprehension. And the percentage of the students reading comprehension achievement presented in table below.

Table 4.2 The Frequency (F) and Rate Percentage (P) of Students' Post-Test Score

No.	Score	Classification	F	(%)
1.	86-100	Very Good	25	74
2.	71-85	Good	9	26
3.	56-70	Fair	-	-
4.	41-55	Poor	-	-
5.	<40	Very Poor	-	-
Total			34	100

Based on the table above, the students' scores in post-test was higher than the students' scores in pre-test. From the result, it could be concluded that the students' reading scores improved from pre-test to post-test. The classification of the score as presented in the table above points out that after giving treatment, the percentage of very good classification was 74% and the percentage of good classification was 26% without any percentage of fair, poor, or very poor classification. Overall, the rate of students who reached very good classification to

be 74% is about twenty five students. The other, in good classification is about nine students.

4.1.2 The mean score and standard deviation of the students pre-test and post-test

4.1.2.1 The mean score and standard deviation of pre-test

The mean score

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{1515}{34}$$

$$\bar{x} = 44,55$$

Standard Deviation

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{\sum 69775 - \frac{(1515)^2}{34}}{34 - 1}}$$

$$SD = \sqrt{\frac{\sum 69775 - \frac{2295225}{34}}{33}}$$

$$SD = \sqrt{\frac{\sum 69775 - 67506,6}{33}}$$

$$SD = \sqrt{\frac{\sum 2268,4}{33}}$$

$$SD = \sqrt{68,74}$$

$$SD = 8,29$$

4.1.2.2 The mean score and standard deviation of post-test

The mean score

$$\bar{y} = \frac{\sum xy}{n}$$

$$\bar{y} = \frac{3090}{34}$$

$$\bar{y} = 90,88$$

Standard Deviation

$$SD = \sqrt{\frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{\sum 282500 - \frac{(3090)^2}{34}}{34 - 1}}$$

$$SD = \sqrt{\frac{\sum 282500 - \frac{9548100}{34}}{33}}$$

$$SD = \sqrt{\frac{\sum 282500 - 280826,5}{33}}$$

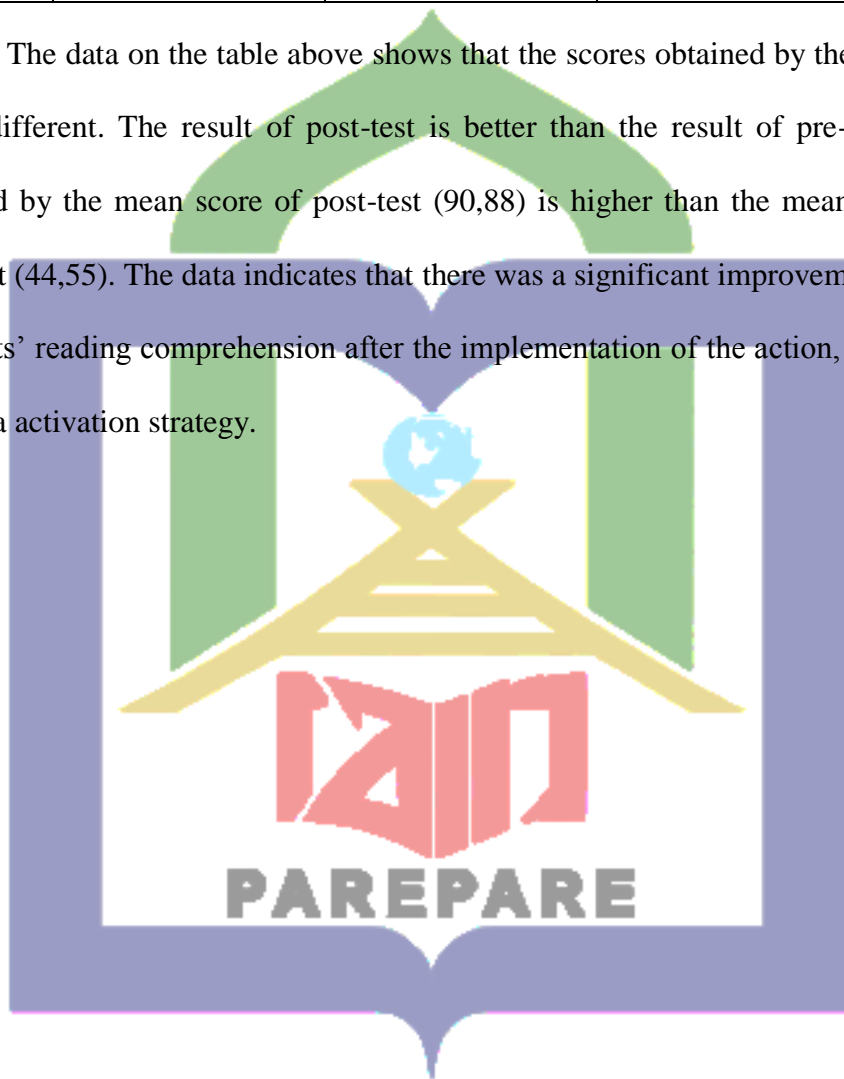
$$SD = \sqrt{\frac{\sum 1673,5}{33}}$$

$$SD = 50,71$$

Table 4.3 The Mean Score and Standard Deviation of the Students

No	Test	Mean Score	Standard Deviation
1	Pre-test	44,55	8,29
2	Post-test	90,88	50,71

The data on the table above shows that the scores obtained by the students were different. The result of post-test is better than the result of pre-test. It is showed by the mean score of post-test (90,88) is higher than the mean score of pre-test (44,55). The data indicates that there was a significant improvement in the students' reading comprehension after the implementation of the action, i.e. using schema activation strategy.



4.1.3 The result of computation of t-test and t-table value

The result of t-test and t-table value is tabulated as follows:

Table 4.4 The Worksheet of Calculated of the Scores of Pre-Test and Post-Test of the Students

No	Name	Pre-test (x)	Post-test (y)	D (x-y)	D ²
1.	Abraham Rahmad	40	85	-45	2025
2.	Alfiyah Dhiyaul Auliyah	50	90	-40	1600
3.	Andi Rafli Ahmad Aimar	35	75	-40	1600
4.	Arifah Aliah Saleh	70	100	-30	900
5.	Dian Febriyanti Muslimin	40	95	-55	3025
6.	Farras Realizar Fakhruddin	40	100	-60	3600
7.	Fathur Yan	45	95	-50	2500
8.	Fitrah Ramadhan	45	100	-55	3025
9.	Haikal Namri	55	90	-35	1225
10.	Inayatul Hidayah	40	90	-50	2500
11.	Jean Aprilyah Yustin	45	95	-50	2500
12.	Julianto Saputra Palamba	35	85	-50	2500
13.	Mardatillah Burhan	45	100	-55	3025
14.	Muhammad Adzan	65	100	-35	1225
15.	Muh. Farid Fatwa A	45	90	-45	2025
16.	Muhammad Irfan	45	95	-50	2500
17.	Muhammad Muhaimin N	40	75	-35	1225
18.	Muhammad Rafli	35	85	-50	2500
19.	Muhammad Rifaldi M	40	80	-40	1600
20.	Mutiara Septiyanti Ayu L	50	100	-50	2500
21.	Nining Sri Indriani	45	95	-50	2500
22.	Nurana	45	85	-40	1600
23.	Putri Munika Kahar	40	90	-50	2500
24.	Putri Ramadani	35	90	-55	3025
25.	Ririn Eka Puspita Sari	40	90	-50	2500
26.	Rofidatun Niswah Agung	60	100	-40	1600
27.	Sartika	45	85	-40	1600
28.	Shafira Ramadhani	35	90	-55	3025
29.	Siti Nur Latifah Akramah	50	85	-35	1225
30.	Siti Nurpratiwi Ismail	45	90	-45	2025
31.	Srikandy Anugrah	40	95	-55	3025
32.	Sylvia Anggreni Mirat	35	80	-45	2025
33.	Wafiqah Izzatul Auliah	50	95	-45	2025
34.	Yulhelmi Santi	45	95	-50	2500
Total		1515	3090	-1575	74775

$$t = \frac{D}{\left[\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}} \right]}$$

Where: $D = \frac{\sum D}{N}$

$$D = \frac{1575}{34}$$

$$D = 46,32$$

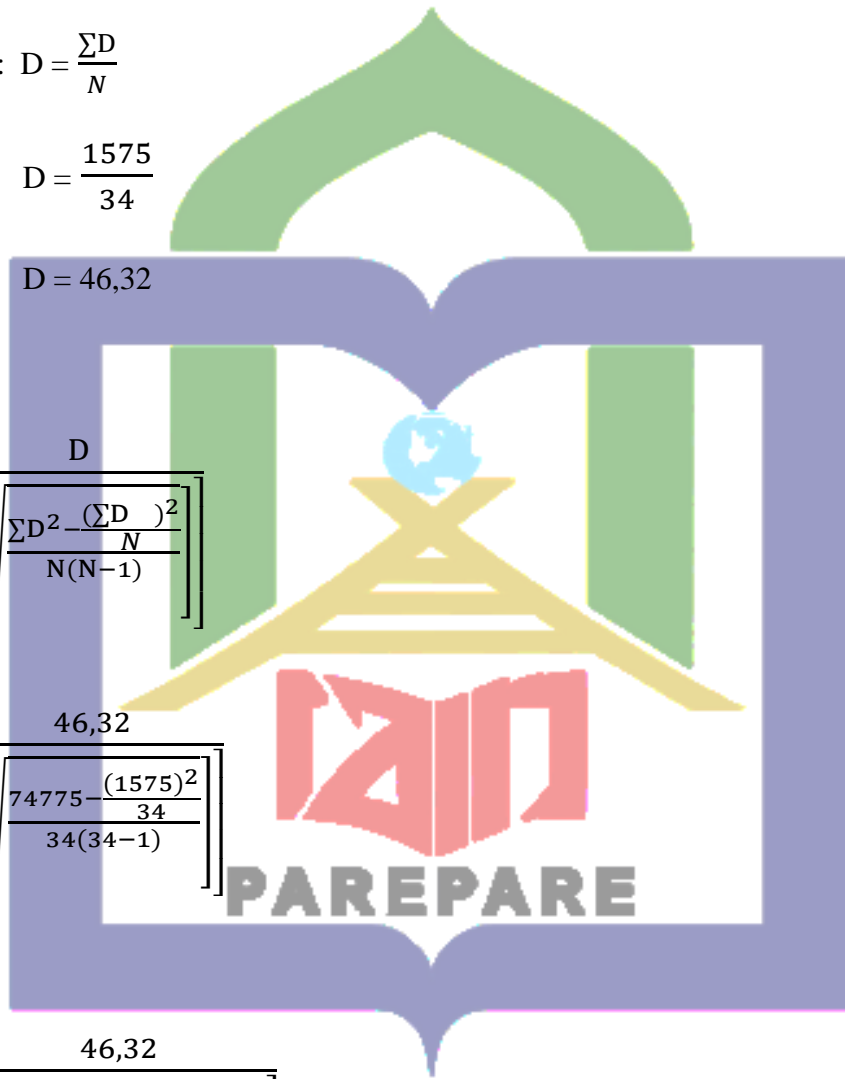
So,

$$t = \frac{D}{\left[\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}} \right]}$$

$$t = \frac{46,32}{\left[\sqrt{\frac{74775 - \frac{(1575)^2}{34}}{34(34-1)}} \right]}$$

$$t = \frac{46,32}{\left[\sqrt{\frac{74775 - \frac{2480625}{34}}{34(33)}} \right]}$$

$$t = \frac{46,32}{\left[\sqrt{\frac{74775 - 72959,55}{1122}} \right]}$$



$$t = \frac{46,32}{\left[\sqrt{\frac{1815,45}{1122}} \right]}$$

$$t = \frac{46,32}{[\sqrt{1,62}]}$$

$$t = \frac{46,32}{[1,27]}$$

$$t = 36,47$$

Table 4.5 The Test of Significance

Variable	T-test	T-table value
Pre-test – post-test	36,47	2,032

The data above shows that the value of t-test was greater than t-table value. It indicated that there was a significance difference between the result of students' pre-test and post-test.

4.1.3 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$$\begin{aligned} Df &= N-1 \\ &= 34-1 \\ &= 33 \end{aligned}$$

For the level, significant (p) 5% and df = 34, and the value of the table is 2,032, while the value of t-test is 36,47. It means that the t-test value is greater than t-table ($36,47 \geq 2,032$). Thus, it can be concluded that the students' reading comprehension achievement through schema activation strategy is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

4.1.3 The Total Score of Questionnaire

Table 4.6 The Row Score of Questionnaire

No	Name	No Items										Total Score	Max Score
		1	2	3	4	5	6	7	8	9	10		
1.	Abraham Rahmad	5	4	4	3	4	5	4	4	3	4	40	50
2.	Alfiyah Dhiyaul Auliyah	5	4	3	5	5	5	3	5	5	5	45	50
3.	Andi Rafli Ahmad Aimar	3	4	4	4	3	4	4	5	5	3	39	50
4.	Arifah Aliah Saleh	5	4	5	5	4	4	4	5	5	5	46	50
5.	Dian Febriyanti Muslimin	4	4	5	5	5	4	3	5	5	5	45	50
6.	Farras Realizar Fakhruddin	5	5	5	4	5	5	4	5	5	5	48	50
7.	Fathur Yan	4	3	5	5	5	5	4	5	5	5	46	50
8.	Fitrah Ramadhan	4	5	5	5	5	4	3	5	5	5	46	50
9.	Haikal Namri	5	4	5	5	5	5	3	5	5	5	47	50
10.	Inayatul Hidayah	4	4	5	5	5	5	3	5	5	5	46	50
11.	Jean Aprilyah Yustin	5	4	5	5	5	4	4	5	5	5	47	50
12.	Julianto Saputra Palamba	4	4	5	4	5	5	3	5	5	5	45	50
13.	Mardatillah Burhan	5	4	5	5	5	5	5	5	5	5	49	50
14.	Muhammad Adzan	5	4	5	5	5	5	4	5	5	5	48	50
15.	Muh. Farid Fatwa A	4	4	5	5	5	4	4	5	5	5	46	50

16.	Muhammad Irfan	5	4	5	4	5	4	3	5	5	5	45	50
17.	Muhammad Muhaimin N	4	5	4	5	5	4	3	4	5	5	44	50
18.	Muhammad Rafli	4	3	4	4	4	5	3	4	5	5	41	50
19.	Muhammad Rifaldi M	4	4	4	4	5	4	4	4	4	4	41	50
20.	Mutiara Septiyanti Ayu L	5	4	5	5	5	5	4	5	5	5	48	50
21.	Nining Sri Indriani	5	5	5	5	5	5	4	5	5	5	49	50
22.	Nurana	4	3	4	5	5	3	3	5	4	5	41	50
23.	Putri Munika Kahar	5	3	4	5	5	4	5	5	4	5	45	50
24.	Putri Ramadani	4	4	5	4	5	4	3	4	5	5	43	50
25.	Ririn Eka Puspita Sari	4	3	5	4	5	4	3	5	5	5	43	50
26.	Rofidatun Niswah Agung	5	4	4	5	5	5	4	5	5	5	43	50
27.	Sartika	4	4	5	5	4	4	4	5	5	5	45	50
28.	Shafira Ramadhani	5	5	5	4	5	5	5	5	5	5	49	50
29.	Siti Nur Latifah Akramah	4	3	5	4	4	5	4	5	5	5	44	50
30.	Siti Nurpratiwi Ismail	5	4	5	4	5	5	5	5	4	5	47	50
31.	Srikandy Anugrah	5	5	5	4	5	4	5	5	5	5	48	50
32.	Sylvia Anggreni Mirat	4	4	4	5	5	5	3	5	4	5	44	50
33.	Wafiqah Izzatul Auliah	5	4	4	5	5	5	4	5	5	5	47	50
34.	Yulhelmi Santi	5	5	5	4	5	5	5	5	5	5	49	50
Total/Mean												1543	1700

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

$$S = \frac{1543}{1700} \times 100$$

$$S = 0,9076 \times 100\%$$

$$S = 90,76$$

From the result above, it was found that most students (90,76) agreed that the implementation of Schema Activation Strategy in the classroom was *very good*. It means that Schema Activation Strategy gave a positive impact during their learning process of reading comprehension.

4.2 Discussion

4.2.1 The Improvement of Students' Reading Comprehension Achievement

To know the improvement of students' reading comprehension achievement by using Schema Activation Strategy, the researcher calculated the mean score of two tests, namely pre-test and post-test. The mean score in pre-test before treatment was 44,55 and the mean score of post-test was 90,88 after did the treatment.

Before giving the treatment, most of students were classified as very poor. It was proved by the percentage of total score of pre-test. After giving the treatment about four times, the students' achievement in reading comprehension improved to very good classification. It was indicated by higher mean score from the post-test obtained by the students.

In addition, to know what was the hypothesis receipt between null hypothesis (H_0) and alternative hypothesis (H_a), the researcher used t-test to calculate. The result showed that on the t-test value 36,47 was greater than t-table value 2,032 ($36,47 \geq 2,032$) with degree of freedom (df) 33. It means that alternative hypothesis (H_a) concluded that schema activation strategy was able to improve the students reading comprehension achievement at the tenth year of SMA Negeri 1 Parepare. This hypothesis was accepted while the null hypothesis (H_0) was rejected.

Based on the findings above, the researcher concluded that there was an improvement of students' reading comprehension achievement taught by schema activation strategy at the tenth year of SMA Negeri 1 Parepare.

4.2.2 The Implementation of Schema Activation Strategy to Improve Students' Reading Comprehension Achievement

The findings of the research showed that schema activation strategy was successfully improved the students' reading comprehension achievement. As a fact, based on the findings, most students have a very good score in post-test. It means that, the treatment was success in improving the students' reading comprehension achievement and the students gave positive response in the learning.

There were four meetings for doing the treatment of this research with same material (narrative text). There were some steps for implementing the strategy in the research. They were building interest and attention, accessing prior knowledge and exploring key words, building connection between students' prior knowledge and the new material, and comprehending the new material. These steps were implemented in every meeting of the treatment.

In the first step of schema activation strategy, building interest and attention, the researcher used pictures as the media, and familiar topics. Based on the findings, the use of pictures as the media in building the students' interest and attention was successful in making the students to be interested in the lesson. Furthermore, the use of familiar topic in each meeting was also successful in attracting the students toward the lesson.

The next step was accessing prior knowledge and exploring key words. Pictures were still used as the media. The researcher showed the picture and asked some questions related to the picture. Questioning and answering session about

the picture was effective to recall the students' prior knowledge toward the topic. Through the pictures, the students were asked mention words related to the picture. This was successful in helping the students to explore their vocabulary related to the topic.

The third step was building connection between the students' prior knowledge and the new material. In this step, to make the students have awareness about the importance of relating their prior knowledge to the new material, the researcher asked the students predict the text by looking at the title of the text and the pictures related to the text. The activity was successful in making the students to use their prior knowledge in order to predict the content of the text.

The last step was comprehended the new material. During the process of reading, the students read the text and connected it with their background knowledge. They were asked to find the new information got from their reading such as difficult words. In this step, the students were stimulated to relate what they had in their background knowledge to the new information in the text. Furthermore, the students were also presented a set of comprehension question. It was used to evaluate the students' understanding toward the content of the text.

Comprehending the new material was the final step in Schema Activation strategy. It was regarded to be successful as the students could accomplish the tasks well.

4.2.3 The Students' Response toward the Implementation of Schema Activation Strategy

From the first meeting until the last meeting, the implementation of schema activation strategy changed the classroom situation to be more active although there were many students had low motivation in learning English, but the students could increase their motivation as long as the process of learning English, specially reading skill through schema activation strategy.

Further, based on the questionnaire result after the treatment, it was found that most students gave a positive response to the implementation of schema activation strategy. The students' questionnaire score showed that the strategy was very good and they pleased with this strategy. Most of them carry well and active in the learning process. This means that besides improving students' reading comprehension achievement, schema activation strategy also gave a positive impact for the students.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is intended to elaborate the conclusion and suggestion. It includes the explanation of the effectiveness of schema activation strategy in improving students' reading comprehension achievement and some suggestions for further research.

5.1 Conclusion

- 5.1.1 The finding of the result showed a positive impact in the students' reading comprehension achievement. The researcher concluded that there is a significant improvement of students' reading comprehension achievement after treatment. It was proved by mean score obtained from their pre-test only (44,55) and their post-test (90,88). After the students were given treatment, the students' reading comprehension achievement was significantly improved. The result of the data analysis shows that t-test value (36,47) is higher than t-table (2,032).
- 5.1.2 The data obtained from questionnaire showed that the students gave positive response about the implementation of schema activation strategy in improving students' reading comprehension achievement.

5.2 Suggestion

After covering up the conclusions, the researcher has some suggestions for the English teachers and further researchers to be considered.

1. For 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 students to access their prior knowledge and connect it with the new 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 prior knowledge and connecting it to the new knowledge had a big role in the process of understanding a text. In addition, such media as pictures should be used in order to attract the students' attention and interest. As a result, the process of teaching and learning becomes more interesting.

2. For Further Researchers

The implementation of schema activation strategy can improve the students' reading comprehension. Further researchers are recommended to use schema activation strategy on different levels of education in order to see the effectiveness of schema activation strategy in improving the students' reading comprehension. They may also have more activities and / or other text types in implementing schema activation strategy.

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Appendix 1. Students' Score in Pre-Test Based on Indicator of True-False and Essay Test

No.	Students	Item Score										Total
		1	2	3	4	5	6	7	8	9	10	
1.	Abraham Rahmad	0	0	0	1	0	2	0	3	1	1	8
2.	Alfiyah Dhiyaul Auliyah	1	0	0	1	1	3	2	0	2	0	10
3.	Andi Rafli Ahmad Aimar	0	0	1	1	0	2	1	0	1	1	7
4.	Arifah Aliah Saleh	1	1	0	1	1	1	3	2	2	2	14
5.	Dian Febriyanti Muslimin	1	0	0	1	1	3	1	0	1	0	8
6.	Farras Realizar Fakhruddin	0	1	1	0	1	3	0	1	1	0	8
7.	Fathur Yan	1	0	0	1	1	3	1	0	0	2	9
8.	Fitrah Ramadhan	0	1	0	1	1	3	0	1	2	0	9
9.	Haikal Namri	1	1	0	0	1	3	0	1	3	1	11
10.	Inayatul Hidayah	1	0	0	1	1	3	0	0	2	0	8
11.	Jean Aprilyah Yustin	0	1	1	1	0	2	1	1	2	0	9
12.	Julianto Saputra Palamba	0	0	0	1	0	3	0	1	1	1	7
13.	Mardatillah Burhan	1	0	1	0	1	1	3	2	0	0	9
14.	Muhammad Adzan	1	0	1	1	0	2	3	1	3	1	13
15.	Muh. Farid Fatwa A	0	1	1	0	0	1	2	2	1	1	9
16.	Muhammad Irfan	1	1	0	1	0	3	2	0	1	0	9
17.	Muhammad Muhaimin N	0	0	1	0	1	2	2	1	0	1	8
18.	Muhammad Rafli	1	0	1	1	0	1	0	0	1	2	7
19.	Muhammad Rifaldi M	1	0	0	1	1	2	2	1	0	0	8
20.	Mutiara Septiyanti Ayu L	1	1	0	1	0	3	1	1	2	0	10
21.	Nining Sri Indriani	1	1	1	0	1	2	1	2	0	0	9
22.	Nurana	1	0	0	1	1	3	0	0	1	2	9
23.	Putri Munika Kahar	1	1	1	1	0	2	0	1	1	0	8
24.	Putri Ramadani	1	0	0	1	0	2	1	1	1	0	7
25.	Ririn Eka Puspita Sari	1	1	0	0	1	2	2	0	0	1	8
26.	Rofidatun Niswah Agung	1	0	1	1	1	2	1	1	1	3	12
27.	Sartika	0	1	0	0	1	2	1	2	1	1	9
28.	Shafira Ramadhani	1	0	0	1	0	3	0	0	2	0	7
29.	Siti Nur Latifah Akramah	1	1	0	0	1	3	0	0	2	2	10
30.	Siti Nurpratiwi Ismail	1	0	1	1	0	2	0	1	2	1	9
31.	Srikandy Anugrah	1	0	0	1	0	3	1	1	0	1	8
32.	Sylvia Anggreni Mirat	0	0	1	0	1	2	0	2	1	0	7
33.	Wafiqah Izzatul Auliah	1	0	0	1	1	3	2	2	0	0	10
34.	Yulhelmi Santi	0	1	1	1	0	1	3	1	0	1	9

Appendix 2. Students' Score in Post-Test Based on Indicator of True-False and Essay Test

No.	Students	Item Score										Total
		1	2	3	4	5	6	7	8	9	10	
1.	Abraham Rahmad	1	1	1	1	1	1	3	3	3	2	17
2.	Alfiyah Dhiyaul Auliyah	1	1	1	0	1	3	3	3	2	3	18
3.	Andi Rafli Ahmad Aimar	1	0	1	1	1	3	2	3	1	2	15
4.	Arifah Aliah Saleh	1	1	1	1	1	3	3	3	3	3	20
5.	Dian Febriyanti Muslimin	1	1	1	1	1	3	2	3	3	3	19
6.	Farras Realizar Fakhruddin	1	1	1	1	1	3	3	3	3	3	20
7.	Fathur Yan	1	1	0	1	1	3	3	3	3	3	19
8.	Fitrah Ramadhan	1	1	1	1	1	3	3	3	3	3	20
9.	Haikal Namri	1	1	1	1	0	3	3	3	2	3	18
10.	Inayatul Hidayah	0	1	1	1	1	3	3	2	3	3	18
11.	Jean Aprilyah Yustin	1	1	1	1	1	3	3	3	3	2	19
12.	Julianto Saputra Palamba	1	1	1	1	1	1	3	3	3	2	17
13.	Mardatillah Burhan	1	1	1	1	1	3	3	3	3	3	20
14.	Muhammad Adzan	1	1	1	1	1	3	3	3	3	3	20
15.	Muh. Farid Fatwa A	1	1	0	1	1	3	3	3	2	3	18
16.	Muhammad Irfan	1	1	1	1	1	3	3	3	2	3	19
17.	Muhammad Muhaimin N	1	1	1	1	0	3	2	2	3	1	15
18.	Muhammad Rafli	1	1	0	1	1	3	2	3	2	2	16
19.	Muhammad Rifaldi M	1	1	0	1	1	3	3	3	3	2	18
20.	Mutiara Septiyanti Ayu L	1	1	1	1	1	3	3	3	3	3	20
21.	Nining Sri Indriani	1	1	1	1	1	3	3	3	2	3	19
22.	Nurana	1	1	1	0	1	3	3	2	2	3	17
23.	Putri Munika Kahar	1	1	0	1	1	3	3	3	3	2	18
24.	Putri Ramadani	1	0	1	1	1	3	3	2	3	3	18
25.	Ririn Eka Puspita Sari	1	1	1	1	1	2	3	3	2	3	18
26.	Rofidatun Niswah Agung	1	1	1	1	1	3	3	3	3	3	20
27.	Sartika	0	1	1	1	1	2	2	3	3	3	17
28.	Shafira Ramadhani	0	1	1	1	1	3	3	2	3	3	18
29.	Siti Nur Latifah Akramah	1	1	1	0	1	3	2	3	3	2	17
30.	Siti Nurpratiwi Ismail	1	1	1	1	1	2	2	3	3	3	18
31.	Srikandy Anugrah	1	0	1	1	1	3	3	3	3	3	19
32.	Sylvia Anggreni Mirat	1	0	1	1	1	2	3	2	2	3	16
33.	Wafiqah Izzatul Auliah	1	1	1	0	1	3	3	3	3	3	19
34.	Yulhelmi Santi	1	1	1	1	1	3	3	2	3	3	19

Appendix 3. The Rate Percentage of the Students' Pre-Test Score

No	Name	Max Score	Score (x)	x^2	Classification
1.	Abraham Rahmad	20	40	1600	Very Poor
2.	Alfiyah Dhiyaul Auliyah	20	50	2500	Poor
3.	Andi Rafli Ahmad Aimar	20	35	1225	Very Poor
4.	Arifah Aliah Saleh	20	70	4900	Fair
5.	Dian Febriyanti Muslimin	20	40	1600	Very Poor
6.	Farras Realizar Fakhrudin	20	40	1600	Very Poor
7.	Fathur Yan	20	45	2025	Poor
8.	Fitrah Ramadhan	20	45	2025	Poor
9.	Haikal Namri	20	55	3025	Poor
10.	Inayatul Hidayah	20	40	1600	Very Poor
11.	Jean Aprilyah Yustin	20	45	2025	Poor
12.	Julianto Saputra Palamba	20	35	1225	Very Poor
13.	Mardatillah Burhan	20	45	2025	Poor
14.	Muhammad Adzan	20	65	4225	Fair
15.	Muh. Farid Fatwa A	20	45	2025	Poor
16.	Muhammad Irfan	20	45	2025	Poor
17.	Muhammad Muhaimin N	20	40	1600	Very Poor
18.	Muhammad Rafli	20	35	1225	Very Poor
19.	Muhammad Rifaldi M	20	40	1600	Very Poor
20.	Mutiara Septiyanti Ayu L	20	50	2500	Poor
21.	Nining Sri Indriani	20	45	2025	Poor
22.	Nurana	20	45	2025	Poor
23.	Putri Munika Kahar	20	40	1600	Very Poor
24.	Putri Ramadhani	20	35	1225	Very Poor
25.	Ririn Eka Puspita Sari	20	40	1600	Very Poor
26.	Rofidatun Niswah Agung	20	60	3600	Fair
27.	Sartika	20	45	2025	Poor
28.	Shafira Ramadhani	20	35	1225	Very Poor
29.	Siti Nur Latifah Akramah	20	50	2500	Poor
30.	Siti Nurpratiwi Ismail	20	45	2025	Poor
31.	Srikandy Anugrah	20	40	1600	Very Poor
32.	Sylvia Anggreni Mirat	20	35	1225	Very Poor
33.	Wafiqah Izzatul Auliah	20	50	2500	Poor
34.	Yulhelmi Santi	20	45	2025	Poor
Total			1515	69775	

Appendix 4. The Rate Percentage of the Students' Post-Test Score

No	Name	Max Score	Score (x)	x^2	Classification
1.	Abraham Rahmad	20	85	7225	Very Good
2.	Alfiyah Dhiyaul Auliyah	20	90	8100	Very Good
3.	Andi Rafli Ahmad Aimar	20	75	5625	Good
4.	Arifah Aliah Saleh	20	100	10000	Very Good
5.	Dian Febriyanti Muslimin	20	95	9025	Very Good
6.	Farras Realizar Fakhrudin	20	100	10000	Very Good
7.	Fathur Yan	20	95	9025	Very Good
8.	Fitrah Ramadhan	20	100	10000	Very Good
9.	Haikal Namri	20	90	8100	Very Good
10.	Inayatul Hidayah	20	90	8100	Very Good
11.	Jean Aprilyah Yustin	20	95	9025	Very Good
12.	Julianto Saputra Palamba	20	85	7225	Good
13.	Mardatillah Burhan	20	100	10000	Very Good
14.	Muhammad Adzan	20	100	10000	Very Good
15.	Muh. Farid Fatwa A	20	90	8100	Very Good
16.	Muhammad Irfan	20	95	9025	Very Good
17.	Muhammad Muhaimin N	20	75	5625	Good
18.	Muhammad Rafli	20	85	7225	Good
19.	Muhammad Rifaldi M	20	80	6400	Good
20.	Mutiara Septiyanti Ayu L	20	100	10000	Very Good
21.	Nining Sri Indriani	20	95	9025	Very Good
22.	Nurana	20	85	7225	Good
23.	Putri Munika Kahar	20	90	8100	Very Good
24.	Putri Ramadhani	20	90	8100	Very Good
25.	Ririn Eka Puspita Sari	20	90	8100	Very Good
26.	Rofidatun Niswah Agung	20	100	10000	Very Good
27.	Sartika	20	85	7225	Good
28.	Shafira Ramadhani	20	90	8100	Very Good
29.	Siti Nur Latifah Akramah	20	85	7225	Good
30.	Siti Nurpratiwi Ismail	20	90	8100	Very Good
31.	Srikandy Anugrah	20	95	9025	Very Good
32.	Sylvia Anggreni Mirat	20	80	6400	Good
33.	Wafiqah Izzatul Auliah	20	95	9025	Very Good
34.	Yulhelmi Santi	20	95	9025	Very Good
Total			3090	282500	

Appendix 5. Instrument of Pre-Test

A GREEDY DOG

A greedy dog stole a large piece of tender meat from a butcher's shop. He grasped the meat tightly between his teeth and ran home with it.

On the way home, he came to a small bridge over a stream. As he was crossing the bridge, he looked down and saw his own reflection in the water below; he thought it was another dog that he saw.

In this other dog's mouth he saw another large piece of meat.

"If I can get the meat from that other dog, I will have two pieces instead of one," thought the greedy dog.

So, he bent down to get the meat and, as he opened his jaws, the meat fell out and was quickly lost in the water. So, in the end, the dog had nothing. He had been punished by his greed.

Questions*True or False*

- ___ 1. The dog was not satisfied with one piece of meat. He wanted two.
- ___ 2. The dog ate the meat.
- ___ 3. The dog saw another dog under the bridge.
- ___ 4. The dog bought some meat from a butcher's shop.
- ___ 5. The dog carried the meat in his mouth.

Answer these questions

1. What did the dog steal?

.....

2. How did he hold the meat?

.....

3. What did he see in the water?

.....

4. Why did he bend down?

.....

5. What is the moral of the story?

.....



Appendix 6. Lesson Plans

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	: Bahasa Inggris
Pertemuan Ke-	: 1 (Satu)
Standar Kompetensi	: Memahami makna teks bacaan yang sesuai dengan kehidupan sehari-hari
Kompetensi Dasar	: Mengungkapkan makna dalam konteks tertulis sederhana
Indikator	: Mengidentifikasi berbagai informasi yang terkandung dalam teks bacaan
Aspek/Skill	: Membaca (<i>Reading</i>)
Alokasi Waktu	: 2 x 45 menit (1x Pertemuan)

1. Tujuan Pembelajaran : Melalui proses membaca peserta didik mampu menganalisis dan menangkap makna dalam teks.
2. Materi Pembelajaran :

YOU CAN SEE THE MOON FROM HERE

One day, a tourist wanted to take pictures of The Monumen Nasional. He is only a kilometer away and could already see the top of the monument from where he is standing.

Since it is very hot outside, he decided to take a becak. The becak driver wanted three hundred rupiahs for the ride. The tourist thought this is too much and said, "That's too much!" He pointed to the top of the monument and added, "You can already see it from here."

"Yes, sir," the becak driver replied, "you can see it from here all right, but you can also see the moon from here."

From Step By Step, p.38

by Azhar Arsyad

Questions*True or False*

- _____ 1. The story takes place in Jakarta.
- _____ 2. The tourist probably had a camera with him.
- _____ 3. The tourist just wanted to see the Monumen Nasional.
- _____ 4. It is probably not raining out.
- _____ 5. The tourist pointed at the becak driver.

Answer these questions

1. What did the tourist want to do?
.....
2. How far is he from the place he wanted to go?

-
3. What could he see?
.....
 4. Why did he want to take a becak?
.....
 5. How much did the becak driver want?
.....
 6. Why did he think the price is too high?
.....
 7. What did he say to the driver?
.....
 8. What is the becak driver reply?
.....
 9. How often do you take a becak?
.....
 10. How much you feel you should pay for a one kilometer ride?
.....
3. Metode Pembelajaran : Diskusi dan Tanya Jawab
 4. Sumber Belajar : Buku *Step by Step*
 5. Langkah-Langkah Pembelajaran
 - a. Kegiatan Pendahuluan
 - Menyiapkan siswa secara psikis dan fisik untuk mengikuti kegiatan pembelajaran (salam/menyapa/doa).
 - Memberikan motivasi dan inspirasi kepada siswa.
 - Menginformasikan cakupan materi dan tujuan pembelajaran yang akan dicapai.
 - b. Kegiatan Inti
 - Menjelaskan tentang Reading Comprehension.
 - Menjelaskan tentang Schema Activation Strategy.
 - Meminta siswa untuk menyebutkan kisah mereka yang berhubungan dengan teks yang akan diberikan
 - Memberikan teks bacaan serta pertanyaan.
 - Memberikan arahan dalam menyelesaikan soal latihan yang diberikan.
 - Mengarahkan siswa untuk mengumpul jawabannya.
 - c. Kegiatan Penutup
 - Menanyakan kesulitan siswa selama proses belajar mengajar.
 - Menyampaikan kesan tentang hasil pembelajaran.
 - Salam.
 -

6. Penilaian:

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

Dimana:

S: Skor

R: Jumlah jawaban benar

N: Jumlah soal

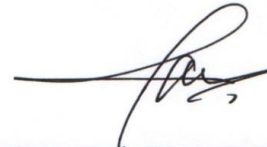
Parepare, 8 Juli 2018

Guru Mata Pelajaran,

Peneliti,



DRA. NURLAELA
NIP. 196402051989032011



ANDI RATRI SUWANDINI
NIM. 14 1300 173

Mengetahui,
Kepala SMA Negeri 1 Parepare



DRS. ERMIN
NIP. 1966 0402 199503 1 003

PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	: Bahasa Inggris
Pertemuan Ke-	: 2 (Dua)
Standar Kompetensi	: Memahami makna teks bacaan yang sesuai dengan kehidupan sehari-hari
Kompetensi Dasar	: Mengungkapkan makna dalam konteks tertulis sederhana
Indikator	: Mengidentifikasi berbagai informasi yang terkandung dalam teks bacaan
Aspek/Skill	: Membaca (<i>Reading</i>)
Alokasi Waktu	: 2 x 45 menit (1x Pertemuan)

1. Tujuan Pembelajaran : Melalui proses membaca peserta didik mampu menganalisis dan menangkap makna dalam teks.

1. Materi Pembelajaran :

THE OLD MAN AND HIS SONS

Once there lived an old man who had many sons. They are always quarrelling with one another and this made him very sad. He longed to see them live peacefully so he thought up a clever plan to show them their folly.

He brought home a small bundle of sticks and sent for his sons. He asked his youngest son to try and break the bundle. He could not. Then he asked the rest to try. One by one, each of them tried, but failed.

Then the old man untied the bundle and asked his sons to try again. They broke the sticks at once. Now came the time to teach them their lesson. "My sons," he said, "learn a lesson from these sticks. You could not break them as long as they are bound together, but the moment they are separated from one another, they are broken into pieces. In the same way, you will come to no harm as long as you remain united. But, you will all perish if you are divided."

*From Step By Step, p.61
by Azhar Arsyad*

Questions

True or False

- _____ 1. The lesson the old man wished to teach his sons is: “together we stand, divided we fall.”
- _____ 2. After the youngest son tried to break the bundle, the others tried all at the same time.
- _____ 3. The word “folly” is opposite in meaning with “wisdom.”
- _____ 4. After his sons had tried to break the bundle and failed, the old man broke the sticks himself.
- _____ 5. The boys learned a good lesson.

Answer these questions

1. Why isn't the old man happy?
.....
 2. How did he wish to see his sons?
.....
 3. What did he bring home? Why?
.....
 4. How many brothers and sisters do you have?
.....
 5. a) Do they ever fight (quarrel) with each other?
.....
b) How do your parents react?
.....
2. Metode Pembelajaran : Diskusi dan Tanya Jawab
 3. Sumber Belajar : Buku *Step by Step*
 4. Langkah-Langkah Pembelajaran
 - a. Kegiatan Pendahuluan
 - Menyiapkan siswa secara psikis dan fisik untuk mengikuti kegiatan pembelajaran (salam/menyapa/doa).
 - Memberikan motivasi dan inspirasi kepada siswa.
 - Menginformasikan cakupan materi dan tujuan pembelajaran yang akan dicapai.
 - b. Kegiatan Inti
 - Menjelaskan tentang Reading Comprehension.
 - Menjelaskan tentang Schema Activation Strategy.
 - Meminta siswa untuk menyebutkan kisah mereka yang berhubungan dengan teks yang akan diberikan.
 - Memberikan teks bacaan serta pertanyaan.
 - Memberikan arahan dalam menyelesaikan soal latihan yang diberikan.
 - Mengarahkan siswa untuk mengumpul jawabannya.

c. Kegiatan Penutup

- Menanyakan kesulitan siswa selama proses belajar mengajar.
- Menyampaikan kesan tentang hasil pembelajaran.
- Salam.

5. Penilaian

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

Dimana:

S: Skor

R: Jumlah jawaban benar

N: Jumlah soal

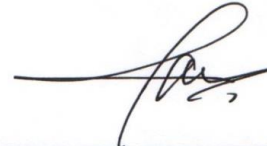
Parepare, 8 Juli 2018

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NIM. 14 1300 173

Mengetahui,
Kepala SMA Negeri 1 Parepare



DRS. ERMIN
NIP. 1966 0402 199503 1 003

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	: Bahasa Inggris
Pertemuan Ke-	: 3 (Tiga)
Standar Kompetensi	: Memahami makna teks bacaan yang sesuai dengan kehidupan sehari-hari
Kompetensi Dasar	: Mengungkapkan makna dalam konteks tertulis sederhana
Indikator	: Mengidentifikasi berbagai informasi yang terkandung dalam teks bacaan
Aspek/Skill	: Membaca (<i>Reading</i>)
Alokasi Waktu	: 2 x 45 menit (1x Pertemuan)

1. Tujuan Pembelajaran : Melalui proses membaca peserta didik mampu menganalisis dan menangkap makna dalam teks.
2. Materi Pembelajaran :

THE PROUD LION

One day, a rat walked past a lion sleeping in a deep forest. Just then, the lion woke up and saw the rat. He caught it with his paw.

“What a tasty meal!” he said.

“Mr. Lion, King of the forest,” cried the rat, “please have a pity on me. I’m too small to make a good meal for you. If you let me go, I’ll always be grateful to you. Perhaps one day I shall be able to repay you for your kindness.”

The Lion laughed, “How can you ever repay me?”

But since he is not feeling very hungry, he let the rat go.

The next day, the rat heard a loud noise in the forest. He ran to see what it is. It is the lion. He had fallen into a hole in the ground and is caught in a rope net.

The Lion looked up and saw the rat. “Mr. Rat,” he called out, “Mr. Rat, please jump down and help me.”

The Rat jumped down into the hole and started to bite through the net. The Lion is soon able to climb out of the hole.

“Mr. Lion,” said the rat, “yesterday you are very proud. You thought I is small and helpless. Today, I is able to save your life. I hope you will never forget that, although you are big and strong, even someone as small as I can help you.”

*From Step By Step, p.65
by Azhar Arsyad*

Questions

True or False

- _____ 1. The hole into which the lion fell is probably dug by a man.
- _____ 2. The lion ate the rat.
- _____ 3. The rat saved the lion's life.
- _____ 4. The lion learned a valuable lesson.
- _____ 5. The moral of the story is: "Bigger is not better"

Answer these questions

- 1. What did the lion say when he caught the rat?
.....
- 2. Did the lion let the rat go because he took a pity on him or simply because he isn't hungry?
.....
- 3. Did the rat keep his promise to the lion?
.....
- 4. What is the lion caught in?
.....
- 5. What did the lion fall into?
.....

3. Metode Pembelajaran : Diskusi dan Tanya Jawab

4. Sumber Belajar : Buku *Step by Step*

5. Langkah-Langkah Pembelajaran

a. Kegiatan Pendahuluan

- Menyiapkan siswa secara psikis dan fisik untuk mengikuti kegiatan pembelajaran (salam/menyapa/doa).
- Memberikan motivasi dan inspirasi kepada siswa.
- Menginformasikan cakupan materi dan tujuan pembelajaran yang akan dicapai.

b. Kegiatan Inti

- Menjelaskan tentang Reading Comprehension.
- Menjelaskan tentang Schema Activation Strategy.
- Meminta siswa untuk menyebutkan kisah mereka yang berhubungan dengan teks yang akan diberikan.
- Memberikan teks bacaan serta pertanyaan.
- Memberikan arahan dalam menyelesaikan soal latihan yang diberikan.
- Mengarahkan siswa untuk mengumpulkan jawabannya.

c. Kegiatan Penutup

- Menanyakan kesulitan siswa selama proses belajar mengajar.

- Menyampaikan kesan tentang hasil pembelajaran.
- Salam.

6. Penilaian:

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

Dimana:

S: Skor

R: Jumlah jawaban benar

N: Jumlah soal

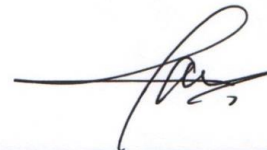
Parepare, 8 Juli 2018

Guru Mata Pelajaran,

Peneliti,



DRA. NURLAELA
NIP. 196402051989032011



ANDI RATRI SUWANDINI
NIM. 14 1300 173

Mengetahui,
Kepala SMA Negeri 1 Parepare



DRS. ERMIN
NIP. 1966 0402 199503 1 003

PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	: Bahasa Inggris
Pertemuan Ke-	: 4 (Empat)
Standar Kompetensi	: Memahami makna teks bacaan yang sesuai dengan kehidupan sehari-hari
Kompetensi Dasar	: Mengungkapkan makna dalam konteks tertulis sederhana
Indikator	: Mengidentifikasi berbagai informasi yang terkandung dalam teks bacaan
Aspek/Skill	: Membaca (<i>Reading</i>)
Alokasi Waktu	: 2 x 45 menit (1x Pertemuan)

7. Tujuan Pembelajaran : Melalui proses membaca peserta didik mampu menganalisis dan menangkap makna dalam teks.

8. Materi Pembelajaran :

MISUNDERSTANDING

In a remote part of Wales there is a place called Morrow.

One day, at a London train station, a traveler sad to the booking-clerk, "I want a ticket to Morrow, please." The clerk raised his eyebrows, saying, "If you want a ticket tomorrow, why don't you come for it tomorrow?"

"But I want a ticket to Morrow today," the traveler replied. "I told you," the clerk said, "you can't have a ticket tomorrow today. You'll have to come tomorrow for it."

By this time, the traveler was getting more and more annoyed and finally lost his temper and yelled, "Can't you understand what I mean? I want a ticket to a place called Morrow and I want it now!"

Finally understanding what the traveler really wanted, the clerk said quite calmly, "Why don't you say so in the first place? Here's your ticket."

*From Step By Step, p.42
by Azhar Arsyad*

Questions

True or False

- _____ 1. The traveler got what he wanted in the end.
- _____ 2. Morrow is located in a very populate area.
- _____ 3. The booking-clerk became angry with the traveler.
- _____ 4. The traveler had to repeat his request several times before the clerk finally understood.

_____ 5. Raising one's eyebrows is a gesture expressing anger.

Answer these questions

6. What did the traveler want?
.....
7. Where does the story take place?
.....
8. Why did the traveler become annoyed?
.....
9. How did he speak when he lost his temper?
.....
10. How did the clerk speak when he finally understood what the traveler wanted?
.....

9. Metode Pembelajaran : Diskusi dan Tanya Jawab

10. Sumber Belajar : Buku *Step by Step*

11. Langkah-Langkah Pembelajaran

- a. Kegiatan Pendahuluan
 - Menyiapkan siswa secara psikis dan fisik untuk mengikuti kegiatan pembelajaran (salam/menyapa/doa).
 - Memberikan motivasi dan inspirasi kepada siswa.
 - Menginformasikan cakupan materi dan tujuan pembelajaran yang akan dicapai.
- b. Kegiatan Inti
 - Menjelaskan tentang Reading Comprehension.
 - Menjelaskan tentang Schema Activation Strategy.
 - Meminta siswa untuk menyebutkan kisah mereka yang berhubungan dengan teks yang akan diberikan.
 - Memberikan teks bacaan serta pertanyaan.
 - Memberikan arahan dalam menyelesaikan soal latihan yang diberikan.
 - Mengarahkan siswa untuk mengumpul jawabannya.
- c. Kegiatan Penutup
 - Menanyakan kesulitan siswa selama proses belajar mengajar.
 - Menyampaikan kesan tentang hasil pembelajaran.
 - Salam.

12. Penilaian:

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

Dimana:

S: Skor

R: Jumlah jawaban benar

N: Jumlah soal

Parepare, 8 Juli 2018

Guru Mata Pelajaran,

Peneliti,

DRA. NURLAELA
NIP. 196402051989032011

ANDI RATRI SUWANDINI
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Appendix 7. Instrument of Post-Test

YOU CANNOT PLEASE EVERYONE

A man and his son were leading a buffalo to the market. Someone seeing them pass by called out to the man, “Why don’t you ride?” The man then sat on the buffalo while his son walked alongside.

Soon they passed an old woman who called out to the man, “Why are you so lazy? You are a big strong man. Why don’t you walk and let your son ride instead?”

The man got down from the buffalo and told his son to ride.

Just before they reached the town, an old man working in the fields called out to them, “It’s not right for a boy to ride while his father walks.”

The man then sat on the buffalo behind his son. They had not gone very far when someone else called out to them. “Why are you so cruel? How can a buffalo carry two persons?”

Both the man and his son jumped off the buffalo. They cut a branch off tree and tied the buffalo’s feet to it. They carried the branch between them.

When they entered the town, some children called out laughingly to them, “How can you carry a buffalo? The buffalo should carry you.” The buffalo was frightened by the noise. It was able to set itself free and it ran away as fast as it could. The man and his son never saw the buffalo again.

As they were walking home, the man said to his son, “We’ve learned a good lesson today. You can never hope to please everyone no matter how hard to try!”

Questions

True or False

- ___ 1. In the end, they lost the buffalo.
- ___ 2. The buffalo was afraid of loud noises.
- ___ 3. The children were amused by the sight of two men carrying a buffalo.
- ___ 4. The man cared very much about what others thought of him.
- ___ 5. There are only two people mentioned in this story.

Answer these questions

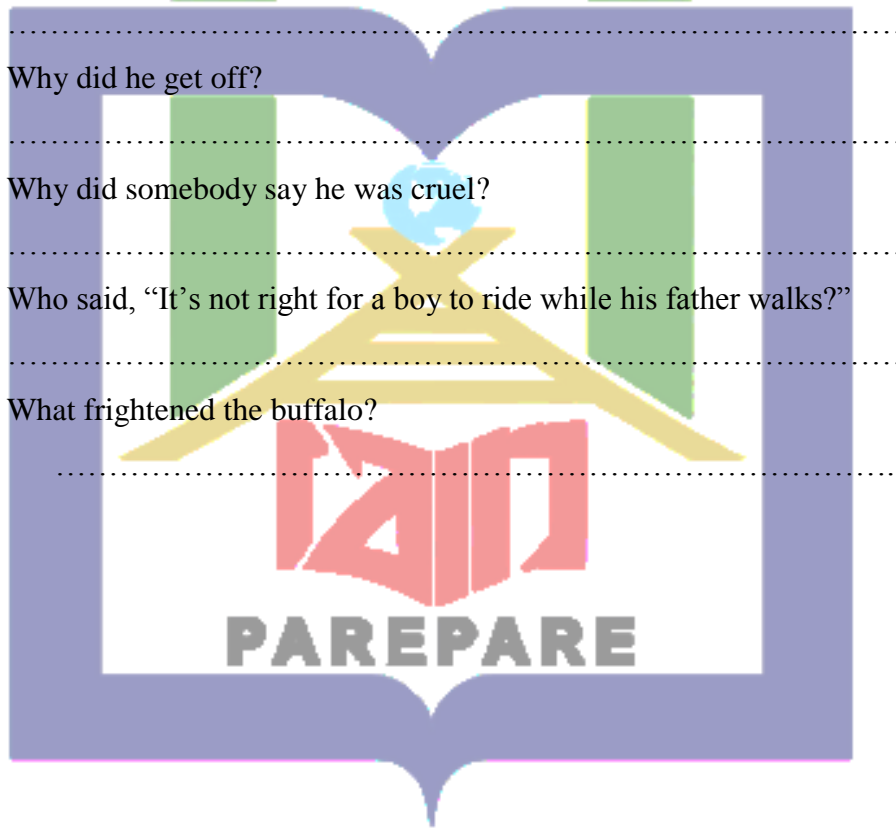
- 1. Why did the man get on the buffalo?

- 2. Why did he get off?

- 3. Why did somebody say he was cruel?

- 4. Who said, "It's not right for a boy to ride while his father walks?"

- 5. What frightened the buffalo?



Appendix 8. Questionnaire Grid of Students Response

Questionnaire Grid

No	Indicator	Item Number		Total
		+	-	
1.	Students' interest.	1	6	2
2.	The implementation of Schema Activation Strategy at school.	2	7	2
3.	Students' motivation.	3	8	2
4.	Classroom situation.	4	9	2
5.	Students' comprehension.	5	10	2
Total Question				10



Appendix 9. Questionnaire

(QUESTIONNAIRE/ANGKET PENELITIAN)

Judul Penelitian:

**IMPROVING STUDENTS' READING COMPREHENSION
ACHIEVEMENT THROUGH SCHEMA ACTIVATION
STRATEGY AT THE TENTH GRADE STUDENTS
OF SMA NEGERI 1 PAREPARE
(A CASE STUDY)**

PETUNJUK:

- A. Angket ini tidak dimaksudkan untuk menguji atau menilai adik, melainkan untuk mendapatkan gambaran yang jelas tentang tanggapan adik mempelajari Bahasa Inggris khususnya dalam bidang reading menggunakan strategi Schema Activation.
- B. Setiap pertanyaan berikut disertai dengan 5 (lima) alternatif jawaban.
- C. Semua jawaban yang tersedia adalah benar.
- D. Berilah jawaban yang sesuai dengan pendapat adik dan sejujur-jujurnya tanpa dipengaruhi oleh pihak manapun. Lingkarilah atau berilah tadik silang (X) pada jawaban yang adik pilih.
- E. Apabila ada yang kurang jelas, maka tanyakan kepada peneliti (Guru).
 1. Saya sangat senang membaca dan memahami bacaan Bahasa Inggris dari sebuah teks dengan menggunakan strategi Schema Activation.
 - a. Sangat setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak setuju
 - e. Sangat tidak setuju
 2. Membaca dan memahami teks Bahasa Inggris dengan menggunakan strategi Schema Activation sangat perlu diimplementasikan pada pembelajaran Bahasa Inggris di sekolah-sekolah.
 - a. Sangat setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak setuju
 - e. Sangat tidak setuju
 3. Saya sangat termotivasi untuk belajar Bahasa Inggris khususnya dalam membaca dan memahami teks Bahasa Inggris melalui strategi Schema Activation.
 - a. Sangat setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak setuju
 - e. Sangat tidak setuju
 4. Belajar Bahasa Inggris dengan menggunakan strategi Schema Activation mampu mengubah situasi kelas menjadi lebih aktif.

- a. Sangat setuju c. Ragu-ragu e. Sangat tidak setuju
b. Setuju d. Tidak setuju
5. Saya dapat dengan mudah memahami ide-ide dalam teks Bahasa Inggris dengan menggunakan strategi Schema Activation.
a. Sangat setuju c. Ragu-ragu e. Sangat tidak setuju
b. Setuju d. Tidak setuju
6. Strategi Schema Activation membuat saya merasa jenuh dalam mempelajari Bahasa Inggris khususnya dalam membaca.
a. Sangat setuju c. Ragu-ragu e. Sangat tidak setuju
b. Setuju d. Tidak setuju
7. Pembelajaran Bahasa Inggris menggunakan strategi Schema Activation tidak tepat untuk diterapkan disekolah-sekolah.
a. Sangat setuju c. Ragu-ragu e. Sangat tidak setuju
b. Setuju d. Tidak setuju
8. Saya merasa semangat belajar saya berkurang jika belajar Bahasa Inggris khususnya dalam membaca teks Bahasa Inggris jika menggunakan strategi Schema Activation.
a. Sangat setuju c. Ragu-ragu e. Sangat tidak setuju
b. Setuju d. Tidak setuju
9. Situasi kelas menjadi sangat kaku ketika belajar Bahasa Inggris khususnya dalam membaca dengan menggunakan strategi Schema Activation.
a. Sangat setuju c. Ragu-ragu e. Sangat tidak setuju
b. Setuju d. Tidak setuju
10. Saya tidak mampu menangkap ide-ide dalam teks Bahasa Inggris dengan menggunakan strategi Schema Activation.
a. Sangat setuju c. Ragu-ragu e. Sangat tidak setuju
b. Setuju d. Tidak setuju

Appendix 10. Pictures

Story: You Can See the Moon from Here



Story: The Old Man and His Sons



www.alamy.com - FB07M9

Story: The Proud Lion



Story: Misunderstanding



Appendix 11. Documentation







Appendix 14. Curriculum Vitae



Andi Ratri Suwandini, was born in Parepare, South Sulawesi on November 4th 1996. She began her education in elementary school at SD Negeri 22 Parepare and graduated in 2008. Then she continued to SMP Negeri 10 Parepare graduated in 2011 and in 2014 she completed her education at SMA Negeri 1 Parepare.

In the same year, after finishing her senior high school, she registered and continued her study at S1 of English Program at State Islamic Institute (IAIN) of Parepare. She graduated in 2018 after completing her own skripsi under the title *"Improving Students' Reading Comprehension Achievement through Schema Activation Strategy at the Tenth Grade Students of SMA Negeri 1 Parepare."*

