CHAPTER I

INTRODUCTION

A. Background of Study

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level. According to Jack C. Richards and Theodore S. Rodgers, today English is world's most widely studied foreign language, 500 years ago it was latin, for it was the dominant language of education, commererce, religion, and government in the wastern world.[1]

In learning English, the students are required to master four basic skills of English : listening, speaking, reading, and

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[1] Jack C. Richards and Theodore S. Rodgers, Approaches and Methods in Language Teaching, (New York: Cambridge University Press, 2001), 3.

writing. Reading is one of the most important skills in language learning besides listening, speaking and writing. Without reading, one cannot access written information. In reading process, students are expected to get knowledge and be familiar with what the teacher has explained in the content, where as in comprehension the students are expected to have more skills in order to get the meaning in the text. That is the purpose of reading comprehension. Therefore, it is useless if one do not have reading competence, because reading competence enables students to find the information in reading a text.

Reading is an incredibly active occupation.[2] To do it successfully, Students have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if agree with them. If do not do these thing and if students do not these things then we only just scratch the surface of the text and quickly forget it.

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[2] Jeremy Harmer, *How To Teach English*. (New York: Pearson Education Limited : 2007), 70.

Reading needs comprehension to understand the context and get the new information of the texts.

However, from the observation in the school when writer was conducting PPLK, it was found out that most of the students still have difficulty in comprehending reading text especially narrative text. The further explanation is as follows : **Firstly**, Student have difficulty finding specific information, **Secondly,** they did not know the meaning of the word, **Thirdly**, Student not able to find out main idea which implicitly stated in the passage, **Fourthly,** student passive and irresponsive in learning English. Also, from the English teachers information the average reading score is low. The facts indicate that they had low ability in comprehension It is because reading in the classroom only focused on asking students to read the text and it was found out that answering the question based on the text without facilitating them to comprehend texts properly. To get good comprehension, teacher should give the students more activities that can attract their attention to participate in the lesson actively.

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Based on the problem above it is necessary to apply the Strategies to solve students from reading English in order students can read and Understand meaning of every reading passage. One of the strategy that is appropriate to improve student reading comprehension is Schema Activation Strategy. Schema activation strategy is a way of reading where the readers are expected to use a strategy to activate his/her own prior knowledge when they read an English text or passage . The writer chose that action since when the students possessed enough knowledge about the topic discussed in the text, they would feel at ease in comprehending the text. Therefore, activating students' schema became an essential phase for the success of comprehending English texts.

Zhao and Zhu State that Schema theory is effectively in Developing Student's Reading Skills and improving their Reading abilities[3]. The purposes of such a process is to help

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[3] Faisal muthair Rhail. *Developing Saudi EFL Students Reading Skills Through Schema – Based Techniques.* International junal.Vol.3,No 2, 2017,16-23.

students acquire a reading Schema that emphasizes the reader's purposes and the dynamic interaction Between reader and the printed page.

Shahan and Lomax states that Schema activation strategy could encourage students actively to be engaged in constructing meaning from text[4]. Because of the importance of reading strategy in improving students comprehension of the source text, this study is conducted to find out whether or schema activation strategy can improve students achievement in reading comprehension of narrative text.

Finally, Based on explanation above, the Writer is interested to conduct the research entitled "**The Effectiveness of Schema Activation Strategy On Students' Reading Comprehension In Narrative text**" (A Quasi-Experimental at the Tenth Grade of MAN 2 Kabupaten Serang)

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[4] Shahan,T,and Lomax,R.G.1986 *An analysis and Comparison of Theoritical Models of The Reading –Writing Relationship*. Journal of Educational Psycology,78,116-123.

B. Identification of the Problem

Based on the background of the problem above, the Writer identified several problems in teaching and learning of reading comprehension.

1. The Student get difficulties in comprehending the reading text

2. The Students have difficulties in English lesson especially in reading comprehension on narrative text.

3. The students do not know if there is a strategy in learning reading which make students and entirely understand the content of the text.

C. Limitation of the Problem

The problem that will be discussed in this paper is limited only in the use of Schema Activation Strategy in teaching reading comprehension on Narrative text at the tenth grade Students of MAN 2 Kabupaten Serang.

D. Statement of the Problem

To make this study more focused, the writer intends to formulate the statements of the problem as follows:

1. How is the student ability in reading comprehension of Narrative text in MAN 2 Kabupaten Serang ?

2. How is the schema activation strategy applied in teaching reading comprehension in narrative text ?

3. How is the effect of using Schema Activation Strategy in Teaching Reading Comprehension ?

E. The objectives of The Study

Based on problem stated above, the writer formulated the objectives of research as follows:

1. To know student's reading comprehension at the Tenth Grade of MAN 2 Kabupaten Serang.

2. To describe how schema activation strategy applied in teaching reading comprehension.

3. To find out the effectiveness of teaching reading comprehension using Schema activation strategy in narrative text at tenth grade of MAN 2 Kabupaten Serang.

F. Significance of The Study

The writer hopes that the study is useful for the herself, especially in applying the Schema activation strategy to teach reading comprehension in narrative text. From this research, it is expected to give benefits for all English teachers in which they know new knowledge and information about strategy which is appropriate to teach reading comprehension of narrative text, not only for English teacher, but also for students. It is hoped that by using this strategy, students can comprehend the reading passage more easily. This study can also inspire other Writer who want to have the same field with the writer.

G. Hypothesis

The statistic hypothesis stated:

1. Null Hypothesis (Ho): There is no significant difference between students' achievement in reading comprehension after using the schema activation strategy.

2. Alternative Hypothesis (Ha): There is a significant difference between students' achievement in reading comprehension after using schema activation strategy.

H. Previous Study

There were many researchers conducted a research through Schema Activation Strategy to make the teaching and learning process more effective. There are some of previous studies related with this research conscicely below:

1. The first research Conducted by Jessica Griselda, : " The use of Schema Activation Strategy for Teaching Writing Recount text "[5].

   The research was a Pre-Experimental design by using single group pre-test and post-test design. The population of the research is the tenth grade students of SMA Negeri 8 Pontianak consisted of 312 students. From the population, the sample class X MIA 4 is taken randomly with 39 students. The result of t-test obtains 6.03 that are bigger than *t*-table 1.6860.

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[5] Jessica Griselda Nim F12112059 A Article *"The use of Schema Activation Strategy for teaching wrting Recont Text at the tenth grade students of SMA Negeri 8 Pontianak."* published in State Tanjungpura University Pontianak 1438 H/2017 M.

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2. The second research Conducted by Kurnia Citra Dewi "

Improving the Reading Comprehension at grade VIII students

SMPN 1 MLATI   using Schema Activation Strategy "

*(*The Clasroom action reserach (CAR) Study at the Eight Grade

Students of SMP N 1 MLATI in Academic Year 2013/2014).

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In this study applied Classroom Action Research (CAR) as

the method of the research. It was conducted in two cycles and

each cycle consisted of four phases, they are: planning, acting,

observing, and reflecting. The subjects of the study were 30

students of Class VIII C of SMP N 1 Mlati, Sleman. There were

two forms of data in this study. The qualitative data were

collected through observation and interview. The data were

presented in the form of field notes and interview transcripts.

Then, the quantitative data were collected through Pre-test,

Achievement test I, Achievement test II, and Post-test. They were

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6 Kurnia Citra Dewi Nim. 09202244044 A Thesis "*Improving the reading comprehension of grade VIII students at SMPN 1 MLATI using Schema Activation Strategy in Academic Year 2013/20154".*Published in Yogyakarta State University (UNY) 1434 H/2013 M

presented in the form of scores and analyzed by using descriptive statistics in SPSS 17 program the results of the research revealed that the use of schema activation strategy successfully improved the students' reading comprehension.

Based on the previous study above, there are differences and similarities with this research and those previous studies. The similarities of the studies above are using pre-test and post-test. The differences between these studies are the method. The first one is using true experiment and the second one using CAR, besides the skill of the studies is different. The first one is writing and the second one is reading comprehension. The material of the text is different. The first use recount text and the second use descriptive text. Based on the result of both the studies, it can be seen that all the research was successfully improving student skill in English learning. Therefore, the writer tried to find a way how to make student enjoy in their reading classes and assignment. This study used narrative text to active their background knowledge by using schema activation strategy, the student will easier to comprehend the text.

I. Organization of Writing

Chapter I Introduction, it consists of background of the study, identification of problem, limitation of the problem, statement of the problem, objective of the study, the significant of the study, hypotheses, organization of the writing, Previous study.

Chapter II Theoretical framework, it consists of the description of theory, definition reading, understanding of reading comprehension, types of reading, teaching reading, definition of narrative text, language feature of narrative text, generic structure of narrative text, definition of Schema activation strategy , Concept Schema activation Strategy in teaching pre-reading.

Chapter III A method of the research , It consist of research method, time and place of the research, method and design of the research, population and sample, instrument of the research, technique of data collection, technique of data analysis.

Chapter IV : Result and Discussion, it concsits of the description of data, analysis of the data, and interpretation of the data.

Chapter V : Conclusion and Suggestions.