

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the following things : Background of the Study, Reason for Choosing the Topic, Research Question, Objective of the Study, Hypothesis, Limitation of the Study, Significance of the Study, Definition of Key Terms and Outline of the Study.

1.1 Background of the Study

English is an international language. English is very important to be learned, because it is used as a means of communication and as the first international language used to interact with others around of the world. English consist of several skills. There are four components of English skills, they are listening, speaking, reading, and writing. Reading is one of the language skills that has to be mastered by the students. The teaching of reading is very important because it helps the students to have more skills in comprehending the content of an English text.

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

Mohammadi and Abidin (2011) divide schema into three types. The first type is linguistic schema. It refers to the knowledge of their corresponding sounds, and the ability to predict, through knowledge of syntax, words that will follow. It is the base for other schemata and extremely important to explain and understand while reading. The second type is formal schema. It refers to the knowledge of rhetorical patterns and the organizational forms in which the information in the text is written. The speed at which the reader processes the text is influenced by the familiarity with text structures. The last type is content schema. It is the reader's background knowledge of the topic being read or the topic from previous experience, or whether it is related to socio-cultural settings of the reader. Readers with much knowledge can comprehend the text much better.

Reading comprehension is generally known as an interactive mental process among the reader's linguistic knowledge, knowledge of the word, and knowledge about a given topic (Mohammadi & Abidin, 2011). In general, there are four levels of reading comprehension. The first level is literal comprehension. It asks the students to find out the answers in the text itself because they are explicitly stated in the text. It is the simplest level of comprehension and makes the least demands on reasoning (Harris & Sipay, 1980). The second level is inferential comprehension. It focuses on reaching a conclusion or drawing inferences from what is read since the answers are not clearly stated in the text or implicitly. The third level is critical reading which involves evaluation, the making of a personal judgment on the accuracy of what is read. It concerns with how to analyze or gather the information of the text. The last level is creative reading. It is the highest level

of reading comprehension which leads the students to think beyond the truth and look for alternate ways to solve problems. It uses divergent rather than convergent thinking skills.

The researcher choose the research about schema activation strategy because schema activation strategy can be effective in teaching learning english and make students easy to learn about reading comprehension. From this reason, the researcher conducted a study on schema activation strategy in improving the students' reading comprehension. Therefore, the research was entitled "The Use of Schema Activation Strategy to Improve Students' Reading Comprehension in Descriptive Text: Experimental Research on the Eighth Graders of SMP Muhammadiyah 7 Semarang in the Academic Year of 2016/2017".

1.2 Reason for Choosing the Topic

The title of this research is "The Use of Schema Activation Strategy to Improve Students' Reading Comprehension in Descriptive Text of the Eighth Graders of SMP Muhammadiyah 7 Semarang in the Academic Year of 2016/2017". It is based on the following reason:

1. For most students, reading an English text is a very difficult activity.
2. Schema Activation Strategy can be effective to improve students' reading comprehension in descriptive text.

1.3 Research Question

Related to the background of the study above, the research question of this study can be formulated as follows: Is the use of Schema Activation Strategy effective to improve students' reading comprehension in descriptive text of the eighth graders of SMP Muhammadiyah 7 Semarang in the academic year of 2016/2017?

1.4 Objective of the Study

Based on the explanation above, the objective of the study is "to find out whether the use of Schema Activation Strategy is effective to improve students' reading comprehension in descriptive text of the eighth graders of SMP Muhammadiyah 7 Semarang in the academic year of 2016/2017 or not".

1.5 Hypothesis

Based on Airasian and Gay (2000) the hypotheses of this study can be stated as follows:

H₀: There is no significant difference in the students' reading comprehension in reading descriptive text between the students who are taught using Schema Activation Strategy and the students who are taught using conventional technique on the eighth graders of SMP Muhammadiyah 7 in the academic year of 2016/2017.

H₁: There is a significant difference in the students' reading comprehension in reading descriptive text between the students who are taught

using Schema Activation Strategy and the students who are taught using conventional technique on the eighth graders of SMP Muhammadiyah 7 Semarang in the academic year of 2016/2017.

1.6 Limitation of the Study

The researcher limits the problem only on the use of Schema Activation Strategy to improve students' reading comprehension in descriptive text of eighth graders of SMP Muhammadiyah 7 Semarang in the academic year of 2016/2017.

1.7 Significance of The Study

The researcher hopes that the result of this research can give information and the researcher hope by using Schema Activation Strategy be useful for the teacher, the students and the researcher.

1. For the Teacher

The result of this research can give additional contribution for the English teachers to develop language teaching methods theoretically and practically, and this study can contribute the teachers in their English class, so they are able to improve the quality of teaching learning process.

2. For the Students

The result of this research can motivate the students to interest in learning English. Teaching students by using Schema Activation Strategy can make the students relax and fun in following the teaching learning process.

3. For the Researcher

The research can contribute the researcher to help to find out the best method for teaching reading.

1.8 Definition of Key Terms

Definitions of key terms are very important to understand the meaning of the topic. The key terms of the research are defined as follows:

1. 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. One of the schema activation strategies which can be used in pre-reading stage is KWL chart. The term KWL stands for *what I Know, what I Want to find out, and what I have Learnt*. Ogle (1986) mentions that KWL chart is especially helpful as a pre-reading strategy when reading text and may also serve as an assessment of what students have learned during a unit of study.

2. Reading Comprehension

Reading comprehension is the active process of constructing meaning through interacts between the reader the material that is read. Successful comprehension involves the reader's discovering the meaning needed to achieve the particular process set for, or by him (Alexander, 1998).

1.9 Outline of the Study

This final project was divided into five chapters to facilitate the readers understanding the sequence of academic writing process and the objective of the study.

Chapter I consists of Background of the Study, Reason for Choosing the Topic, Research Question, Objective of the Study, Hypothesis, Limitation of the Study, Significance of the Study and Outline of the Study.

Chapter II discusses Review of Related Literature about the Definition of Reading, Definition of Reading Comprehension, Process of Reading Comprehension, Problem of Acquiring Reading Comprehension in EFL Classroom, Techniques and Strategies of Teaching Reading in EFL Classroom, Definition of Descriptive Texts, Generic Structure of Descriptive Texts, Language Features of Descriptive Texts, Definition of Schema, Schema Theory and Reading Comprehension, Schema Activation Strategy, The Application of Schema Activation Strategy in EFL Classroom and Review of Previous Studies.

Chapter III represents the Research Method: Research Design, Subject of the Study, Variable of the Study, Instrument of the Study, Validity and Reliability, Procedures of the Study, Technique of the Data Collecting and Data Analysis.

Chapter IV consists of The School's Profile, The Respondents, Instrument Validity and Reliability, The Experiment, and Discussion of the Research Finding.

Chapter V represents the conclusion of the study and suggestion based on the result of the experimental study.