

Activating Schemata Helps Students in Reading Comprehension

Sholihatul Hamidah Daulay

Universitas Islam Negeri Sumatera Utara

sholihatulhamidah@uinsu.ac.id

Emeliya Sukma Dara Damanik

Universitas Islam Negeri Sumatera Utara

emeliya@uinsu.ac.id

Rora Rizky Wandini

Universitas Islam Negeri Sumatera Utara

rorarizkywandini@uinsu.ac.id

Eka Sagita

Universitas Islam Negeri Sumatera Utara

ekasagita45@gmail.com

Abstract

Less of comprehension in reading of English text has become a problem to reach English mastery. This problem brings researchers to apply the activating schemata to solve student's problem in MAS 22 Tembung Medan. In this research, the researcher took grade X as the population of the research. The population of the research is not too large. Then, the researchers decided to take the whole student as the sample of the research by using sampling technique. Researchers collected the data through pre-test and post-test during conducting of this research. After collecting of the data, the data is analyzed through SPSS 23.0 and tested by ANCOVA (an analysis of covariance) Finally, researcher found that activating schemata had a significant effect on student reading comprehension. It can be seen from the data resulted. The data shown that students in experimental group got score in the pre-test (70) and post-test (100). Meanwhile, students in control group got score pre-test (70) and post-test (70). Score of significance was 0.000 and it was lower than 0.05. Therefore, the hypothesis is accepted. This result concluded that activating schemata can increase student reading comprehension and the use of this strategy is recommended.

Keywords: Activating schemata, reading comprehension

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Introduction

Reading is part of life. Basically, the goal of reading is getting of information and knowledge from reading material. Reading comprehension is needed to reach the goal of reading itself. There are a lot of benefits in mastering of reading skill. Besides of getting information, reading skill can help people to lose their boredom and entertain the reader. Yet this skill looks very important in language learning and also in daily life, it is still found that many students can't understand the main idea or the goal of the text. It is particularly occur in reading of English

text. Reading is an activity in which the reader receives information, analyze and interpret to get the message of the text. Therefore, this activity is not only to the ability in reading the text, but also comprehend the text.

Based on the interview and observation had been done in MAS Alwashliyah 22 Medan, researchers found that most of students are lack in comprehension of English text. They can read the English text very well. The student also seems recognize vocabulary in each passage. But they can understand what the main idea, the purpose and the goal of the text. They can't connect between a texts that they are reading and their experience or knowledge. Therefore, this problem makes students are difficult to achieve comprehension in reading of English text. This condition is proved through student score. Most of students got low score in four or five. They did not know how to understand the text easily. They confuse to get some information from reading text. The next problem is related to way of teachers in teaching. Mostly of the teacher used conventional method. Students tend to read the text and answer the question without strategy in reading. As stated by Zukowski that reading skill is concentrated on the comprehension of the text. But it is not easy to comprehend the text (Zukowski, 2002)

In improving the reading skill, it needs to establish interpretation of reader's prior knowledge. It is also suggested by Sandra that the comprehension of the text is received from the process of exploring reader's background knowledge and the text itself (Sandra, 1987). Therefore, reading comprehension strategy is important to the reader to be successful reader. Reader needs to be explored, connected between the texts and their schemata. Based on the situation above, researchers interested to use activating schemata strategy in increasing student reading comprehension. Activating schemata is one of the reading strategies that can be implemented in the teaching reading comprehension. Schemata is defined as a concept or belief which had coded in reader's mind, it is the process of thinking from the reader's past experience to make sense (McNeil, 1992). Several Indonesian researchers have conducted this strategy to students. Susmiati admitted that activating schemata strategy is significant and can improve students reading skill especially reading comprehension, the gain scores of reading aspects of both experimental class X was improved for five aspect of reading (Susmiati, Fitri, setiyadi, Bambang & Suparman, 2017). Next, Agustina (2016) also proved that there is significant improvement by using schemata technique to improve the students' reading comprehension, the mean score of pre-test in cycle 1 was 66 and cycle II was 69.88, while score of post-test in the first cycle was 76 second cycle was 79 (Agustina, 2016). Based on their findings encourage researchers to implement activating schema strategy to help students in reading comprehension.

Literature Review

Schemata can be defined as the reader's concept belief, expectations, processes-virtually everything from previous experiences that are used in making sense of things and actions (McNeil, 1992). It means that in reading comprehension, schemata are used to make sense of text, the printed word evokes the reader's experiences, as well as past and potential relationship. Neil also explained that in activating schemata, the teacher should relate the three activities in teaching reading comprehension, they are reconciled lessons, scaffolding, and semantic mapping (McNeil, 1992). Through these three activities, the students are not only expected to understand the text and get the information, but also they are more active in teaching learning process because they are involved with unfamiliar events and concepts relevant to what they are going to read. This theory also suggested by previous study. The use of activating schemata has been conducted by the researcher such as Zhao. Zhao used activating schemata and resulted that application is beneficial to cultivate students reading interest, quicken their reading speed and make proper judgments. It can also help students fulfill their task more

successfully and have an important impact on English reading teaching (Zhao, 2012). Schema activation can enhance comprehension ability among EFL learners. The implication for teachers, as a matter of fact, a teacher can help students draw relationships between their personal experience and the materials discussed in the text. Furthermore, students should be taught to take advantage of contextual clues, titles, or pictures (Maghsoudi, 2012). Therefore, the writer attempts to use activating schemata in reading comprehension. The writer expects that this paper will contribute to the readers in the field of education.

Basically, the essence of reading is interpretation to get the message what the writer conveys. It does not mean decoding letters, sounds and words, but reading to achieve comprehension, learning and to expand readers' knowledge about the universe man lives in. The explanation of the verse is also defined by Mikulecky, he said that reading is a mental process. In this case, the reader tend to use a variety of strategies to gain the meaning from what the author convey and connect between the text and reader's prior knowledge (Mikulecky, 2011). Related to the definition of reading comprehension above, it can be said that reading comprehension skill is a must to be increased and developed. Therefore, the teacher has to be more concern in teaching reading by using the suitable method, strategy or media. There are three stages in teaching reading:

- a. Pre reading
- b. During reading
- c. Post reading

These stages are very important in teaching reading. It is a process to get comprehension. The teacher can help their student by connecting to their schemata before, during and after reading. It is meant that the connection between the text what they read and their experience or prior knowledge.

Activating schemata

Schema is a background knowledge which involves experience and knowledge. The term schema is used for the first time by psychologist, Schema is an active organization about past reactions or experiences. He concluded that the written text does not give meaning. It provides directions for readers as to how they should retrieve or construct meaning from their own previously acquired knowledge. The schemata can give a guide and help the readers understand what the text intended, because of process of text comprehending is an active process which need a connection between the text and reactivate the background knowledge (An, 2013).

There are three types of Schemata. They are Linguistic, formal and content schemata. Linguistic schemata refer to readers' existing language proficiency in vocabulary, grammar and idioms. Formal schemata tend to background knowledge of the formal, organizational structures of different types of text. The last is content schemata which refers to topic of cultural knowledge, topic familiarity and previous experience (Al Salmi, 2011). In this research, the writer uses three schemata to explore student's mind in comprehending of the text.

Implementation of Activating Schemata in Reading Comprehension. In building background knowledge and linking word meaning to prior knowledge, there are some applications of activating schemata in reading comprehension (McNeil, 1992). They are: ***Reconciled Lessons.*** Reconciled lesson help teacher to offers some questions to enrich students' activities in teaching learning process. The teacher involves students with unfamiliar events and concepts relevant to what they are going to read. ***Scaffolding.*** It is used to internal developmental processes that operate only when the student is in interaction with particular others-parents, teachers or peers. ***Semantic Mapping,*** it is used to students' ability to link word meaning to prior knowledge. The semantic mapping activities are good way to expose prior knowledge and connected to the knowledge are important to understanding what is to be read.

The making of a semantic map is a procedure for building a bridge between the known and the new. The map informs the teacher what students know about a topic and gives the students anchor points to which they can attach new information and concepts they will encounter them (Purnomo, 2017). *The Advantage Activating Schemata*. There are advantages of activating schemata (P Michael and Christine M, 1995), namely; the activated schemata affect allocation attention, schemata activation can affect comprehension inferences, attention allocation, and memory of what is read, once a schemata is activated, it affects the connection made about a situation and the text is read, an activated schema also gives information that would not be attended to if some other schemata are activated.

Based on the opinion above it can be concluded that it is useful for the teachers who teach reading comprehension. By using if schemata, the teacher can activate student's background knowledge and connects to the text is being read. Further, reading comprehension is influenced by reader's schemata about the texts. Therefore the role of text organization is differentiated into some patterns (Grabe, 1990). It can be seen on the following:

1. Collection (list)
2. Causation (cause and effect)
3. Response (problem and solution)
4. Comparison (comparison and contrast)
5. Description (attribution)

Each of these types represents different schemata. It is the way to organize and understand topics. If a reader knows the text pattern of this reading text, she/he can comprehend his reading text more.

Research Methodology

This research is conducted by using of an experimental design. Based on the problem finding, this research takes place at Madrasah Aliyah Swasta Al-Washliyah 22 Tembung 2018/2019 academic year. Researchers took the population is at the students of X grade MAS Al-Washliyah 22 Tembung from 2 parallel classes. Seeing from the total of students are in small number, researcher choose all population or two classes as the sample of research by using technique of census sampling. Sampling technique can be used to take all members of population as the sample (Sugiyono, 2001). The procedure of this study is carried out by taking of Pre-test and Post-test. In finding of the result, Cronbach-Alpha is used as tools to measure the reliability test to binary variables. This formula is used to clear the difficulties from using of formula Spearman-Brown and method of split-half (Kimmo, 2002)

Findings

Based on the analysis, it is found that the lowest score for pre-test is 40 and the higher score is 70, while the lowest score for the post-test is 80 and the highest score is 100. In this case, the students got means score in pre-test is 54.33 and in post-test 85.67. The following table will show the result:

Table1. The comparison of students' scores in the pre-test and post-test in the experimental group

No.	Initial Name	Score	
		Pre-Test	Post-Test
1	ARZ	50	80
2	AP	60	90

3	AK	40	80
4	AW	60	100
5	ANA	50	90
6	AW	40	90
7	DA	60	80
8	DRH	60	90
9	ER	40	80
10	FR	60	90
11	FKA	50	80
12	FS	40	80
13	FN	60	100
14	KI	40	90
15	KS	60	80
16	MFA	50	90
17	MRN	60	80
18	NA	70	100
19	NAM	60	80
20	NS	50	80
21	NPJ	60	90
22	PDS	70	90
23	RA	50	80
24	SL	60	90
25	SA	50	80
26	SF	60	80
27	SA	50	80
28	SH	60	80
29	TW	70	90
30	YH	40	80

Calculation of pre-test in experimental class

After calculating of the data through Ms, Excel 2013, the data shown that the students in experimental group got mean score in the amount of 54.3 and standard deviation is 9.35. The following are formula and statistical data which is used by researchers

For accounting mean (\bar{x}):

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{x} = \frac{1630}{30}$$

$$\bar{x} = 54.3$$

Accounting standard deviation (SD) and variance used the following formula:

$$SD = \sqrt{\frac{\sum x^2}{n^2}}$$

$$= \sqrt{\frac{30.91100 - 2656900}{30.29}}$$

$$\begin{aligned}
 &= \sqrt{\frac{2733000 - 2656900}{870}} \\
 &= \sqrt{\frac{76100}{870}} \\
 &= \sqrt{87.47} \\
 S &= \sqrt{87.47} \\
 &= 9.35
 \end{aligned}$$

Table 2. Analysis of pre-test in experimental class

	N	Mean	Std. Deviation	Min. Score	Max. Score
Pre-Test	30	54.3	9.35	40	70

Calculation of Post-Test in Experimental Class

After calculating of the data through Ms, Excel 2013, the data shown that the students got score 85,7 and standard deviation is 6.79. The data also indicates that students can reach maximum score into 100 for experimental class in post-test and minimum score got 80. The following are formula and statistical which is used by researchers

For accounting mean (\bar{x}):

$$\begin{aligned}
 \bar{x} &= \frac{\sum fixi}{\sum fi} \\
 \bar{x} &= \frac{2570}{30} \\
 \bar{x} &= 85.7
 \end{aligned}$$

For accounting standard deviation (SD) and variance:

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum x^2}{n^2}} \\
 &= \sqrt{\frac{30.221500 - 6604900}{30.29}} \\
 &= \sqrt{\frac{6645000 - 6604900}{870}} \\
 &= \sqrt{\frac{40100}{870}} \\
 &= \sqrt{46.09} \\
 S &= \sqrt{46.09} \\
 &= 6,79
 \end{aligned}$$

Table 3. Analysis of posttest in experimental class

	N	Mean	Std. Deviation	Min. Score	Max. Score
Post-Test	30	85.7	6.79	80	100

Student's score form pre-test in control class

In this part, researchers describe the result from data analyzing. It resulted that students in control class got the lowest score of pre-test is 20 and the higher is 70. The data also shows that the students in control class got mean score 46.67 in pre-test and 56,33 in post-test. the following table will show the result of the analysis clearly

Table 4. The comparison of students' scores between pre-test and post test in control group

No.	Initial Name	Score	
		Pre-Test	Post-Test
1	AQP	30	50
2	AS	40	50
3	AN	60	70
4	AB	60	60
5	AK	60	70
6	CS	30	40
7	MAS	60	50
8	FAD	60	50
9	FAS	50	50
10	FQG	50	50
11	FR	40	50
12	IN	20	40
13	JAL	20	50
14	MIM	40	50
15	MLK	40	60
16	MAI	50	60
17	MSN	50	50
18	RK	40	60
19	NDC	60	70
20	NNH	60	60
21	NJ	70	70
22	NRD	50	60
23	NN	40	50
24	NHL	50	60
25	TN	50	50
26	PSU	50	60
27	RT	30	60
28	RRW	40	60
29	SK	50	70
30	SI	50	60

Calculation of Pre-test in Control Class

After researcher calculated the data by using Ms. Excel 2013, they found that the students got a mean score was 46.7 and the standard deviation is 12.41. th calculation also

shows that the student got maximum score “70” in pre-test and minimum score was 22. Formula and statistical data can be seen on the following section

For accounting mean (\bar{x}):

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{x} = \frac{1400}{30}$$

$$\bar{x} = 46.7$$

Accounting standard deviation (SD) and variants used the following formula:

$$SD = \sqrt{\frac{\sum x^2}{n^2}}$$

$$= \sqrt{\frac{30.69800 - 1960000}{30.29}}$$

$$= \sqrt{\frac{2094000 - 1960000}{870}}$$

$$= \sqrt{\frac{134000}{870}}$$

$$= \sqrt{154.02}$$

$$S = \sqrt{154.02}$$

$$= 12.41$$

Table 5. Analysis of pre-test in control class

	N	Mean	Std. Deviation	Min. Score	Max. Score
Pre-Test	30	46.7	12.41	20	70

Calculation of post-test scores in control class

After calculating of the data by using Ms.Excel 2013, researcher found that the student got mean score was 56.3 and the standard deviation is 8.50. then, the researchers also found that the student get maximum score was 100 and the minimum score was 80.

For accounting mean (\bar{x}):

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{x} = \frac{1690}{30}$$

$$\bar{x} = 56.3$$

Accounting standard deviation (SD) and variance used the following formula:

$$SD = \sqrt{\frac{\sum x^2}{n^2}}$$

$$= \sqrt{\frac{30.97300 - 2856100}{30.29}}$$

$$\begin{aligned}
 &= \sqrt{\frac{2919000 - 2856100}{870}} \\
 &= \sqrt{\frac{62900}{870}} \\
 &= \sqrt{72.29} \\
 S &= \sqrt{72.29} \\
 &= 8.50
 \end{aligned}$$

Table 6. Analysis of post-test in control class

	N	Mean	Std. Deviation	Min. Score	Max. Score
Post-Test	30	56.3	8.50	80	100

Analysis of Inferential, Pre-test, Normality Test

In analysis of inferential, the following description will present pre-testing analysis and hypothesis. Before determining the conclusion of hypothesis testing, researchers should analyze pre-test in the first time. This analysis consists of three stages. They are normality, homogeneity and reliability tests. Function of normality test was to see whether the data of the scores is distributed to Normal. Meanwhile, the goal of homogeneity test was to see whether the sample's variance is homogeneous or not. The following description will show the result of the test. In finding of the normality test, researcher used the formulas of Kolmogorov-Smirnov. In this theory, if the score of p shows greater than 0.05, the data is distributed as Normality. But, If the score is under from 0.05, it can be said the data far from normal. Table below will show the result of the normality test in pre-test and post-test.

Table 7. The normality test of pre-test and post test for experimental and control class

Variables	P value	α	Statement
Test of Experimental Class	0.200	0.05	distribution is normal
Test of Experimental Class	0.089	0.05	distribution is normal
Test of Control Class	0.200	0.05	distribution is normal
Test of Control Class	0.149	0.05	distribution is normal

Related to the table above, it can be indicated in this following description:

1. The result data from pre-test is indicated normal because of P value in experimental group got 0.200 and it was greater than α (0.05).
2. The result data from post-test is indicated normal because of P value in experimental group got 0.089 and it was greater than α (0.05).
3. The result data from pre-test is indicated normal because of P value in control group got 0.200 and it was greater than α (0.05).
4. The result data from post-test is indicated normal because of p value or the post-test in the control group got 0,149 and it was greater than α (0.05)..

Simply, the result of p value from pre-test and post-test between experimental and control class seems bigger that the significant level 0.05. Therefore, the data had distribution to the student reading comprehension.

Reliability Test

As mentioned in the previous that reliability is defined as the tools of measure. Basically, the goal of the reliability test is to see whether the data which is used by researchers is measurable or not. In conducting of this test, researchers has applied the Cronbach-Alpha test to see the reliability of the data. In this study, researchers used two methods, firstly, checking of the reliability score for Teaching Activating scheme by using SPSS version 23.0. it can be seen on table below:

Table 8. The result of reliability test

<u>Cronbach's Alpha Based</u>	<u>N of Items</u>
.534	10

Homogeneity test

In testing of homogeneity, researcher used the *Lavene-Test* of ONE WAY ANOVA in pre-test and post-test. Using of this test, researcher could see that relationship is homogeneous if the significant value is higher than the significance of 0.05. This test also had been done before and after teaching reading comprehension. Researcher used SPSS 23.00 to calculate the homogeneity test.

Table 9. Result of homogeneity test in pre-test

	<u>Levene Statistic</u>	<u>df1</u>	<u>df2</u>	<u>Sig.</u>	<u>Interpretation</u>
Reading	1.614	1	58	0.209	Homogeneous

Table 9 indicates that the homogeneous coded in the sample of variance. It can be seen from the value of p (*Sig.*) of the pre-test (0.209) and it is greater than 0.05. Then, the following table will show the results of homogeneity test in post-test:

Table 10. Result of homogeneity test in post-test

	<u>Levene Statistic</u>	<u>df1</u>	<u>df2</u>	<u>Sig.</u>	<u>Interpretation</u>
Reading	1.642	1	58	0.205	Homogeneous

In the table 9 indicates that the homogenous coded in the sample variance of post-test. It can be seen from the value of p (*Sig.*) of the pre-test (0.205) and it is greater than 0.05.

Hypothesis test

The next section of steps in this research, researchers tested hypothesis. It aimed to see whether activating schemata strategy can improve student Reading Comprehension.

In the beginning, researchers changes the hypotheses started to the null hypothesis (H_0) before the hypothesis was rejected or accepted.

The following is the description of hypothesis test:

- Null Hypothesis (H_0): Activating Schemata cannot improve student Reading Comprehension
- Alternative Hypothesis (H_a): Activating Schemata can improve student Reading Comprehension

In conducting of this study, SPSS 23.00 was used as the tools of accounting. Researchers also tested hypotheses by conducting of ANCOVA, an analysis of Covariance. This test had been conducted pre-test and post-test in both of the two classes. During of this test, there is the comparison of mean score between experimental and control class. Based on the hypotheses test, the hypotheses can be accepted if the level of significance value is lower than 0.05. The following table will present the result of ANCOVA

Table 11. Test of Dependent variable

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	26395.833 ^a	3	8798.611	97.794	.000
Intercept	442867.500	1	442867.500	4922.322	.129
Class	26395.833	3	8798.611	97.794	.000
Error	10436.667	116	89.971		
Total	479700.000	120			
Corrected Total	36832.500	119			

a. R Squared = .717 (Adjusted R Squared = .709)

Interpretation

In this section, the data will be interpreted in the description. Interpretation was related to the descriptive and inferential interpretations. Researchers conducted pre-test and post-test both of two classes to see the increasing of student reading comprehension before and after the treatment. Researchers got the data analysis from reading test which has administered during of the study. Researchers did the treatment for the experimental class by using of activating schemata strategy in teaching reading comprehension. Meanwhile, researcher only asked open dictionary to the students in control class. Then, researcher applied ANCOVA test to find out the comparison between the two classes. The clear comparison is presented in the table below:

Table 12. The improvement of mean score between control and experimental class

Variable		Mean	The Improvement
Control Class	Pre-Test	47.1	21.9
	Post-Test	69	
Experimental Class	Pre-Test	47.1	16
	Post-Test	63.1	

Related to the table 12, it can be defined that students in experimental and control class can read English text before doing of the treatment. This statement can be proved from student's score and classified their score into poor. After researchers conducted the application of activating schemata strategy to the experimental group, the post-test scores of the experimental class were classified into good category. After doing of inferential analysis resulted that the whole data are indicated to normal and homogenous coded in the sample of variance. This statement can be seen from the normality test between two classes. The result shows that P values of pre-test from the experimental and control class was higher than 0.05, i.e. $0.200 > 0.05$ and $0.200 > 0.05$. Next, the p value from the post-test in control and experimental class were also higher than 0.05, i.e. $0.089 > 0.05$ and $0.149 > 0.05$. Meanwhile, the homogeneity testing also shows that the p value was greater than the significance level of 0.05 for both pre- and post- tests, i.e., $0.993 > 0.05$ and $0.591 > 0.05$.

Based on the analysis of ANCOVA, researchers found that the value of the level of significance is lower than 0.05, i.e. $0.00 < 0.05$. It can be defined that there is an increasing from the application of activating schemata, after controlling the pre-test scores as the covariate.

Besides, the significance difference also can be seen from the adjusted means of both classes as presented in following table:

Table 13. Summary of means

Variable	N	Post-Test	Adjusted Mean
experimental Class	30	63.1	55.08
control Class	30	69	58.22

From the table above, it can be interpreted that student reading comprehension can be increase by using activating schemata strategy. Therefore, the hypotheses from this study is accepted

Discussion

Dealing to the purpose of the study is to find out whether there is significant effect of teaching activating schemata on students' achievements in reading comprehension from grade X-MIA of senior high school's students. In this research the researchers found that the initial condition both class X-MIA A (control class) and class X-MIA B (experimental class) were same. It showed significant, value $0.200 > 0.05$. the mean score of pre-test of control and experimental class showed that there is no significant difference 47.1 (control class) and 47.1 (experimental class). Teaching learning in class control and experiemental class conducted during four days each class. The result of posttest was found that there is a significant difference between both class from pretest and post-test, The post-test mean score of control class was 69 and the opposite result of experimental class was 63.1. It means that the use teaching activating schemata strategy has a significance influence on the students' reading achievement especially for reading comprehension.

It has been explained before that activating schemata strategy in teaching reading comprehension is good strategy on students' reading comprehension. Related to the findings of this study about teaching activating schemata strategy. Susmiati and Isnaeni had conducted this strategy and see the effectiveness from this strategy. From the explanation above, the researcher can conclude that the teaching activating schemata strategy significantly improve the students' reading skills especially in reading comprehension. It could be seen from quantitative data gathered from student's score. It looks better than before. This strategy also makes student active and enjoy in English learning.

Conclusion and Recommendation

According to the result of the data analysis, it can be concluded using activating schemata at the grade X of MAS Al-Washliyah 22 Tembung had significant effect on the students' reading comprehension. This conclusion comes from the data has been resulted by researchers. The data shows that the students in experiment class got score the pre-test (70) and post-test (100). Meanwhile, students in control class got score pre-test (70) and post-test (70). The total score and the mean score in experimental group showed that there was a significant effect in improvement of the students' score between the pre-test and post-test. It can be seen in the result on ANCOVA in Table 4.1.5, that shows the value of significance was 0.000 and it was lower than 0.05. Therefore, the hypothesis is accepted that activating Schemata can be implemented to increase student reading comprehension.

Considering the conclusion above, the writer would like to propose some suggestions, such as to the reader to use the variation technique, strategy and media in teaching reading comprehension. The one of alternative strategy is activating schemata because it is capable to encourage the improvement of students' reading comprehension and to build their motivation in

studying reading. For further researchers, hopefully this study can be used as a reference to the next researchers who conduct or analyze deeper another research in the education field.

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