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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the most important language skills that should be developed inside and outside the classroom. It is also one of the most common ways to get information. Many readers can get pleasure in reading since they are able to comprehend and obtain information and content of reading text as they read.

Grabe, (2009:14) said that reading is central of comprehending process. In reading, comprehension is very important. The students read to understand what the writer intended to convey in writing. In reading, students not only read the text but also comprehend the text. Snow, (2002:11) said that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension.

In order to support students' need on reading, School Based Curriculum provides reading as one of the skills in mastering English that must be taught and learned in Junior High School. According to School Based-Curriculum (2006), in learning English, the students should be able to use language in communication either written or oral language in order to commemorate the global era.



State Junior High School 1 Inuman Kuantan Singingi Regency is one of the junior high schools located in Inuman Kuantan Singingi Regency. As formal education, students' need on reading comprehension provides reading comprehension as one of the English materials that must be taught and learned in Junior High School. This school uses School Based Curriculum (SBC) as a guideline in teaching-learning process. So, in the School Based Curriculum, reading is extremely required as one of the skills in English that must be taught at school. English subject should be taught at every level of school.

Based on the researcher's observation in State Junior High School 1 Inuman Kuantan Singingi Regency, especially for the eighth grade students, the English teacher taught reading by using conventional strategy in which the English teacher asked the students to read the text. Then, the teacher asked the students to find out unfamiliar words or asked the students to translate word by word to get the information that the text talked about. Next, the teacher gave some questions related the detailed information in descriptive text. Finally the teacher concluded the lesson before closing.

From the explanation above, the eighth grade students of State Junior High School 1 Inuman Kuantan Singingi Regency were able to read the English text well. So, the students did not have problem in reading. Yet, the fact showed that the students were not able to comprehend reading text, the students also could not understand what the text talked about, the students could not find the information from the text that they had read, and could not make the inference.



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From the description above, it can be seen that the process of teaching and learning reading did not follow the three stages of teaching reading, i.e., pre-reading, whilst-reading, and post-reading. Instead of preparing the students before reading the text by building their background knowledge, the teacher just read the text in order to give the students the example of how to read the text correctly in pre-reading phase. The teacher firstly should attract the students' interest and attention by telling the topic. She could also give the students a chance to share and express their ideas of the topic. Activating the students' background knowledge or schemata by doing questioning could be one of the activities done in Pre-reading phase. Those activities could make the students feel easy in joining the lesson. Besides, they could also help the students to get the big picture of the lesson. Based on the pre-observation, the researcher found some phenomena, as follows:

1. Some of the students had problem in finding main idea in reading descriptive text.
2. Some of the students had problem in identifying the generic structure of descriptive text.
3. Some of the students were still confused about language feature of descriptive text.
4. Some of the students seemed difficult to identify reference in reading text especially in descriptive text.



5. Some of the students seemed difficult to identify inference in reading text especially in descriptive text.

Based on the phenomena above, the researcher concluded that there were some factors that caused the students still had difficulties in comprehending the text. First, the teacher only used the conventional and translational method in teaching reading in which the students understood the text that they had read by translating word one by one. Yet, the method used by the teacher still could not help the students to comprehend the text properly. Second, the students were not interested in learning English especially for reading, because they had lack of vocabularies to comprehend the text. Third, the students did not enjoy learning English because the teacher did not use learning variations in the class.

In line with some factors above, the researcher proposed Schema Activation Strategy. Schema Activation Strategy is a strategy which focuses on activating students' background knowledge, such as of building interest and attention, assessing prior knowledge and exploring keywords, and building connection between students' prior knowledge and the new material. They influence much on the success of reading a text.

Based on the explanation of the problem described, the researcher is interested in conducting a research entitled **“The Effect of Using Schema Activation Strategy on Students' Reading Comprehension at State Junior High School 1 Inuman Kuantan Singingi Regency”**. The strategy is expected to



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help students to improve their comprehension on texts with more challenging activities.

B. Problem

1. Identification of the Problem

Based on the phenomena above, the researcher identified the problem as follows:

- a. Why did some of the students have problem in finding main idea in reading descriptive text?
- b. Why did some of the students have problem in identifying the generic structure of descriptive text?
- c. Why were some of the students still confused about language feature of descriptive text?
- d. Why did some of the students seem difficult to identify reference in reading text especially in descriptive text?
- e. Why did some of the students seem difficult to identify inference in reading text especially in descriptive text?

2. Limitation of the Problem

Based on the identification of the problems above, there are some problems in this school. However, in this research is limited only using Schema Activation and Reading Comprehension at the state junior high School 1 Inuman Kuantan Singingi Regency.



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3. Formulation of the Problem

Based on limitation of the problem, the writer formulates of problems as follows:

- a. Do the eighth grade students of State Junior High School 1 Inuman Kuantan Singingi Regency who are taught by using Schema Activation Strategy get better reading comprehension on descriptive text than those who are taught without using Schema Activation Strategy of the eighth grade at State Junior High School 1 Inuman Kuantan Singingi Regency.
- b. Is there any significant difference between students' reading comprehension on descriptive text taught and without being taught by using Schema Activation Strategy of the eighth grade at State Junior High School 1 Inuman Kuantan Singingi Regency?

C. Objectives and the Significance of the Research

1. Objectives of the study

- a. To find out whether students taught by using Schema Activation Strategy have better reading comprehension on descriptive text than students taught without using Schema Activation strategy of the eighth grade at State Junior High School 1 Inuman Kuantan Singingi Regency.



- b. To find out whether there is a significant difference between students' reading comprehension on descriptive text taught and taught without using Schema Activation Strategy of the eighth grade at State Junior High School 1 Inuman Kuantan Singingi Regency?

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research is:

- a. To give information about the Effect of Using Schema Activation on reading comprehension of the eight grade students at State Junior High School 1 Inuman Kuantan Singingi Regency.
- b. To Improve students' reading comprehension by using Schema Activation Strategy.
- c. To give information to the reader of this thesis about the use of Schema Activation Strategy in teaching English.
- d. To enlarge the researcher's knowledge about Schema Activation and reading comprehension of the eight grade at State Junior High School 1 Inuman Kuantan Singingi Regency.

D. Definition of the Terms

In order to avoid misunderstanding and misinterpretation of the terms used in this research, the researcher needs to explain them as follows :

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1. Effect

According to Richard and Schmidt (2002:175) effect is “a measure of the strength of one variable’s effect on another or the relationship between two or more variables”. Effect is also the result of something done. It means, effect is defined as the result of teaching reading comprehension treated by using Schema Activation Strategy on Students’ Reading Comprehension at State Junior High School 1 Inuman Kuantan Singingi Regency.

2. Strategy

According to Ho-Chia Chuch (2004:138) strategy is “planned to achieve a particular purpose”. In this research, researcher used Schema Activation strategy to improve students reading comprehension.

3. Schema Activation Strategy

According to McGee and Richgels in Moreillon (2007: 20), a schema (plural schemata) is “a mental structure in which we store all the information we know about people, places, objects, or activities”. If people have no schema for a particular topic, they begin that encounter with an immediate loss of comprehension.

Keene and Zimmermann in Moreillon (2007: 20) liken schemas to “homes in the mind”. This metaphor helps educators think in terms of the necessity of familiarity and comfort with a topic if the reader is to be successful at making meaning.



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According to Shahan and Lomax in Vera (2015: 20), Schema activation strategy is a technique usually associated with the pre-reading phase, also occurs in the while reading and the post reading phases. Schema activation strategy could encourage students actively to be engaged in constructing meaning from text. Schema activation is a technique usually associated with the pre-reading phase, also occurs in the while reading and the post reading phases. Khemlani and Lynne (2000) asserted that the role of the reader and the knowledge she/he brings to bear on the text to draw a great importance in the reading process. Readers are expected to be accustomed with the text they read before they are going to understand and comprehend it.

4. Reading Comprehension

Snow (2002: 11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

In relation to the above theories, Lenz (2005: 1) states that reading comprehension is the process of constructing meanings from the text. It means that the reading comprehension process involves the readers' ability to make relationship between their background knowledge and their purpose of reading with the meanings of the text.

From the theories above, reading comprehension can be concluded as the process of finding the stated or unstated writer's idea in the text.



That process occurs by relating various information in the text to the readers' background knowledge.

5. Descriptive text

According to Syafi'i (2011:44) "descriptive paragraph (vivid imagery) is used to tell what the subject looks, sounds, feels, tastes, and/or smells like". Thus, Rachmat Wahidi (2008-2009:14) states that descriptive text is used to create the vivid impression of a person, place, object, event, a particular mood, atmosphere so that the reader can create vivid pictures of characters, places, objects, and more. Thus, a descriptive text is the one that describes a person, place or object. In this research, descriptive text is one of the texts learned by the students.

E. The Reasons for Choosing the Title

There are some reasons why the researcher is interested in conducting this research as follows:

1. The title of this research is relevant with the researcher's status as a student of English education department.
2. The problems of this research are not investigated yet by other previous researchers.
3. The location of the research facilitates the researcher in conducting the research.