

**THE EFFECT OF USING ACTIVATING BACKGROUND
KNOWLEDGE STRATEGY TOWARDS STUDENTS'
READING COMPREHENSION IN DESCRIPTIVE
TEXT AT THE SECOND YEAR OF
SMP TRI BHAKTI
PEKANBARU**



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PEKANBARU
1435 H/ 2013 M**

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A submitted as Partial of Requirements for Getting Bachelor Degree of
Education (S.Pd)



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SUPERVISOR APPROVAL

This thesis entitled “ *The Effect of Using Activating Background Knowledge Strategy towards Students’ Reading Comprehension in Descriptive Text at the Second Year of SMP TRI BHAKTI Pekanbaru*” is the written by Maulida Fitri Nasution NIM. 10914006372 it is accepted and approved to be examined in the meeting of the final examination committee of the undergraduated degree of Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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The writer

MAULIDA FITRI NST

ABSTRACT

MaulidaFitriNasution,(2013) :The Effect of Using Activating Background Knowledge Strategy towards Students' Reading Comprehension in Descriptive Text at the Second Year of SMP Tri Bhakti Pekanbaru

The thesis entitles “ The Effect of Using Activating Background Knowledge Strategy Towards Students' Reading Comprehension In Descriptive Text At The Second Year of SMP Tri Bhakti Pekanbaru”. The objective of this research were to find out students' reading comprehension in descriptive text that is taught by using activating background knowledge strategy, to find out students' reading comprehension that is not taught by using activating background knowledge strategy and to find out whether there is any significant effect of using activating background knowledge strategy towards students' reading comprehension in descriptive text. The problem of this research was students difficulties in reading comprehension, actually in descriptive text .The subject of this research was the second year of SMP Tri Bhakti Pekanbaru, while the object of this research was students' reading comprehension in descriptive text. The total population at the second year of smp tri bhakti pekanbaru was 249 persons, which consisted of six classes . Because the population number was big, the writer took 30 % from the total population or 74 persons. The writer used two variables; there were X variable (Activating background knowledge strategy) and Y variable (students' reading comprehension).

To collect the data, the writer used test. Then to analyze the data, the writer used T test by using SPSS 17 Version. Based on the data analysis, the result shows that The t_0 obtained is 10.638 compared to t table at 5 % and 1 %. so the writer can conclude that H_0 was rejected and H_a was accepted. There is a significance of the students' reading comprehension in descriptive text that is taught by using activating background knowledge strategy of second year students of SMP Tri Bhakti Pekanbaru.

ABSTRAK

Maulida Fitri Nasution, (2013) : Pengaruh Strategi Mengaktifkan Latar Belakang Kemampuan Siswa terhadap Pemahaman Membaca Teks Deskriptif di Kelas Dua SMP Tri Bhakti Pekanbaru.

Judul penelitian ini adalah Pengaruh Strategi Mengaktifkan Latar Belakang Kemampuan Siswa Terhadap Pemahaman Membaca Teks Deskriptif di Kelas Dua SMP Tri Bhakti Pekanbaru. Tujuan dalam penelitian ini adalah mengetahui kemampuan siswa terhadap pemahaman membaca teks deskriptif yang diajarkan dengan menggunakan strategi mengaktifkan latar belakang kemampuan, mengetahui kemampuan siswa terhadap pemahaman membaca teks deskriptif yang diajarkan dengan tidak menggunakan strategi mengaktifkan latar belakang kemampuan dan untuk mengetahui apakah ada pengaruh yang signifikan dalam penggunaan Strategi Mengaktifkan Latar Belakang Kemampuan Siswa Terhadap Pemahaman Membaca Teks Deskriptif di Kelas Dua SMP Tri Bhakti Pekanbaru . Masalah dalam penelitian ini adalah kesulitan siswa dalam pemahaman membaca khususnya teks deskriptif .Subjek dalam penelitian ini adalah siswa kelas dua SMP Tri Bhakti Pekanbaru, sedangkan objek dalam penelitian ini adalah pemahaman membaca siswa dalam teks deskriptif. Jumlah seluruh siswa pada kelas dua SMP Tri Bhakti Pekanbaru adalah 249 orang yang terdiri dari 6 kelas. karena populasi sangat besar penulis mengambil 30% dari populasi atau 74 orang. Penelitian ini menggunakan dua variabel, yaitu variabel X(pengaruh strategi mengaktifkan kemampuan masa lalu) dan variabel Y(pemahaman membaca siswa dalam teks deskriptif).

Untuk mengumpulkan data, penulis menggunakan tes. Kemudian untuk menganalisis data penulis menggunakan rumus uji T melalui SPSS Versi 17. Berdasarkan analisis data yang dilakukan hasil yang ditunjukkan adalah t hitung adalah 10.638 di bandingkan dengan t table pada level 5% and 1% . jadi penulis dapat menyimpulkan bahwa H_0 ditolak dan H_a diterima. Dengan kata lain ada pengaruh dalam pemahaman membaca siswa pada teks deskriptif yang diajarkan dengan strategi mengaktifkan kemampuan masa lalu siswa kelas dua SMP Tri Bhakti Pekanbaru.

موليد الفطر ناسوتيون () : استراتيجيات تمكين تأثير الخلفية قدرة الطلاب ضد نص القراءة والفهم في الصف الثاني وصفية جديد تري بهاكتي بيكانبارو .

عنوان هذا البحث هو تأثير استراتيجية التمكين الخلفية قدرة الطلاب ضد نص الفهم القرائي في الصف الثاني وصفية جديد ثلاثي بيكانبارو بهاكتي . وكان الغرض من هذه الدراسة هو تحديد قدرة الطلاب على القراءة تدرس فهم النص الوصفي باستخدام استراتيجيات لتمكين قدرات الخلفية ، مع العلم قراءة قدرة الاستيعاب لدى الطلاب ان يدرس من قبل النص الوصفي الذي لا يستخدم استراتيجيات لتمكين الخلفية و القدرة على تحديد ما إذا كان هناك تأثير كبير في استخدام استراتيجية التمكين الخلفية قدرة الطلاب ضد الفهم القرائي نص وصفي في الفئة الثانية في المدرسة الثانوية جديد تري بهاكتي بيكانبارو . المشكلة في هذا البحث هو الطلاب صعوبة في القراءة والفهم نص . وقد اجريت هذه الدراسة في هذه الدراسة طلاب الصف الثامن من تري بهاكتي بيكانبارو ، في حين كان الهدف من هذا البحث الفهم القرائي الطلاب في نص وصفي .

ثامن تري بهاكتي بيكانبارو هو شخصا يتكون من عدد كبير . تستخدم هذه الدراسة متغيرين ، وهما متغير (تأثير الاستراتيجيات السابقة تمكين قدرات) والمتغيرات (القراءة والفهم الطلاب في نص وصفي) . لجمع البيانات ثم لتحليل البيانات باستخدام الصيغة ب .

كان بناء على نتائج تحليل البيانات المعروضة هي ر عدد . وبالتالي فإن الكتاب أن نستنتج أن تم رفض هو و ها مقبولة . وبعبارة أخرى هناك تأثير في القراءة والفهم وصفي التي يتم تدريسها مع استراتيجيات لتمكين مهارات الماضية طلبة الصف الثامن ل تري بهاكتي بيكانبارو .

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one important way to improve general language skill in English, through reading a reader can find out about new ideas, facts and experiences. When real readers are trying to decide about civic issues or current events, they read newspapers and magazines and when they want to pass the time in an entertaining way, they read popular novels.

The aim of teaching reading is to make students able to read English text effectively and efficiently, not only learn about the social function, generic structure, but also language feature of texts. Reading activity in English automatically activates listening and speaking activity because reading activity gives a chance to express opinion about a reading text, finally it makes all skills in language develop. According to Parrish in Kalayo there are three stages in teaching such as presentation, practise and production¹. Presentation focuses on how language is used and formed, practise focuses on highly controlled activities, drill and dialogue repetition and production focuses on allowing learners to try the new language more spontaneously.

Nowadays, schools in Indonesia use KTSP as guidance in teaching process. KTSP is operational curriculum that is arranged and implemented by

¹KalayoHasibuan and Muhammad FauzanAnsyari, *Teaching English as a Foreign Language (TEFL)*, Alaf Riau GrahaUnri Press, Pekanbaru, 2007, p.40

each of education unit.²According to the school-based curriculum (KTSP) for the second year students in junior high school, students are required to be able comprehend three kinds of genre, such as descriptive, recount and narrative. The purpose of teaching reading in this level is the students must be able to read, respond and comprehend the texts.

SMP Tri Bhakti is one of the junior high schools in pekanbaru. This school also uses KTSP as its guidance in teaching learning process. In KTSP, the teachers teach English by using genres (texts) and one of the texts that should be learned by the second year students is descriptive text. In this school, KKM (passed score standard) for English subject is 70. English subject in this school is learned twice a week and the allocation of time is 2×40 minutes in each meeting. Standard competence in reading for the second year students are able to understand about functional text and short essay with descriptive and recount forms about around environment. Basic competence used in this school is the students have to read the text aloud and clearly, respond and comprehend a meaning in a text.

Based on the writer's preliminary research at SMP Tribhakti Pekanbaru, actually teacher in this school has given good techniques and strategies in teaching process. Ideally, students have understood in reading material, but in reality some of the students still have problem in reading comprehension especially in descriptive text. The reseacher found several problems.

²Departemen Pendidikan Nasional Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah, *Buku Saku Kurikulum Tingkat Satuan Pendidikan (kts) Sekolah Menengah Pertama*, Direktorat Pembinaan Sekolah Menengah Pertama, 2009, p.1

The problems of the students can be seen in the following phenomena:

1. Some of the students did not know the real meaning based on the context of descriptive text.
2. Some of the students were still difficult to find main idea in descriptive text.
3. Some of the students were still difficult to identify the communicative purpose in descriptive text.
4. Some of the students were hard identify the generic structure in descriptive text.
5. Some of the students were not able to identify the language feature in descriptive text.

Based on phenomena above, the researcher should has a strategy to improve students' reading comprehension in descriptive text, actually teacher in SMP Tri Bhakti Pekanbaru has never used this strategy yet. The strategy is activating background knowledge strategy. Activating background knowledge is a good strategy to develop students' reading comprehension .Because activating background knowledge is How students can make connection between new information and their experiences before. Model connections between the text and students' own experiences encourage students to think of their own experiences that connect with the story.

AneteVasque,et.al, said "Activating students' prior knowledge is important for all learners but especially forELLs whose background and

experiences may be different from those of native English speakers”.³ Based on the theory from expert above it is clear that this strategy can be used for all of learners or all of the levels of English students. Strategy used in this research will help more students to recognize text and comprehend descriptive text, and even activate or build background knowledge of the students.

Judi Moreillon said “Talking about how these connections support comprehension is an important part of learning to activate and use background knowledge”.⁴ Reading is a multicomponent, highly complex process that involves many interactions among readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).⁵ According to Dickson, Simmons, & Kame'enui, in Judy Willis MD “Skilled readers comprehend more successfully than less skilled readers because the skilled readers use strategies such as activating background knowledge to comprehend text and to draw valid inferences about what they have read”.⁶ Dealing with statement above Bransford in Diane Lapp et al said "previous knowledge must be activated in order to facilitate one's current abilities to understand and learn".⁷

³Anete Vasque, et.al., *Teaching Language Arts to English Language Learners*, Routledge, New York, 2010, p. 64

⁴Judi Moreillon, *Collaborative Strategies for Reading Comprehension*, Library Association, Chicago: American, 2007, p. 21

⁵Karen R. Harris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, The Guilford Press, New York, 2007, p. 8

⁶Judy Willis, *Teaching the Brain to Read*, Association for Supervision and Curriculum Development, Virginia USA, 2008, p. 127

⁷Diane Lapp, James Flood, Nancy Farnan, *Content Area Reading and Learning Instructional Strategies*, Lawrence Erlbaum Associates Inc, New Jersey London, 2004, p. 330

Based on explanation above the writer can conclude that, activating background knowledge is the important one to increase or build the comprehension of students in reading and this strategy will help students easy to recognize kinds of text in reading.

Background knowledge is one aspect that can not be separated when students read text, especially indescriptive text, students need background knowledge and experience to develop or recognize the text.

Based on the explanation and the problem experienced by the students above. Therefore the researcher is interested in conducting a research entitled:

“The Effect of using Activating Background Knowledge Strategy Towards Students’ Reading Comprehension in Descriptive Text of The Second Year At SMP Tri Bhakti Pekanbaru”

B. The Problem

1. Identification of the Problem

Based on the background of the problem above, some students at the second year of SMP Tri Bhakti Pekanbaru still get some problems in their reading comprehension. To make it clearer, writer identifies the problems as follows :

- a. What is the best way for students to find the real meaning based on the context of descriptive text?
- b. How is the best way to solve problem of some of the students who are still lack to find main idea?

- c. What are the problems of some of the students who have difficulties in finding communicative purpose in the descriptive text ?
- d. How is the way of students to identify generic structure in the descriptive text ?
- e. Why are some students unable to identify language features in the descriptive text?
- f. How is students' reading comprehension in descriptive text that is taught and not taught by using activating background knowledge strategy of the second year of SMP Tri Bhakti Pekanbaru?

2. The Limitation of the Problem

To avoid misunderstanding of the problems in this research, it is very important for the researcher to limit the problem. The writer focuses on the using activating background knowledge and students' reading comprehension in descriptive text at the second year of SMP Tri Bhakti Pekanbaru. In order to avoid misunderstanding in this research, the text used by the researcher is descriptive text.

3. The Formulation of the Problem

The formulation of the problems of this research will be formulated in the following questions:

- a. How is students' reading comprehension in descriptive text that is not taught by using activating background knowledge strategy at the second year of SMP Tri Bhakti Pekanbaru?

- b. How is students' reading comprehension in descriptive text that is taught by using activating background knowledge strategy at the second year of SMP Tri Bhakti Pekanbaru?
- c. Is there any significant effect of using activating background knowledge strategy towards students' reading comprehension in descriptive text at the second year of SMP Tri Bhakti Pekanbaru?

C. Reason for Choosing the Title

The reasons why the writer is interested in carrying out the topic above are based on the some consideration :

1. The writer is interested in carrying out this research in order to know the effect of using activating background knowledge strategy toward reading comprehension in descriptive text.
2. The topic is relevant to the writer as an English student of English department of state Islamic university of Sultan SyarifKasimRiau.
3. As far as the writer is concerned, this research title has never been investigated by any other researcher yet.

D. Objective and Significance of the Research

1. Objective of the Research

- a. To find out students' reading comprehension in descriptive text that is taught by using activating background knowledge strategy.
- b. To find out students' reading comprehension that is not taught by using activating background knowledge strategy.

- c. To find out whether there is any significant effect of using activating background knowledge strategy towards students' reading comprehension in descriptive text.

2. Significant of the Research

Related to the objectives of the research above, the significance of the research are as follows:

- a. To fulfil one of the requirements for the writer to complete undergraduate degree program at English education department of education and teacher training faculty of state Islamic university of sultan SyarifKasim Riau.
- b. The findings of this study can give some contribution to students, especially for students of the second years at SMP Tri Bhakti Pekanbaru on how important their strategies to influence their reading comprehension in descriptive text are.
- c. Motivating students to improve their proficiency in reading comprehension in order to give chance for students to master English.

F. Definition of the Key Term

1. Effect

According to Jack C. Richards effect is measure of strength of one variable's effect on another or the relationship between two or more variables.⁸ In this research, effect is the achieving of teaching reading

⁸Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistic ; Third Edition*, Pearson education , New York, 2002, p. 175

comprehension in descriptive text by using activating background knowledge strategy.

2. Activating Background Knowledge Strategy

According to Knuth and Jones background knowledge is some life experience, either real or vicarious; previous works read and experience with language⁹. The researcher concludes that Activating background knowledge is one of the strategies to encourage students' reading comprehension.

3. Students' Reading Comprehension

Finding ways to help students generalize their newly acquired reading comprehension skills is essential. According to Harvey F. Silver et al students' reading is filled with a sense of purpose.¹⁰ In this research students' reading comprehension is the ability of the students to comprehend reading text especially in descriptive text.

4. Reading Comprehension

According to Blanton et al, Neufeld, Rapp et al, in Peterwestwood Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text.¹¹ In this

⁹ Knuth, R.A, & Jones, B.F, *What does Research Say about Reading?*, Retrieved January 15, 2005, from the north central regional laboratory web site : [http://www. Ncrl.Org/sdrs/areas/stw_esys/str_read.htm](http://www.Ncrl.Org/sdrs/areas/stw_esys/str_read.htm)

¹⁰Harvey F. Silver et al, *The Strategic Teacher Selecting the Right Research-Based Strategy for Every Lesson*, Association for Supervision and Curriculum Development, Alexandria, Virginia USA, 2007, p. 87

¹¹Peter West Wood, *What Teachers need to know about Reading and Writing Difficulties*, ACER Press, Australia, 2008, p 31

research, reading comprehension is how students can understand and recognize reading text especially in descriptive text.

5. Descriptive Text

Descriptive text is one of the texts to describe about place, thing and particular person. According to glossary of education, descriptive text is Text or speech to give a verbal picture of an object, character, location, or event. Description is considered as one of the four traditional forms of composition (along with exposition, narration, and persuasion).¹² In this research, descriptive text is a kind of text to measure understanding of students in reading.

¹²<http://www.education.com/definition/descriptive-text/>Retrieved on December 17, 2012, from <http://www.google.com>

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework.

1. The Nature of Reading Comprehension.

Reading is the main skill in English, Joseph Bennette said “Reading is a visual process - vision is a symbolic process of seeing an item or symbol, translating it into an idea or image”.¹³ Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹⁴ In relation to reading comprehension above, Rosenblatt in Judi Moreillon said “reading is a transaction among the reader, the text, and the intention of the author”.¹⁵

Furthermore Anderson et.al in Karen R. Harris and Steve Graham said “reading comprehension is the manner of set up meaning by organizing a number of complex manner that include word, world knowledge and fluency”.¹⁶ Dealing with definition above JudyWillis said “reading comprehension covers how the brain takes new information through a variety of neural networks using patterns, categories, and relational

¹³Joseph Bennette.,*A Course in Light Speed Reading A Return to Natural Intuitive Reading*,Joseph Bennette 265 37th Ave SE Salem, OR 97301: joseph@jbennette.com ,<http://www.jbennette.com> , p. 23

¹⁴Catherine Snow., Chair, *Reading for Understanding, toward an R&D Program in Reading Comprehension*,RAND Education ,San Monica, 2002, p. 11

¹⁵Judi Moreillon,*Collaborative Strategies for Reading Comprehension*, library association,Chicago:American, 2007, p. 19

¹⁶Karen R. Harris and Steve Graham,*Teaching Reading Comprehension to Students with Learning Difficulties*, The Guilford Press ,New York,2007, p. 2

connections, and builds the new data into comprehended knowledge”.¹⁷In addition Debra L. Cook et.al said “Reading is the key to open doors to all students and Comprehension refers to how struggling readers “make sense” of the written page in any content area”.¹⁸

Pertaining to the ideas above Jennifer Serravallo views that Comprehension is at the feelings of what it means to indicate reading and Reading is the brain process how to understand and receive the meaning behind a text.¹⁹ In addition Gerald G. Duffy said “Comprehension is the essence of reading because the goal of written language is communication of messages”²⁰. And according to Baker, et.al, In Linda J. Dorn and Carla Soffos “Reading is a complex process involving a network of cognitive actions that work together to construct meaning”²¹.

Based on explanation above, the writer concludes that, reading is the process to get main idea, information and message from the author. Comprehension is the key missing element in reading instruction, how we can get information and comprehend it. In other words Reading comprehension is defined as the level of understanding the real meaning of a text.

¹⁷Judy Willis, *Teaching the Brain to Read*, Association for Supervision and Curriculum Development, Virginia USA, 2008, p. 127

¹⁸Debra L. Cook, Hirai Irene, Borrego Emilio, Garza Carl T. Kloock., *Academic Language/Literacy Strategies for Adolescents A “How To” Manual for Educators*, Routledge, New York and London, 2010, p. 75-76

¹⁹Jennifer Serravallo, *Teaching Reading in Small Groups, Differentiated Instruction for Building Strategic, Independent Readers*, Greenwood Publishing Group, Inc. Heinemann Portsmouth, NH, 2010, p. 43

²⁰Gerald G. Duffy, *Explaining Reading A Resource for Teaching Concepts, Skills, and Strategies Second Edition*, The Guilford Press, New York London, 2009, p. 14

²¹Linda J. Dorn and Carla Soffos, *Teaching for Deep Comprehension a Reading Workshop Approach*, Stenhouse Publishers, Portland, Maine, 2005, p.6

2. Teaching Reading Comprehension

Teaching reading comprehension here means that, how teacher can influence or encourage the student to read with some stage. Geoffrey Broughton et.al illustrate there are some stages in teaching reading comprehension:

- a. Teacher needs to bear in mind and choose the appropriate text for students.
- b. Students can cover all aspects of reading by questioning.
- c. Teacher needs to bear in mind when using question to help students.
- d. Teacher can use visual and audio aids in reading.²²

3. Nature of Descriptive Text

As the writer has explained before that descriptive text is one of the kinds of the texts in English that are taught in Junior High school. Descriptive texts are text used when we want to tell how something looks, smell, taste, sound, etc. In other words, description is picture painted with words .Descriptive text commonly tries to reveal the image of certain person, place, animal, or thing.²³

Based on definition above writer can conclude that descriptive text means to the identification which identifies phenomena to describe and

²² Geoffrey Broughton.Christopher Brimful, et.al., *Teaching English as foreign language*,Rutledge, London new York, 2003,p .98-100

²³<http://freearticlesenglish.blogspot.com/2011/02/best-example-of-descriptive-text-about.html>, Retrieved on , February 5, 2015, from <http://www.google.com>

descriptive parts, qualities, and characteristic. The characteristics of descriptive text are as follows:

a. Generic structure

- a) Identification: identifying the phenomenon to be described.

It can be seen in the following example:

Zoologists divide animals into about 30 groups. First, they divide them by whether they have a backbone. Animals that have a backbone are called vertebrates. Animals that do not have a backbone are called invertebrates.

- b) Description: describing the phenomenon in parts, qualities, or/and characteristics.

It can be seen in the following example:

The biggest and best-known animal group is vertebrates. Mammals, birds, reptiles, amphibians, and fish are vertebrates. You are vertebrate. Your backbone is also called your spine. There are about 40.000 species of vertebrates. There are far more species of invertebrates. Even though you can probably think of many vertebrates, the many kinds of invertebrates greatly outnumber vertebrates. Almost all invertebrates are small animals. Insects, spiders, molluscs, and worms are all invertebrates. The biggest invertebrates is the giant squid. It can be up to 60 feet (18 meters) long.

b. Language Features

- a) Focus on specific participant.
- b) Use attribute and identify process.
- c) Frequently use classifier in normal group.
- d) Use simple present tense.

4. Students' Reading Comprehension in Descriptive Text

Students' reading comprehension in descriptive text is one of the kinds of genre texts in second year. According to Miscese Gagen "comprehension is critically important to the development of a student's

reading”²⁴, it means that Comprehension focuses on teaching students to understand what they read and remember what they read not to build skills on how to read, especially in descriptive text.

Descriptive text is usually also used to help students develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place, so that the reader can create vivid pictures of characters, places, objects etc.

Based on explanation above students’ reading comprehension of descriptive text means that how students understand and remember what they read about particular thing, place and person in reading.

5. The Factors influencing Students’ Reading Comprehension in Descriptive Text

There are some factors that influence students’ reading comprehension. Those are internal factors and external factors.

a. Internal Factors

In the relation to the some factors Lyons and Ratey in Linda J. Dorn and Carla Soffos said “A reader’s comprehension is influenced by a range of internal factors, including perceptions, beliefs, motivation, and problem-solving strategies. The line between perception and cognition is blurred.”²⁵

²⁴<http://www.righttrackreading.com> ~ Copyright 2007 Miscese R. Gagen, Retrieved on December 17, 2012, from <http://www.google.com>

²⁵Linda J. Dorn and Carla Soffos, **Loc.Cit.**

b. External factors

External factors are the factors that come from the outside of the students. These factors are an environment, social economic, reading facilities, and reading habits.

Based on explanation from the expert above the writer can conclude that factors of students' reading comprehension come from students' experience, background knowledge and strategies for constructing meaning. And in this research, the writer uses activating background knowledge strategy to improve students' reading comprehension especially in descriptive text.

6. The Nature of Activating Background Knowledge

Activating background knowledge is one of the strategies in teaching and learning process to influence memory of the students and make connection in the new material. Marzano said "background knowledge is that it is stored in what can be thought as "packets" of information".²⁶ In addition Judy Willis said "Activating background knowledge is building connection about information"²⁷. In relation to ideas above Jennifer Serravallo said "Activating prior knowledge is to make connections to lives, other books, and the world about what they already know".²⁸

²⁶ Robert J. Marzano, *Building Background Knowledge for Academic Achievement*, Association for Supervision and Curriculum Development, Alexandria, VA USA, 2004, P. 17

²⁷ Judy Willis, *Op.Cit.*, p. 129

²⁸ Jennifer Serravallo, *Op.Cit.*, P. 43

Activating Prior Knowledge is important because it helps students make connections to the new information they will be learning.²⁹ Dealing with ideas above background knowledge is always behind us backing up our comprehension.³⁰ Pertaining to ideas above Diane Lapp et al. said “prior knowledge is important for new learning is deceptively simple because there are many kinds of prior knowledge”.³¹

7. Teaching Reading Comprehension in Descriptive Text by Using Activating Background Knowledge

Teaching reading comprehension in descriptive text by using activating background knowledge have some stages. According to Judy Willis Activating background knowledge can apply in some stages, such as:

- a. Activate students’ background knowledge through discussions about interesting topics that will be included in the book before they read it.
- b. Let students who already know something about the topic or Authors share their experiences and insights with classmates so these student feel engaged and their enthusiasm builds interest among their classmates.
- c. Continue to activate prior knowledge even after the book is started to sustain student goal-based and motivated reading.³²

²⁹http://www.themorningstaracademy.org/daily_education_news/activating-prior-knowledge-part-1-of-2.html, retrieved on February 5 2013 from <http://www.google.com>

³⁰ Judi Moreillon, **Loc.Cit**

³¹ Diane Lapp, James Flood, Nancy Farnan, **Op. Cit.**, p. 325

³² Judy Willis MD, **Op Cit.**, P. 130.

B. Review of Related Findings

The writer found some previous researches were that relevant with this research . One of them was conducted by Roy Madona³³. This reseach focused on correlation between students prior knowledge and their ability in reaading comprehension at the second year of MA Nurul falah air molek he found that (alpha score) 0,5 is higher than significant score (-000), it means that H₀ is rejected, it can be concluded that there is a correlation between students' prior knowledge and their ability on reading comprehension.

And another research conducted by Amber D. Warsnak he found that by activating students' prior knowledge, a teacher could perhaps increase a students' reading fluency.³⁴

Based onthe previous researches that the writer has found ,it is clear that the problem the writer is willing to conduct has not been discussed yet. This research focuses on the effect of using activating background knowledge towards students' reading comprehension in descriptive text of the second year at SMP Tri Bhakti Pekanbaru.

C. Operational Concept

Operational concept is the main element used to give explanation about theoretical framework to avoid misunderstanding and misinterpreting of this research. The explanation indicates the concepts that the writer will use. It

³³ Roy Madona, *A Correlation between students' prior knowledge and their ability in reading at second year of MA NurulFalah Air Molek*, Pekanbaru, Unpublish Thesis, 2008, p.43

³⁴ Amber D. Warsnak, *The Effect of Activating Background Knowledge before Reading on Students with and without Learning Disabilities*, Unpublish Thesis, 1996, p. 34

is needed to briefly explain about variable I and variable II used in analyzing the problem.

This research consists of two variables: they are X that refers to activating background knowledge strategy and Y refers to students' reading comprehension in descriptive text.

1. Variable X is using activating background knowledge strategy. Activating background knowledge strategy is teacher's strategy in teaching reading comprehension.
2. Variable Y is students' reading comprehension in descriptive text. Students' reading comprehension in descriptive text is dependent variable.

Variable X

1. Experimental class

The following treatment as a collection of procedures of the implementation of activating background knowledge can be seen as the following steps :

- a. Activate students' background knowledge through discussions about interesting topics that will be included in the book before they read it.
- b. Give a question to the students what they already know regarding with the text,
- c. Increase the amount of background information by providing more in-depth ideas regarding the topic.

- d. Let students who already know something about main idea in the text and share their experiences and insights with classmates.
- e. Find Unfamiliar key words in the text and activated students background information, and ask them to comprehend text.

2. Control Class

Control class is one of the classes in experimental research used to look at the different result from the experimental class in applying a strategy of a research. This class will be served by using the conventional way in which students do a task and after that collect, of course different from experimental class. The material and the purpose of the strategy are the same. The result obtained in both experimental class and control class will be a consideration for writer to look at the successful strategy applied to the students.

Variable Y

To know the students' reading comprehension in descriptive text at the second year students of SMP Tri Bhakti Pekanbaru, the writer determines some indicators for reading comprehension according to syllabus as follows:

- a. Students are able to identify various meaning based on the context of descriptive text
- b. Students are able to identify main idea
- c. Students are able to identify to communicative purpose of the descriptive text
- d. Students are able to identify generic structure

- e. Students are able to identify language feature of the descriptive text.

D. The Assumption and Hypothesis

1. Assumption

Before formulating the Hypothesis as the temporary answer to the problem the writer would like to present the assumption. This research is based on the assumption that students will get good result in reading comprehension in descriptive text if activating background knowledge strategy can apply better in teaching and learning process.

2. Hypothesis

Based on assumption above, the hypothesis for this research can be formulated as follows:

H_a: There is a significant effect of using activating background knowledge strategy towards students' reading comprehension in descriptive text of second years at SMP Tri Bhakti Pekanbaru.

H_o: There is no significant effect of using activating background knowledge strategy towards students' reading comprehension in descriptive text of second years at SMP Tri Bhakti Pekanbaru.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The design of this research is quasi-experimental research with non equivalent control group design. Quasi-experimental research is when you want to establish cause and effect between two different component. Creswell said “quasi-experimental include assignment, but not random assignment of participant to groups”³⁵. There were two variables in this research, there were using activating background knowledge as variable X and students’ reading comprehension in descriptive text as variable Y. X was independent variable and Y was dependent variable.

Table III
Table Pre-Test and Post-Test Non Equivalent Control Group Design

CLASS	Pre-test	Treatment	Post-test
TREATMENT	O ₁	X	O ₂
CONTROL	O ₁		O ₂

O₁ = pre-test for experiment and control group

O₂ = post-test for experiment and control group

X = treatment³⁶

³⁵John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Pearson education, New Jersey, 2008, p. 313

³⁶Prof.Dr.Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Alfabeta, Bandung, 2008, p.116

B. Subject and Object of the Research

1. The subject of this research was the second year students of SMP Tri Bhakti Pekanbaru in 2012/2013 academic year.
2. The object of this research was the effect of using activating background knowledge strategy towards students' reading comprehension.

C. Location and Time of the Research

Location of this research was conducted at the second year students of SMP Tri Bhakti Pekanbaru at Tuanku Tambusai street No. 12, Payung Sekaki Pekanbaru Riau Indonesia. This research was conducted from march to april 2012/2013 academic year.

D. Population and Sample

1. Population

The population of this research was all students at the second year of SMP Tri Bhakti Pekanbaru in 2012/2013 academic year. It had six classes. The total population of this research was 249. The specification of population can be seen on the table below:

Table III.2
Distribution of the research population

No	Classes	Number of the students
1	VIII 1	41
2	VIII 2	40
3	VIII 3	41
4	VIII 4	41
5	VIII 5	45
6	VIII 6	41
TOTAL		249 students

2. Sample

Because the number population was large, it was necessary to take sample. According to Winarto Surachman in Zaleka research paper, if the population is homogenous enough, for population which is less than 100 persons, the sample is taken 50%, but if the population is more than 100 persons, taken for 30%.³⁷ In this research, the writer took 30% of population for the sample, because sample in this research was homogenous. To calculate the homogenous data, the writer used Burlett test

$$^2 = (\ln 10) [B - (db \text{ Log } S_i^2)]$$

where :

S_i^2 : variances each of data groups

db_i : $n - 1 =$ degree of freedom of each group

B : Barlett value³⁸

Because the population at the second year of SMP Tri Bhakti was homogenous enough, the writer would taken 74 students for the total number of population.

The writer used cluster sampling technique is by finding the samples from the two classes. One class was as experiment class that was taught by using activating background knowledge strategy and other was as the control one. Class VIII² as experiment class and VIII¹ as control one.

³⁷Zaleka, *The correlation between Vocabulary mastery and Ability in Writing Hortatory exposition text of second year students' of MAN Selat Panjang*, Pekanbaru, Unpublish, 2010, p.22

³⁸Sambas Ali Muhidin et.al, *Analisis Korelasi, Regresi, Dan Jalur Dalam Penelitian*, Bandung, CV Pustaka Setia, 2009, P.85

E. Technique of Collecting Data

To get the valid data to measure ability and knowledge of the students in reading comprehension especially in descriptive text, the writer used the technique of collecting data :

1. Test

To obtain the students' reading comprehension by using activating background knowledge strategy the writer gave test. The test was used to find out the students' comprehension in reading descriptive text. The data of the research were the score of the students' reading comprehension obtained by using reading test. The test was done twice, the first were.

a. Pre Test

Pre test was given before treatment. According to Creswell “ pre test provides a mesure on some attribute or characteristic that you asses for participant in an experiment before they receive the treatment.”³⁹

b. Post Test

And the second was post-test given after teratment intended to obtain students' reading comprehension at the second year of SMP Tri Bhakti.

F. Technique of Data Analysis

In order to analyze students' reading comprehension in descriptive text, the reseacher used KKM (passed score standard) for English subject, is 70. It

³⁹John W. Creswell ,**Op.Cit.**, p. 301

means that for those who got < 70 , they did not get KKM (passed score standard), while for those who got score ≥ 70 , they got KKM (passed score standard).

The statistical analysis technique was used to know whether there were any significant effects of using activating background knowledge of the second year at SMP Tri Bhakti Pekanbaru. The researcher used score of pre-test and twice post-test. According to Sugiyono if sample form a pairs, such as compare between before and after treatment or compare control and experimental group, can uses T-Test sample related.⁴⁰ The technique of data analysis was used test “T” though using SPSS 17 Version and the formula is :

$$T = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \frac{S_1}{\sqrt{N_1}} \frac{S_2}{N_2}}}$$

X_1 = Mean of Control group

X_2 = Mean of Experimental group

S_1^2 = Deviasion of Control group kuadrat

S_2^2 = Deviasion of Experimental group kuadrat

The T-Test obtained by considering the degree of freedom (df) as follow :

Df = N - 1

N = Number of casses⁴¹

⁴⁰Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R & D*, Alfabeta, Bandung, 2009, p273-274

⁴¹Hartono, *Statistik untuk Penelitian*, Pustaka Pelajar, Yogyakarta, 2008, p. 191

Statistically the hypotheses are:

$H_a: t_o > t$ - table

$H_o: t_o < t$ - table

It means that H_a is accepted if $t_o > t$ table in other words there is significant effect of students' reading comprehension in descriptive text taught by using activating background knowledge strategy.

H_o is rejected if $t_o < t$ table or in other words there is no significant effect of students' reading comprehension in descriptive text taught by using activating background knowledge strategy.

G. The Instrument of Data Analysis

In order to get some data that are needed to support this research. The writer applied the technique by using test.

The data of the research were gotten from the scores of the students' twice post test. The data were collected through the following procedures:

1. Both class (control and experimental class) were asked their comprehend in reading.
2. The teacher/ writer evaluate from the test based on reading comprehension aspect that consist of identify various meaning based on the context, identify main idea, identify communicative purpose, identify generic structure, and identify language features of descriptive text.
3. The test is used to obtain the data concerning the students reading comprehension. Materials of the test are adopted from syllabus of SMP Tri Bhakti Pekanbaru.

H. The Validity and Reability of The Test

1. Validity

Actually every test, whether short, informal, formal and public test should be as valid as the test constructor can make it. It means that the test must aim at providing the true measure of the particular skill in which it is intended to measure.

Arthur Hughes said “validity is to measure accurately what it is intended to measure”.⁴² Dealing with definition above Gronlund in Brown said “validity is the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of assessment”.⁴³ Based on some definitions above, the researcher can conclude that validity is the way to measure accurately and appropriately a text for the students.

In order to obtain the data about effect of using activating background knowledge strategy towards students' reading comprehension in descriptive text. The researcher acquired to show each score. It was used pertaining to the most important characteristic of an item to be accurately determined by its difficulty. Then, the test given to students was considered too difficult or too easy to show the low reliability. Item difficulty is determined as the proportion of correct responses. The

⁴²Arthur Hughes, *Testing for Language Teachers: Second Edition*, Cambridge University Press, Cambridge, 2003, p. 26

⁴³H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, Longman, San Francisco, 2003, p. 22

standard facility value that is used was 0.30 and 0.70.⁴⁴ This is held pertinent to the index difficulty, in which it is generally expressed as the percentage of the students who answer the correct question. The formula for item difficulty is as follows:

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

Where :

FV : index of difficulty of facility value

R : the number of correct answer

N : the number of examinees of students taking the test⁴⁵

2. Reliability

A test must first be reliable as measuring instrument in research. Reliability is crucial characteristic in good test. According to Linn & Gronlund in J Patrick Meyer Reliability is a “necessary but not sufficient condition for validity”⁴⁶

Brown said “a reliable test is consistent and dependable”⁴⁷. It means that if the teacher gives the same test to the same students on different occasions, the test should have a similar result.

Tambunan in Diana in Belda Susana states that reliability of test is considered as follows :

⁴⁴J.B Heaton. *writing English Language Test*. (New York : longman group UK Limited 1975), p 178

⁴⁵J.B Heaton .*writing English Language Test*. (New York : longman group UK Limited 1988), p 162

⁴⁶J Patrick Meyer. *Reliability*. (New York : Oxford University Press, Inc 2010), p 17

⁴⁷Ibid., p. 20

0.00 – 0.20 : reliability is low

0.21 – 0.40 : reliability is sufficient

0.41 – 0.70 : reliability is high

<0.70 : reliability is very high⁴⁸

In this research, the writer used software SPSS 17 version to calculate the reliability of test.

⁴⁸Belda Susana. The Effect of Using SCROL(Survey, Connection,Read,Outline,Look back) Strategy Toward Reading Comprehension ath the Second Year Students of MTs Darul Hikmah Pekanbaru, Pekanbaru : Unpublish, 2011, p.41

CHAPTER IV

THE DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Data

The aim of this research was to obtain the students' reading comprehension in descriptive text taught by using activating background knowledge strategy and to know significant effect of students' reading comprehension in descriptive text taught by using activating background knowledge strategy.

The data were obtained from students' post-test scores of experimental and control classes. Before taking the data from the sample, the writer tried one of the second classes in order to prove whether the test was reliable or not reliable. The result found in the try out was 0.502. It means that the test is high reliable. In validity after doing the try out, the writer found that there were some items that needed to be deleted because the level of difficulty could not reach the standard item difficulty. All items were deleted because they did not fulfill the standard, they were 3,9,10,29, and 30.

So the writer gave pre test and post test to VIII 1 and VIII 2. The writer asked the students to answer some questions based on the text given, the text was a descriptive text. Based on the result of pre test, it was found that VIII 2 was an experimental class and VIII 1 was control one. Then, the writer gave treatments to experimental class for eight meetings.

After giving treatments to experimental class, the writer used the same format of question but in different text of descriptive to test students' reading comprehension for the twice post test of experimental class. While for control class, taught without using treatments, the writer used the same format question and the different descriptive texts for their twice post test as well. The result of reading test was evaluated by concerning five components, such as :

1. Students are able to find the real meaning based on the context of descriptive text.
2. Students are able to identify main idea in descriptive text.
3. Students are able to identify the communicative purpose in descriptive text.
4. Students are able to identify the generic structure in descriptive text.
5. Students are able to identify the language feature in descriptive text.

The totals of pre test and post test in both classes were significantly different. The total score of the experimental class was 4905, while the highest was 86 and the lowest was 40.

B. The Data Presentation

The data of this research were gotten from the score of students' pre test and twice post test. All of the data were collected through the following procedure:

1. In both classes (experimental and control class), students were asked to answer the questions based on the descriptive text given.

2. The format of the test was multiple choice
3. The writer and the English teacher in SMP Tri Bhakti Pekanbaru gave a score of the students' reading comprehension that was collected from their score of pre test and post test.

Before the writer was doing try out, in the first step, the writer did homogenous test to take the sample. To calculate the data the writer used barlett test, to make it clearer it can be seen in table below:

Table IV.1
Table of Variance

	VIII 1	VIII 2	VIII 3	VIII 4	VIII 5	VIII 6
	76	80	85	80	83	76
	70	80	83	80	83	85
	80	70	80	80	60	75
	83	60	80	78	80	75
	85	80	87	80	85	85
	70	83	85	85	87	80
	85	80	87	80	80	80
	85	80	85	80	85	76
	84	85	83	70	87	76
	75	80	86	82	80	83
	79	80	80	85	82	75
	76	90	80	80	85	75
	75	80	80	79	87	80
	80	80	80	80	80	80
	80	76	80	82	85	75
	91	78	80	80	85	85
	86	80	85	85	85	80
	85	80	83	80	83	85
	86	80	85	83	80	80
	85	90	85	76	80	85
	79	80	80	82	60	85
	70	83	80	70	90	85
	78	86	83	85	80	80
	80	76	82	80	80	70
	87	82	60	80	87	70
	85	83	85	80	86	80
	84	85	82	85	60	60
	85	80	80	85	87	75
	85	83	85	85	87	80
	89	80	85	92	85	80
	92	80	85	91	90	80
	85	82	83	82	85	75
	82	85	87	85	90	75
	71	80	83	85	87	76
	83	82	85	70	80	85

	78	90	83	80	80	83
	80	76	85	70	90	85
	80	80	83	82	80	85
	80	82	82	82	82	75
	85	90	85	60	87	70
	85		90	70	83	83
					87	
					87	
					80	
					87	
variances	25.84	30.93	24.04	29.94	46.76	29.27

Table IV.2
Table of Test Barlett

Sample	db = n-1	S_i^2	$\text{Log } S_i^2$	db. $\text{Log } S_i^2$	db. S_i^2
Class VIII 1	40	22.84	1.412	56.48	1033.6
Class VIII 2	39	30.92	1.490	58.11	1205.88
Class VIII 3	40	24.04	1.380	55.2	961.6
Class VIII 4	40	29.94	1.476	59.04	1197.6
Class VIII 5	44	47.76	1.669	73.476	2057.44
Class VIII 6	40	27.27	1.466	58.64	1170.8
	243			360.91	7626.92

Where:

$$S^2 = \frac{\sum db \cdot S_i^2}{\sum db} = \frac{7626.92}{243} = 31.386$$

$$B = (\sum db) \cdot \text{Log } S^2 = (243) (\log 31.386) = 363.707$$

$$\begin{aligned} \chi^2 &= (\ln 10) [B - \sum db \cdot \text{Log } S_i^2] \\ &= 2.302585 [(363) 707 - 360.910] \\ &= 6.440 \end{aligned}$$

Based on the data above The writer found χ^2 (χ^2 observeb) is 6.440. while χ^2 table in $\alpha = 0.05$ and $db = k-1 = 3$ is $\chi^2 = 7.815$, it means that χ^2 observeb < χ^2 table or $6.440 < 7.815$. If χ^2 observeb < χ^2 table the population is homogenous in other words the population in the second year students of SMP Tri Bhakti Pekanbaru is Homogenous enough.

There were two data of students' reading comprehension served by the writer. They were

1. The data presentation of the differences between students' reading comprehension in descriptive text taught by using activating background knowledge strategy and students' reading comprehension in descriptive text taught without activating background knowledge strategy.
2. The data of students' reading comprehension taught by using activating background knowledge strategy.
3. The data of students' reading comprehension taught by using conventional strategy.

They are as follows:

1. The Data Presentation of the Differences between Students' Reading Comprehension in Descriptive Text Taught by Using Activating Background Knowledge strategy and students' Reading Comprehension in Descriptive text Taught without Activating Background Knowledge Strategy

The following table is the description of pre test and post test in experimental and control classes.

Table IV.3
Students' Pre Test And Twice Post Test of Experimental
And Control Class

No	Students	Experimental Class					Control Class				
		Pre test	Post test I	Post test II	Avarage of post test	Gain	Pre test	Post test I	Post test II	Avarage of post test	Gain
1	Student 1	48	84	76	80	32	64	40	72	56	16
2	Student 2	52	76	76	76	24	52	64	68	66	2
3	Student 3	52	80	80	80	28	52	68	76	72	20
4	Student 4	44	76	72	74	30	40	32	60	46	6
5	Student 5	64	72	72	72	8	52	44	64	54	2
6	Student 6	64	84	76	80	16	52	36	72	54	2
7	Student 7	52	80	84	82	30	60	72	76	74	14
8	Student 8	60	84	80	82	22	40.	44.	44	44	4
9	Student 9	44.	72.	80	76	32	44	52	72	62	18
10	Student 10	44	84	72	78	34	48.	48.	68	58	10
11	Student 11	52.	88	80.	84	32	60	72	76	74	14
12	Student 12	48	88	84	86	38	52	40	68	54	2
13	Student 13	52.	84	76	80	28	44.	44.	76	60	16
14	Student 14	48	72	80	76	28	44.	44.	68	56	12
15	Student 15	44	76	80	78	34	60	60	72	66	6
16	Student 16	44	80	80	80	36	48	76	76	76	28
17	Student 17	72	88	72	80	8	52	48	68	58	6
18	Student 18	72.	80	76.	78	6	56	60	56.	58	2
19	Student 19	52	80	76	78	26	64	40	72	56	-8
20	Student 20	64	92	76	84	20	46	76	72	74	28
21	Student 21	48	76	80	78	30	40	16	48	32	-8
22	Student 22	44	88	76	82	38	48	44	76	60	20
23	Student 23	52	80	80	80	28	64	72	76	74	10
24	Student 24	60.	80	76	78	18	64	64	68	66	2
25	Student 25	60	84	84	84	24	56	52	68	60	4
26	Student 26	44	76	72	74	30	48	40	64	52	4
27	Student 27	64	76	80	78	14	68	36	60	50	-18
28	Student 28	52	70	72	71	19	60	32	72	52	-8
29	Student 29	56	80	76.	78	22	48	36	36.	36	-12
30	Student 30	52	84	88	86	34	52	52	76	64	12
31	Student 31	56.	76	76.	76	20	68	56	56	56	-12
32	Student 32	56	72	80	76	20	44	60	72	66	22
33	Student 33	44	84	76	80	36	44	52	64	58	14
34	Student 34	64	88	80	84	20	52	48	72	60	8
35	Student 35	44	76	76	76	32	56	72	76	74	22
36	Student 36	48	80	80	80	32	52	64	76	70	18
37	Student 37	64	80	76	78	14	60	52	76	64	4

From the table above, it can be seen that there is actually significant difference between pre test and twice post test in experimental and control classes. It can be seen from difference of the gain in the experimental and control classes.

2. The Data Presentation of Using Activating Background Knowledge Strategy (Variable X)

In this research, the writer used the observation to support the writer's research in collecting the data. The observation was done by the writer and also taught to the students directly. While the english teacher always observed the writer in the classroom for eight meetings. The treatment given was about eight meetings to the experimental class.

At the first meeting, the writer introduced the Activating background knowledge strategy to the students, it was done to let them know that Activating background knowledge is an easy strategy for reading comprehension. At the second until eight meeting, the writer guided the students to follow each steps of the strategy by discussing the descriptive text. Talking about Activating background knowledge strategy was always implemented in every meeting, but there were some students who still get difficulties about the implementation and procedure of the Activating background knowledge strategy, while some of them were still confused and they did not really understand about what each meanin would be. It happened at the first until fourth meeting, but at the next meeting until the end, most of them understood and could memorize the step of Activating background knowledge strategy.

Finally, all students mastered it and their performace in learning the variety of descriptive text increased positively. It was proven by their score in the test. So, it can be concluded that using Activating background

knowledge strategy is really helpful towards the students' reading comprehension and also the teacher in the process of teaching and learning English, especially in reading comprehension. It means that using Activating background knowledge strategy had a positive effect towards students' reading comprehension at the second year of SMP Tri Bhakti Pekanbaru.

The table of indicators shows some frequently aspects implemented by the writer as a teacher in the classroom. It can be seen as follows:

- f. Activate students' background knowledge through discussions about interesting topics that will be included in the book before they read it.
- g. Give a question to the students what they already know regarding with the text,
- h. Increase the amount of background information by providing more in-depth ideas regarding the topic.
- i. Let students who already know something about main idea in the text and share their experiences and insights with classmates.
- j. Find unfamiliar key words in the text and activate students' background information, and ask them to comprehend text.

3. The Data Presentation of Students' Reading Comprehension (Variable Y)

a. Students' Reading Comprehension Taught by Using Activating Background Knowledge Strategy.

The data of students' reading comprehension taught by using Activating background knowledge strategy were gotten from pre test

and post test of VIII² as experimental class taken from the sample of this class (37 students). The writer taught directly, and the English teacher observed the writer for eight meetings in experimental class. The data can be seen from the table below :

Table IV.4
The Score the Students' Reading Comprehension Taught By Using
Activating Background knowledge strategy

No	Students	Experimental class	
		Pre-test	Post- test
1	Student 1	48	80
2	Student 2	52	76
3	Student 3	52	80
4	Student 4	44	74
5	Student 5	64	72
6	Student 6	64	80
7	Student 7	52	82
8	Student 8	60	82
9	Student 9	44.	76
10	Student 10	44	78
11	Student 11	52.	84
12	Student 12	48	86
13	Student 13	52.	80
14	Student 14	48	76
15	Student 15	44	78
16	Student 16	44	80
17	Student 17	72	80
18	Student 18	72.	78
19	Student 19	52	78
20	Student 20	64	84
21	Student 21	48	78
22	Student 22	44	82
23	Student 23	52	80
24	Student 24	60.	78
25	Student 25	60	84
26	Student 26	44	74
27	Student 27	64	78
28	Student 28	52	71
29	Student 29	56	78
30	Student 30	52	86
31	Student 31	56.	76

32	Student 32	56	76
33	Student 33	44	80
34	Student 34	64	84
35	Student 35	44	76
36	Student 36	48	80
37	Student 37	64	78
TOTAL		1984	2921

From the table IV.3, the writer found that the total score of pre test in experimental class was 1984 while the highest was 72 and the lowest was 40, and the total score of post test in experimental class was 2921, while the highest was 86 and the lowest was 71. It means that the students had significant increasing of their reading comprehension, it was proved by the total score and the score of frequency from pre test and post test which was significantly different, it can be seen as below :

Table 1V.5
The Frequency Score of Pre Test And Post
Test of Experimental Class

Valid of pre-test	Frequency of pre-test	Valid of post test	Frequency of post test
40	0	71	1
44	9	72	1
48	5	74	2
52	9	76	6
56	3	78	9
60	3	80	9
64	6	82	3
68	0	84	4
72	2	86	2
Total	N = 37		N= 37

Besides, the mean and standard deviation were also needed in analyzing data which was gotten from the score of pre test and post test. In determining the mean and standard deviation, the writer used the

software SPSS 17 version to calculate it. The mean and standard deviation of pre test and post test are as in the following table:

Table IV.6
The Mean And Standard Deviation of Pre Test And Post Test of Experimental Class

	Mean	Std.Dev
Pre test	53.51	8.29
Post test	79.0	3.57

From the table above, the distance between mean (Mx) and standard deviation () is too far. In other words, the score obtained are normal.

b. Students' Reading Comprehension in Descriptive Text Taught without Using Activating Background Knowledge Strategy

The data of students' reading comprehension in descriptive text taught without using activating background knowledge strategy were also taken from pre test and twice post test of VIII¹ as a control class taken from sample of this class (37 students). The data can be seen from the table below:

Table IV.7
The Score of The Students' Reading Comprehension In Descriptive
Text Taught Without Using Activating Background
Knowledge Strategy

No	Students	Control class	
		Pre-test	Post- test
1	Student 1	64	56
2	Student 2	52	66
3	Student 3	52	72
4	Student 4	40	46
5	Student 5	52	54
6	Student 6	52	54
7	Student 7	60	74
8	Student 8	40.	44
9	Student 9	44	62
10	Student 10	48.	58
11	Student 11	60	74
12	Student 12	52	54
13	Student 13	44.	60
14	Student 14	44.	56
15	Student 15	60	66
16	Student 16	48	76
17	Student 17	52	58
18	Student 18	56	58
19	Student 19	64	56
20	Student 20	46	74
21	Student 21	40	32
22	Student 22	48	60
23	Student 23	64	74
24	Student 24	64	66
25	Student 25	56	60
26	Student 26	48	52
27	Student 27	68	50
28	Student 28	60	52
29	Student 29	48	36
30	Student 30	52	64
31	Student 31	68	56
32	Student 32	44	66
33	Student 33	44	58
34	Student 34	52	60
35	Student 35	56	74
36	Student 36	52	70
37	Student 37	60	64
TOTAL		1954	2212

From the table IV.6, the writer found that the total score of pre test in control class was 1954, while the highest was 68 and the lowest was 40, and the table score of post test in control class was 2212 while the highest was 76 and the lowest was 32.

It means that the students had little increasing of their reading comprehension in descriptive text. Besides, the mean of pre test and post test of control class and experimental class also had a big difference. The frequency score and the mean of pre test and post test of control class can be seen below:

Table IV.8
The Frequency Score of Pre Test And Post Test of Control Class

Valid of pre-test	Frequency of pre-test	Valid of post test	Frequency of post test
		32	1
40	3	36	1
44	5	44	1
46	1	46	1
48	5	50	1
52	9	52	2
56	3	54	3
60	5	56	4
64	4	58	4
68	2	60	4
-	-	62	1
-	-	64	2
-	-	66	4
-	-	70	1
-	-	72	1
-	-	74	5
-	-	76	1
Total	N = 37	Total	N= 37

Table IV.9
The Mean And Standard Deviation of Pre Test And Post Test
of Control Class

	Mean	Std.Dev
Pre test	52.81	7.992
Post test	59.78	10.389

From the table above, the distance between mean (M_x) and standard deviation () is too far. In other words, the score obtained are normal.

To make it clear, it will be analyzed in the data analysis below.

C. The Data Analysis

1. The Data Analysis of Activating Background Knowledge Strategy (Variable X)

The data analysis of using activating background knowledge strategy was based on the score in reading comprehension in descriptive text at the experimental and control class. The writer had fully implemented the activating background knowledge strategy to the second year of SMP Tri Bhakti Pekanbaru. It can be seen from the total increasing score in experimental and control class.

2. The Data Analysis of Students' Reading Comprehension in Descriptive Text (Variable Y)

a. Students' Reading Comprehension in Descriptive Text Taught by Using Activating Background Knowledge Strategy

The following table is the description of the data of students' pre test and post test scores in experimental class. It was obtained from the

result of their reading comprehension. The data can be described as follows:

Table IV.10
Students' Pre Test And Post Test Score in Experimental Class

Valid of pre-test	Frequency of pre-test	passed score standard	Valid of post test	passed score standard	Frequency of post test
40	-	-	71	Pass	1
44	9	No pass	72	Pass	1
48	5	No pass	74	Pass	2
52	9	No pass	76	Pass	6
56	3	No pass	78	Pass	9
60	3	No pass	80	Pass	9
64	6	No pass	82	Pass	3
68	-	-	84	Pass	4
72	2	Pass	86	Pass	2
Total	N = 37				N= 37

Based on the data obtained in the pre test and post test of experimental class, there were 35 students who did not get passed score standard (KKM) or the score obtained < 70, while there were 2 students who got passed score standard (KKM) or the score obtained ≥ 70. The percentage of students who did get passed score standard is as follows:

$$= \frac{35}{37} \times 100 \%$$

$$= 94.59 \%$$

The percentage of students who got passed score standard is as follow:

$$= \frac{2}{37} \times 100\%$$

$$= 5.41 \%$$

Besides, it can also be seen the total frequency is 37 and the total score is 1984 so the Mean (M_x) and standard deviation () can be obtain by using SPSS 17 Version as follows:

Table IV.11
Mean and Standard Deviation of Students' in Pre test of
Experimental Class

Mean	53.51
Standard Deviation	8.29

From the table above, the distance between Mean (M_x) and Standard Deviation () is too far. In other words, the scores obtained are normal.

In post test of Experimental class there was 0 (zero) student who did not get passed score standard (KKM) or the score obtained < 70, while there were 37 students got passed score standard (KKM) in other words the score obtained 70. The percentage of students who did not get passed score standard is as follows:

$$= \frac{0}{37} \times 100\%$$

$$= 0 \%$$

The percentage of students who got passed score standard is as follows:

$$= \frac{37}{37} \times 100\%$$

$$= 100 \%$$

Besides, it can also be seen that the total frequency is 37 and the total score is 2921, so that Mean (M_x) and Standard Deviation () can be obtained by using SPSS 17 Version as follows :

Table IV.12
Mean and Standard Deviation of Students' in Post test of
Experimental Class

Mean	79.0
Standard Deviation	3.57

From the table above, the distance between Mean (M_x) and Standard Deviation () is too far. In other words, the scores obtained are normal.

b. Students' Reading Comprehension in Descriptive Text Taught Without Using Activating Background Knowledge Strategy

The following table is the description of the data of students' pre test and post test score in control class. It was obtained from the result of their reading comprehension in descriptive text. The data can be described as follows:

Table IV.13
Students' Pre Test and Post Test scores in Control Class.

Valid of pre-test	Frequency of pre-test	Passed score standard	Valid of post test	Passed score standard	Frequency of post test
40	3	No pass	32	No pass	1
44	5	No pass	36	No pass	1
46	1	No pass	44	No pass	1
48	5	No pass	46	No pass	1
52	9	No pass	50	No pass	1
56	3	No pass	52	No pass	2
60	5	No pass	54	No pass	3
64	4	No pass	56	No pass	4
68	2	No pass	58	No pass	4
-	-	-	60	No pass	4
-	-	-	62	No pass	1
-	-	-	64	No pass	2
-	-	-	66	No paas	4

-	-	-	70	Pass	1
-	-	-	72	Pass	1
-	-	-	74	Pass	5
-	-	-	76	Pass	1
Total	N = 37		Total		N= 37

Besad on the data obtained in the pre test in control class, there were 37 students who did no get passed score standard (KKM) or the score obtained < 70, while there was 0 (zero) students who got passed score standard (KKM) or the score obtained 70. The percentage of students who did not get passed score standard is as follows:

$$= \frac{37}{37} \times 100 \%$$

$$= 37 \%$$

The percentage of the students who got passed score standard is as follows:

$$= \frac{0}{37} \times 100 \%$$

$$= 0 \%$$

Besides, it can also be seen that total frequency is 37 and total score is 1954, so that mean (M_x) and Standard Deviation () can be obtained by using SPSS as follows:

Table IV.14
Mean and Standard Deviation of Students' Pre Test in Control Class

Mean	52.8
Standard Deviation	7.99

From the table above, the distance between Mean (M_x) and Standard Deviation () is too far. In other words, the scores obtained are normal.

In the post test in control class, there were 29 students who did not get passed score standard (KKM) or the score obtained < 70 , while there were 8 students who got passed score standard (KKM) or the score obtained ≥ 70 . The percentage of students who did not get passed score standard is as follows:

$$= \frac{29}{37} \times 100 \%$$

$$= 78.38 \%$$

The percentage of students who got passed score standard is as follows:

$$= \frac{8}{37} \times 100 \%$$

$$= 21.62 \%$$

Besides, it can also be seen that the total frequency is 37 and total score is 2212, so that Mean (M_x) and Standard Deviation () can be obtained by using SPSS as follows:

Table IV.15
Mean and Standard Deviation of Students' Post Test
in Control Class

Mean	59.8
Standard Deviation	10.39

From the table above, the distance between Mean (M_x) and Standard Deviation () is too far. In other words, the scores obtained are normal.

c. The Students' Classification Score of the Students Taught by Using Activating Background Knowledge Strategy and Without Using Activating Background Knowledge Strategy.

To know how students' reading comprehension in descriptive text by using Activating background knowledge strategy and without using activating background knowledge strategy is. The writer only took the post test score of each class because the post test was given after treatment.

**Table IV.16
Mean and Median of Post Test in Experimental Class and Control Class**

	Mean	Median
Experimental class (Post Test)	79.00	78.00
Control Class (Post Test)	59.78	60.00

From the table above is seen that the mean of post test in experimental class is (79.00) and the mean of post test in contoi class is (59.78).

3.The Analysis of the Difference between Students' Reading in Descriptive Text Comprehension Taught by Using Activating Background Knowledge Strategy and Students' Reading Comprehension in Descriptive Text Taught without Using Activating Background Knowledge Strategy.

Table IV. 17
Students' Reading Comprehension in Descriptive Text Score

No.	Students	Experimental class		Control class	
		Pre test	Post test	Pre test	Post test
1	Student 1	48	80	64	56
2	Student 2	52	76	52	66
3	Student 3	52	80	52	72
4	Student 4	44	74	40	46
5	Student 5	64	72	52	54
6	Student 6	64	80	52	54
7	Student 7	52	82	60	74
8	Student 8	60	82	40.	44
9	Student 9	44.	76	44	62
10	Student 10	44	78	48.	58
11	Student 11	52.	84	60	74
12	Student 12	48	86	52	54
13	Student 13	52.	80	44.	60
14	Student 14	48	76	44.	56
15	Student 15	44	78	60	66
16	Student 16	44	80	48	76
17	Student 17	72	80	52	58
18	Student 18	72.	78	56	58
19	Student 19	52	78	64	56
20	Student 20	64	84	46	74
21	Student 21	48	78	40	32
22	Student 22	44	82	48	60
23	Student 23	52	80	64	74
24	Student 24	60.	78	64	66
25	Student 25	60	84	56	60
26	Student 26	44	74	48	52
27	Student 27	64	78	68	50
28	Student 28	52	71	60	52
29	Student 29	56	78	48	36
30	Student 30	52	86	52	64
31	Student 31	56.	76	68	56
32	Student 32	56	76	44	66
33	Student 33	44	80	44	58
34	Student 34	64	84	52	60
35	Student 35	44	76	56	74
36	Student 36	48	80	52	70
37	Student 37	64	78	60	64

The data were obtained through the score of post test in experimental and control class. To analyze the data, the writer used t-test formula by using software SPSS 17.0 Version.

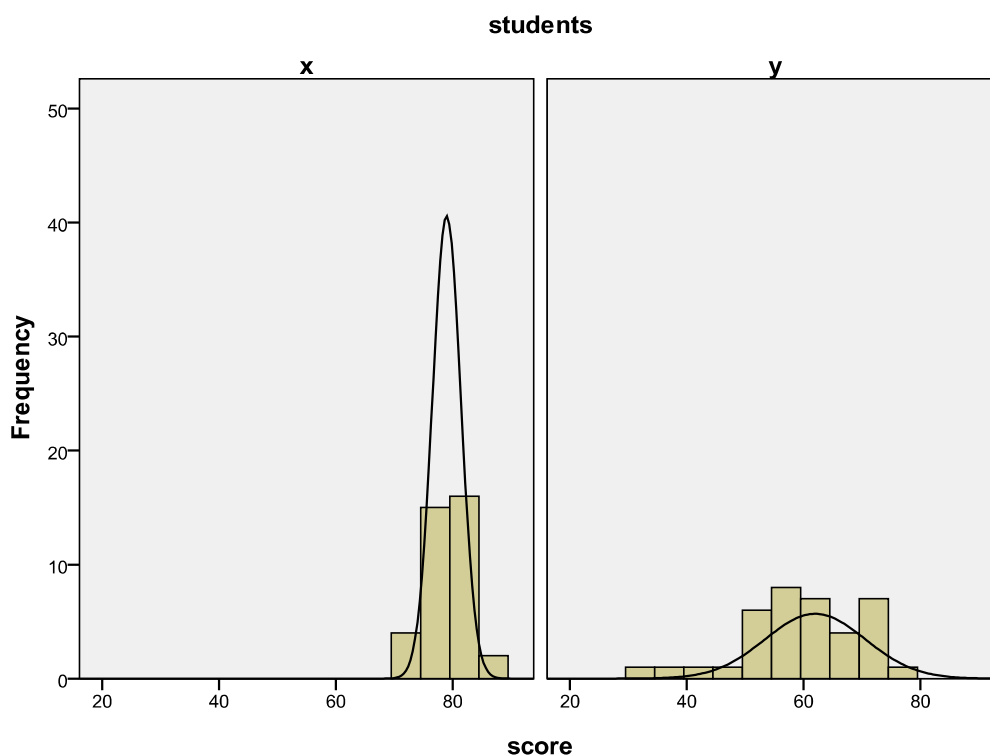
Table IV.18
Group Statistics

	Students	N	Mean	Std. Deviation	Std. Error Mean
Score	X	37	79.00	3.575	.588
	Y	37	59.78	10.390	1.708

Table IV.19
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
SCORE	Equal variances assumed	19.740	.000	10.638	72	.000	19.216	1.806	15.615	22.817
	Equal variances not assumed			10.638	44.405	.000	19.216	1.806	15.577	22.856

From the table above, it can be seen that t_0 is 10.638 and df is 72. The t_0 obtained is compared to t table at 5 % and 1 %. At significance level of 5%, t table is 2.00 and significance level of 1 % t table is 2.65. Besides, it can be analyzed that t_0 is higher than t table either at level of 5 % or 1 %. In other words, it can read $2.00 < 10.638 > 2.65$. so the writer can conclude that H_0 is rejected and H_a is accepted. It also can be seen in chart below:



There is a significant effect between students' reading comprehension in descriptive text (students X)text taught by using activating background knowledge strategy and students' reading comprehension in descriptive text taught without using activating background knowledge strategy (studentsY). At the second year of SMP Tri Bhakti Pekanbaru.

The experimental class showed that the mean score of both classes were different. The mean score of result post test in experimental class was 79.00 and control class was 59.78. it can be stated that using Activating Background Knowledge Strategy had effect positively and effectively towards increasing students' reading comprehension. It is proved by the different score in experimental class and control class, was 19.22. So using

Activating Background Knowledge Strategy could increase students' reading comprehension and in this research, writer used descriptive text.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

Based on data analysis explained in chapter IV, finally the research about the effect of using activating background knowledge strategy towards reading comprehension in descriptive text at the second year of SMP Tri Bhakti Pekanbaru comes to the conclusion as follows:

1. Mean of the students' reading comprehension in descriptive text taught by using activating background knowledge strategy is 79.00. the students who passed score standard (KKM) are 37 students(100%).
2. Mean of students' reading comprehension taught without using activating background knowledge strategy is 59.78. The students who passed score standard (KKM) are 8 students (21.26%).
3. From analysis of t-test formula. It can be concluded that t_o is 10.638. It is higher than t table either at significance level of 5%= 2.00 or 1%= 2.65. It can be concluded that H_o is rejected and H_a is accepted. It means that there is significant effect of the students' reading comprehension in descriptive text that is taught by using activating background knowledge strategy and taught without using activating background knowledge strategy at second year of SMP Tri Bhakti Pekanbaru.

B. Suggestion

Considering the effect of using activating background knowledge strategy towards students' reading comprehension in descriptive text, the writer would like to give some suggestion as follows:

1. Suggestions for the teacher:
 - a. It is recommended to the teachers to use Activating Background Knowledge Strategy in teaching and learning process for English subject.
 - b. It is hoped that the teacher teaches reading comprehension in descriptive text from the easiest to the most difficult one.
 - c. The teacher should build a relax atmosphere in teaching and learning process because this condition would become one important think to carry the sucess of material to be taught.
2. Suggestion for the Students:
 - a. The students should try to understand about using Activating Background Knowledge Strategy in reading comprehension at descriptive text.
 - b. The students should pay more attention to the lesson that has been explained by the teacher.
 - c. The students must be creative to select kinds of reading text in order to comprehend more the text in learning English especially in reading subject.

Finally, the writer considers that this study still needs validation from the next researcher who has the same topic as this strategy.

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