THE EFFECT OF SCHEMA ACTIVATION STRATEGY IN COMPREHENDING NARRATIVE TEXT OF THIRD YEAR STUDENTS OF SMP DWI SEJAHTERA PEKANBARU

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Abstract: *This pre-experimental research was aimed at finding out whether there was a significant effect of Schema Activation Strategy in comprehending Narrative Text of third-year students' of SMP Dwi Sejahtera Pekanbaru. The research design was one group pre-test post-test design. The population was the third-year students in academic year 2018/2019. The sample was 24 students out of the population, chosen by cluster sampling. The instrument used to collect the data was a reading test. The tests consisted of 25 items. The obtained data was analyzed by using SPSS version 20.0. The finding of the research showed that the mean score of post-test was higher than pre-test (75>60.667). The value of t-test was higher than t-table (14.922>2.07) at 5% of significance level. Therefore, alternative hypothesis (Ha) was accepted. This means that Schema Activation Strategy was effective for teaching reading comprehension concerning narrative text. There is a significant effect of Schema Activation Strategy in Comprehending Narrative Text of Third Year Students of SMP Dwi Sejahtera Pekanbaru.*

Keywords: *Schema Activation Strategy, Reading Comprehension, Narrative Text*

PENGARUH STRATEGI SCHEMA ACTIVATION TERHADAP PEMAHAMAN MEMBACA TEKS NARATIF DI TAHUN KETIGA DI SMP DWI SEJAHTERA PEKANBARU

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Abstrak: *Tujuan dari riset ini adalah untuk mengetahui pengaruh dari strategi belajar Schema Activation terhadap pehaman membaca teks naratif siswa tahun ketiga di SMP Dwi Sejahtera Pekanbaru. Riset ini merupakan pre-eksperimental riset bermodelkan one group pretest-posttest. Seluruh siswa kelas IX tahun ajaran 2018/2019 dipilih sebagai populasi. Sampel dari riset ini adalah siswa kelas IX.2 yang memiliki 24 siswa dan dipilih dengan menggunakan cluster random sampling. Materi pembelajaran teks naratif dipilih sebagai instrument pada riset ini. Untuk mengumpulkan data, penulis menggunakan ujian membaca yang berisi 25 soal. SPSS 20.0 digunakan untuk menganalisa data pada riset ini. Berdasarkan hasil yang didapat, nilai rata-rata siswa pada post-test lebih tinggi dibandingkan nilai rata-rata siswa pada pre-test. Nilai rata-rata pada pre-test adalah 60.667 sedangkan pada post-test adalah 75. Nilai t-test lebih besar dibandingkan nilai t-table (14.922 > 2.07) pada tingkat signifikansi 5%. Singkatnya, hipotesis nol pada riset ini ditolak. Terdapat efek yang signifikan dari strategi Schema Activation terhadap pemahaman membaca teks naratif oleh siswa tahun ketiga di SMP Dwi Sejahtera.*

Kata kunci: *Strategi Schema Activation, Pemahaman Membaca, Teks Naratif*

INTRODUCTION

English is one of the important languages in the world. Since English is considered as international Language, students from many places around the world learn English. In learning English, there are four skills that can be studied, such as listening, speaking, reading and writing. Listening and reading skills are regarded as receptive skills while speaking and writing are considered to be productive skills. Those are the basic language skills, especially in teaching and learning English as a foreign language at schools, courses or other educational institutions whether they are formal or informal.

As one of the language skills, reading is an important skill that should be mastered by the student in order to improve their general language skill in English. Reading is basic to all learning that plays an important role in teaching and learning process, both in learning in general and in the acquisition of languages. Reading is needed in social life. Society is highly dependent on knowledge and information. There is a constant overflow of information from numerous sources; the tradition: books, newspapers and magazines, and more modern, digital sources Bråten&Strømsø (2007

Through reading, students are able to gain a lot of knowledge, information, pleasure and problem solutions. Hence, the ability to read a text in many forms will contribute a great advantage in our life, such as gaining success at school, university or other educational institutions. In addition, through reading, students can enrich their experience, expand knowledge, and improve their critical thinking. In teaching reading, there are several activities that should be done by the students, namely, the students are asked to read a text. Then, students are required to understand and comprehend the text. Not only that but also students had to get the meaning of the text, asked to get the message and specific information on it. Therefore, the students should comprehend the text. If the students could understand and comprehend the text, they can answer the questions given by the teacher easily.

DEFINITION OF READING COMPREHENSION

Gibbons (1993), states that reading is the process of getting meaning from printed text. It means that reading is an activity to get information from written text. In this activity, there is an interaction between the author and the writer because the writer delivers her/his idea to the readers through the texts. The reader can also improve their understanding through reading activity. In this case, reading is a very useful activity that should be done as a habit for everybody because reading will enlarge their knowledge about something.

Burnes and Page (1991) state that reading comprehension is a reading, thinking activity and as such relies upon its success upon the level of intelligence of the reader, his or her speed of thinking ability detect the relationship. It means that in reading comprehension, the readers have to involve their intelligence because it can influence their ability in comprehending what they read.

King and Stanly (1989), state that reading has five components contained in reading texts, which are appropriate with the junior high school curriculum. They are finding factual information, finding main idea, finding the meaning of vocabulary context, identifying references, and making inferences.

Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those which appear with WH question word. There are many types of questions; reason, purpose, result, time, comparison, etc in which of the answer can be found in the text.

Recognition of the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first reading but also helps you to remember the content later. The main idea of a paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer. An efficient reader understands not only the ideas but also their relative significance, as expressed by the author, in other words, some of the ideas as super ordinate while other subordinates.

Finding the meaning of vocabulary in context mean the reader could develop his or her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have a nearly equivalent meaning when it has it or nearly the same meaning as another word.

In English, as in other languages, it would be clumsy and boring to have and repeat the same word or phrase every time you used it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it then repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, they, this, etc.

An inference is a skill where the reader has to be able to read between lines. King and Stanley divide into two main attentions, draw logical inferences and make an accurate prediction. Mc Neil (1980) also states that to comprehend well, one must have schematic or cognitive patterns that can be filled in with specific content and embedded upon each other. It means that the schema theory in reading comprehension suggests that good readers have a set of scenarios in their head so that they can relate the information to a single concept, idea or symbol.

DEFINITION OF SCHEMA ACTIVATION STRATEGY

Schema activation strategy is the strategy to reactive students' schemata. According to Mohamed and Gumma (2013) activating prior knowledge refers to the activities and strategies that used to bring out what students already know about a topic of the reading text. The activities in teaching-learning by using schema activation strategy can be seen on the following:\

a. Pre-reading
Based on the schema theory, schema determines readers' comprehension of the text. Under such circumstances, teachers can help students activate the previous schema or construct related schema through the activities at the pre-reading stage. Questioning, brainstorming, pre-teaching, pre-texting, and pre-discussing. Through questioning at the pre-reading stage, teachers can create the active classroom atmosphere and arouse students' reading interest which makes students use their previous knowledge. Brainstorming involves students in a rapid-fire, free-association listing of concepts or ideas or facts or feelings relevant to some topics or context. Pre-testing is that before reading students are tested about the known knowledge. Tests can be multiple choice or true or false items. By testing, students are more sensitive to the passage's content so that the

comprehension affects knowledge and experience in their minds (Zhao and Zhu:2012).

   b. While-reading
Build on what the students already know, students are required to expand on the terms and information they already understand, elicit a large number of associations by the prior knowledge they already possess and make clear connections. Reading under the guidance of a teacher and discussing with partners are all effective on-class activities which benefit the development of students' reading abilities (Zhao andZhu:2012).

   c. Post-reading
The problems students meet in the pre-reading stage and the while-reading stage needs to be cleared more after class. There are several effective ways, such as outlining, abbreviation and so on, which are helpful to students' comprehension (Zhao and Zhu:2012).

RESEARCH METHODOLOGY

This research was conducted at SMP Dwi Sejahtera Pekanbaru,which located on Jalan Dirgantara No 4, Pekanbaru. The research was conducted from Jully 23, 2018 to August 30, 2018. The population of this research was the third year students of SMP Dwi Sejahtera Pekanbaru and the samples were selected by using cluster sampling. The data were collected by testing the students to read the text and answer the question. The calculations of the data help by SPSS 20.0.

To know whether or not there is a significant effect of Schema Activation Strategy in comprehending narrative text, the writer used t-test. T-test was formulated as follow:

$$t = \frac{Md}{SE_{MD}}$$

Where:
      Md = Mean of difference
      SE_{MD} = Standard error from mean of difference

                                        (Sudijono, 2014)

RESEARCH FINDINGS

Presentation of the Research Data

This study was conducted to the ninth grade students of SMP Dwi Sejahtera Pekanbaru, especially class IX.2. The class consists of 24 students. The writer applied

Schema Activation Strategy in the teaching process. The objective of this research was to find out whether or not there is a significant effect of Schema Activation Strategy on students' reading comprehension. After the data were obtained, then the writer tried to analyze them.

Furthermore, after being calculated, it was found that the mean of the students' correct answer of try-out was 9.958. Its standard deviation was 1,097. After obtaining the mean of the students' correct answer and standard deviation, the reliability of the try-out can be calculated. The reliability of the item was 0.45. This means that the reliability of the test was high. It can be calculated that the item of this instruments that were used in this research was valid and reliable.

The Description of the Data

The students were taught by using Schema Activation Strategy during teaching and learning activities for one month. Therefore, the writer gave the students pre-test as the basic level of their reading comprehension before teaching process was given to them. The data were collected from the students' scores. The following are the description of pre-test and post-test data. The result of the students' score can be seen as follows:

Number of the students: 24			
Average	60.666667	75	14.33
Max	72	88	20
Min	52	68	4

This table shows that from 24 students in this class, the mean score of pre-test is 60.667 and the mean score of post-test is 75. The gained score is 14.33. The highest score in pre-test is 72. Meanwhile, the highest score in post-test is 88. Based on the differences between the score in the pre-test and the score in post-test, it can be concluded that there is a positive effect of Schema Activation Strategy to the students' reading comprehension in comprehending Narrative text.

NO	Aspect of Reading	Percentage % (Pre-test)	Percentage % (Post-test)
1	Finding the Main Idea	62%	77%
2	Finding the Meaning of Vocabulary in Context	57%	73%
3	Finding Factual Information	33%	74%
4	Identifying References	52%	73%
5	Making Inferences	65%	71%

This table shows that the highest score of reading aspect in pre-test is 'making inferences' and the lowest is 'finding factual information. In the post-test 'Making inferences' become the lowest score. The score of "identifying references' is significantly increased and this becomes the highest gained from the others aspect. It can be concluded that the students' score in this class increased after treatment using Schema Activation Strategy in the teaching process.

Data Analysis

After presenting the data of pre-test and post-test, the data can be analyzed if it has a normal distribution. Normality is used to determine if the data of students' reading comprehension of narrative text in the test is well-modelled by normal distribution. The normality of the data can be seen by looking at the curve. If the curve is skewed to the left or skewed to the right, it means that the data has no normal distribution. If the curve is symmetric (zero skewed), it mean the distribution of the data is normal. In this research, the writer uses SPSS 20.00 test the distribution of the data. The result of the normality test can be seen as follows:

One-Sample Kolmogorov-Smirnov Test

			Pre	Post
N			24	24
Normal Parameters[a]	Mean		60.6667	74.9167
	Std. Deviation		5.97580	4.52929
Most Extreme Differences	Absolute		.169	.239
	Positive		.169	.239
	Negative		-.098	-.178
Kolmogorov-Smirnov Z			.830	1.170
Asymp. Sig. (2-tailed)			.496	.129

a. Test distribution is Normal.

From the table above, we can see that the data of pre-test and post-test have a normal distribution. The table shows that the value of Asymp. Sig. (2-tailed) is 0.496 for the pre-test and 0.129 for the post-test. The result shows that the Symp. Sig. is higher than 0.05. It means that the test distribution is normal. So, the analyzing of the data can be continued. After the normality of the data was tested, the writer analyzed the data.

The data analysis as follows:

a. Determining Median of Difference

$$M_D = \frac{\sum D}{N}$$

$$= \quad \Sigma D/N$$

$$= \quad \textbf{14.333}$$

b. Determining the Standard of Deviation

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} = 4,606$$

c. Determining Standard Error Mean

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}} = 0.96$$

d. Determining with t formula

$$t_0 = \frac{M_D}{SE_{MD}} = -14.922$$

1. **The Test of hypothesis**

Paired Samples Test

	Paired Differences							
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
	Mean			Lower	Upper			
Pair 1 Score before treatment - Score after treatment	-1.43333E1	4.70584	.96058	-16.32044	-12.34623	-14.922	23	.000

The table shows the value of the T-test is 14.922 higher than T-table is 2.07 at significance level 5%. According to Sudijono (2014), if the result of t_o is higher than t table, the null hypothesis (H$_o$) is rejected and the alternative hypothesis is accepted. It means that there is a significant difference between students achievement using Schema Activation Strategy. If the calculation of t_o is lower than t table, the null hypothesis (H$_o$) is accepted. It means that there is a significant difference between students achievement after applied Schema Activation Strategy.

DISCUSSION

The research focused on finding the effect of Schema Activation Strategy on students' reading comprehension. There were some steps for implementing the strategy in the research. They were building interest and attention, accessing background knowledge and exploring key words, building connection between students' background knowledge and the new material, and comprehending the new material. This strategy was implemented in teaching and learning processes. The findings of the research showed that Schema Activation Strategy has a significant effect on students' reading comprehension. The discussion of the findings was presented as the following.

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 and in line with Willis (2008). Furthermore, the use of familiar topic in each meeting was also successful in attracting the students toward the lesson. This finding was supported by Hassan (2013).

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. This finding was in line with Keene and Zimmermann in Moreilon (2007). Through the pictures, the students were asked to write and mention words related to the picture. This was successful in helping the students to explore their vocabulary related to the topic, as advocated by William in Al-Issa (2006).

The third step was building connection between the students' background knowledge and the new material. In this step, to make the students have awareness about the importance of relating their background 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.

At the last step students asked to comprehend a 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. It meant that there was interactive process during reading as it is said by Brown (2001). 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.

In brief, the findings indicated that the applying Schema Activation Strategy helped the students in reading comprehension, especially narrative text. It means there was an effect of Schema Activation Strategy on reading comprehension of third-year students of SMP Dwi Sejahtera Pekanbaru.

CONCLUSIONS AND RECOOMENDATIONS

Conclusion

Based on the formulation of the problem in Chapter I, it can be concluded that there is a significant effect of Schema Activation Strategy on reading comprehension of SMP Dwi Sejahtera Pekanbaru. This has been revealed by the obtained score of the t-test. The result shows that the score of t-test 14.922 is higher than t-table 2.07 at the significance level 5%. Therefore, there was significant improvement achieved by the students in reading comprehension by activating students' schemata. The differences between pre-test and post-test in this class was 15.667 points.

Concerning to the significant difference of schema activation strategy on students' reading comprehension. It was fou1nd that there is a significant difference of students' reading comprehension achievement after being treatment. The significant difference can be seen on the result of students' achievement. The reason why there is a significant difference might be because the students have sufficient schemata to reactivate by using pictures on pre reading activity. Picture about familiarity text provide benefit to the students to connect their schemata to the written text.

Based on the percentage of each aspects of reading in schema activation strategy class, finding main idea is the most influenced on the students' reading comprehension, it is assumed that there were some factors happen in the treatment. It might be because the students already connected their background knowledge with the text that they read.

Recoomendations

In this research, the researcher would like to offer some suggestions for teachers, students, and the next researchers. As the educators, English teachers should be able to choose a suitable technique in order to increase students' reading comprehension. Based on the evidence of the findings of the research, Schema Activation Strategy can be used to improve students' reading comprehension achievement. It might be because the strategy applies in whole activity on the research. Pre-reading activity could reactivate the students' schemata by connecting their background knowledge to the topic. It is suggested for the English teachers to apply schema activation strategy on pre reading activity. The students are able to activate their schemata to predict the topic and the content of the text.

The main aim of this research is to find out there is or not a significant effect of Schema Activation Strategy on the students' reading comprehension. Based on the finding that it was reached well, the teacher is suggested to make group works to make the class situation conducive and interactive in the teaching learning process. The students actively work in a group to discuss the topic of the reading text. A group of discussion can make the students easily to share their previous knowledge based on the topic given. It is suggested to form the groups on proportional members. It is consist of the mix of lower and upper ability students in English in order to support the lower students to learn easily by discussing directly to the upper students ability.

Furthermore, based on the finding of the research, pictures could reactivate students' schemata on teaching reading comprehension. The teacher is suggested to use

appropriate picture for the students of Junior High School. The appropriate picture could reactive students' schemata to develop students' reading comprehension achievement. The picture should be suitable to the topic, clear and colorful in order to draw the content of the text.

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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