


## IMPROVING THE STUDENTS READING COMPREHENSION THROUGH SCHEMATA TEACHING TECHNIQUE AT THE EIGHT GRADE OF SMP NEGERI 8 SELAYAR

Andi Irwin Maulana, Nurdevi Bte Abdul, Muh Arief Muhsin

Universitas Muhammadiyah Makassar, English Education Department, Faculty of Teacher Training and Education  
Sultan Alauddin Makassar, South Sulawesi 90221, Indonesia

ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: December 1,2020 Revised: December 12,2020 Accepted: January 1,2021 Published: January 19,2021</p> <p><b>Keywords:</b> Schemata Technique Reading Comprehension Classroom Action Research</p>	<p>Reading is challenging skill for students, where they have to comprehend the content of the text and identify the component of comprehension level. Dealing with this challenging this research aims to prove whether the Schemata Teaching Technique can improve the students' reading comprehension. The research strategy utilized is classroom action research; it is conducted in two cycles. Each cycle is conducted in four gatherings. Each cycle comprises of planning, acting, observing, and reflecting. The information are taken from the occasion, archives and witnesses. The result of the inquire about appears that the way to move forward English students comprehension is by expanding their reading dominance utilizing schemata procedure where the students can do more works out which in a roundabout way too increment their comprehension in reading, and the result of post-test is way better than in pre-test. The mean score of pretest 67.74 to 78.61 in posttest cycle I, the mean score of pretest 71.17 to 80.52 in posttest cycle II. The percentages of exhaustiveness of each cycle also show the improvement, with 10.87% in first cycle, 9.35% in second cycle. The researcher suggests to the teachers especially English teachers to be more inventive to make a modern method in learning English uncommonly reading process. The analyst also concludes that educating English through schemata teaching technique can improve the students' reading comprehension of the eighth grade students of SMP Negeri 8 Selayar.</p> <p style="text-align: right;"><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> 
<p><b>Corresponding Author:</b> Andi Irwin Maulana English Education Department, Universitas Muhammadiyah Makassar, 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: amaulana@bg.unismuhmakassar.ac.id</p>	

## INTRODUCTION

Reading is additionally something significant and vital for the students since the victory of their think about depends on the more prominent portion of their capacity to read. In the event that their reading expertise is destitute they are exceptionally likely to fall flat in their think about or at slightest they will have trouble in making advance. On the other hand, that they have a great capacity in reading, they will have a much better chance to succeed in their consider.

According to Burhan (2012: 9), reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It says a physic movement since the parts of the body, our eyes especially, do it. And it says mental movement since discernment and memory as parts of intellect are included in it. He at that point concludes that the most goal of reading may be a prepare of comprehending composed writings.

Based on the result of the preliminary observation of English learning process of the eight grade students at SMP Negeri 8 Selayar, it was found that the students were need of aptitude in comprehending an English content. The further explanation is as follows: Firstly, the students were lack of vocabularies. This one becomes the common weakness of the students, where they are still confused to get the meaning of the words, even what the questions meant, so that it is hard for them to find out the factual or detail information as the answer of its (explicit information). Secondly, students were not able to discover out the most thought of a passage or content (implicit information). The possible cause of this problem is the topic which is not familiar for the students, whereas simply we can give them the text related to their real experience in the daily life. Thirdly, the students were inactive and irresponsive in English learning. This is related to the students' motivation to read and comprehend the text accurately. In this manner, the teachers have to be progress their ways or procedures in making a difference the students to illuminate such issues.

According to those results of observation, the identification of the problems can be drawn as follows: (1) The students were lack of vocabularies; (2) The students were difficult to find out the factual or detail information as the answer of the questions (explicit information); (3) The students were difficult to get the point or to discover out the most thought of a passage or content (implicit information). (4) The students were inactive and irresponsive in English learning, especially in reading.

Considering the problems above and the prominence of background knowledge or schema, using schemata teaching tehniqe was expected to be able to solve the problems. Basically, everybody has their own schema (plural form: schemata). Schemata are created simply through experiences with people, things and events in the daily life. Furthermore, according to the previous thesis written by Kurnia Citra Dewi (2013), "Schema activation strategy is a strategy which focuses on activating students' background knowledge". She also mentions the steps as follows: (1) building intrigued and consideration, (2) evaluating earlier information and investigating catchphrases, (3) building association between students' earlier information and the modern fabric, and (4) comprehending the new material. Those all have

to be implemented well in the teaching and learning process of reading, and it is expected to influence much on solve those problem stated previously and help to achieve the success of students' reading comprehension of English text.

The researcher used the tehniqe of using and creating schema for this action research. It becomes one of the of those metacognitive strategies which means making connection between the new and the known, building and activating background knowledge. The reason in determining this tehniqe was that Schemata Teaching Tehniqe can make connection before, during and after reading and storing new information with other related memories.

This comprehension strategy was taught on an ongoing basis so that students learn to use it as they are reading. Firstly, earlier information ought to be examined some time recently reading the content to makes a difference the students set the arrange for what is coming. Secondly, during reading, students ought to be energized to form associations to the content from their encounter and the educator ought to demonstrate this process utilizing his or her claim associations. Third, after reading, the dialog ought to center on how the connections made a difference students to have better get it the content and how the content made a difference them to construct their establishment of earlier information.

## RESEARCH METHOD

The research design used in this study was Classroom Action Research (CAR). It was conducted through two cycles to observe the students' reading skill through schemata strategy. It consisted of planning, action, observation and reflection. Classroom Action research is largely about developing the professional disposition of teachers, is that, encouraging teachers to be continuous learners in their classroom and of their practice. According to Khasinah (2013, p:108), Classroom Action Research is a process in which educators examine their own practice systematically and carefully using the techniques of research. The subject of this research was the second grade students of SMP Negeri 8 SELAYAR in 2018-2019 academic years. The class consisted of 23 students. The purpose of action research is to provide teacher researchers with a method for solving everyday problems in schools, in order to improve both student learning and teacher effectiveness. According to Edglossary (2015), Action research may also be applied to programs or educational techniques that are experiencing any problem, that educators want to learn more about and improve.

## RESULT AND DISCUSSION

This research was conducted in two cycles. Considering the findings in Cycle I and Cycle II that all activities were effectively done at progressing the students' reading comprehension, the analyst and the collaborator concurred to conclusion the investigate in this cycle. In this case, the researcher used Schemata Teaching Technique as the learning strategy to improve the students' reading comprehension for some reasons. Firstly, the result of the pre-research observation of the teaching reading showed that the students were poor of basic comprehension abilities as follows: (1) comprehending word meaning, (2)

comprehending thought units; (3) comprehending sentence sense; (4) comprehending paragraphs; and (5) understanding total selection. That was because of factors from the students and the teacher. In fact, the students had low motivation while the teacher hadn't used an effective approach yet, such as: giving interesting topic, making interactive learning, etc. Secondly, the teacher didn't pay attention to relate the previous material with the new one, so that the students would easily forget about what they already known.

**Table : The Summary of the Students' Results on the Tests**

Cycle	Pre-test	Post-test	Students improvement
I	67.74	78.61	10.87%
II	71.17	80.52	9.35%

According to the improvement of the tests' result, the researcher found a significant improvement of the students' score of the pre-test and post-test on both cycle. The mean score of pre-test was 67.74 improved into 78.61 in Post Test 1, moreover all of the students' score were above the KKM. Moreover, Post Test 1 and Post Test 2, it could be concluded that the aim of this action research was reached. In fact, the use of Schemata teaching technique could improve the students' reading comprehension. As the proof, the mean score increased from Pre-Test 2 to Post-Test 2. That was 71.17 improved into 80.52. Besides all of students reached the KKM, they also got better experience of learning, especially in reading comprehension.

During the action, the researcher guided them to comprehend the text by a lot of questions. It started in the pre-reading step by conducting brainstorming, then during reading step or main activity by questioning to get the ideas and informations, also after reading step by questioning to summarize the material. This method allowed the students to observe the text directly so that they could find out the answer, to think the possible answer logically, and to remember what they already known then relate it with the new material.

Based on the analysis of information in this research, the utilize of Schemata teaching technique was viable to progress the students' reading comprehension. Practically, the steps were done as follows: First, building the students' intrigued and consideration. Second, getting to earlier information and investigating key words. Third, building connection between the students' earlier information and the new material. Fourth, comprehending the new material, were viable to enact the students' schemata. It can be concluded, those steps made the students understand the text easier than before. Moreover, the activity of questioning and replying session were effective in connection to construct the students' interest and consideration. Making expectation movement was moreover effective to build connection between the students' earlier information and the new material. Those activities made the students comprehended the text easier than before the implementation of this learning strategy.

Meanwhile the main difference between the action in Cycle 1 and Cycle 2 was the group discussion in Cycle 2. Based on the result of Post Test 1, only some students already got good score, while many others still got difficulties in some aspects, such as to find out the

main idea, find out implicit information, etc. The researcher then designed group consisted of 5 students with different ability, so that the students who had good ability could help the others to comprehend the text, to answer the questions correctly and to get better score for English. By discussing in group, they also could share the idea each other, give comment and feedback. That was a more interactive learning than before where they only received the text then did the tasks. Therefore, this learning strategy was explored well based on the students' need.

In the other hand, the researcher wanted to activate schema or background knowledge of the students as the learning strategy with its certain procedures. She prepared it well by determining the topic of the text which was familiar for the students, so that they could follow every single step during learning process. It was important because when the topic was unfamiliar for them, they just could imagine, not call their background knowledge. It was because of reading comprehension process involved the reader's capacity to form relationship between their background information with the reason of reading and the meaning of the content. Finally, the students showed their progress in comprehending a text by the improvement of their score of Pre-test, Post test 1 and Post test 2. Besides they reached KKM, they also created a good situation of learning proces.

The result showed that the use of teaching technique could improve students' skill in English. It is similar to Abdul and (2013) who applied Information activities as reading teaching technique to improve students' reading comprehension. The implementation of Schemata in this study was effective to increase students score in cycle two.

## CONCLUSION

Based on the whole discussion, the researcher conclude that : First, the implementation of Schemata teaching technique as the learning strategy can improve the students' reading comprehension at the eighth grade of SMP Negeri 8 Selayar in 2018/2019 academic year. The main aim of this action research that was to improve the students' reading comprehension through the implementation of Schemata teaching technique as the learning strategy was reached well. Second, The teaching process of reading comprehension through Schemata teaching technique make the class situation interactive. Besides improving students' reading comprehension in the form of mean score as the learning result, it can be seen that the cruel score of post-test was higher than the cruel score of pre-test. The cruel score of pre-test in cycle I was 67.74 and cycle II was 71.17. Whereas, score of post-test in cycle I was 78.61 and cycle II was 80.52. So the usage of schemata can upgrade students' intrigued in learning English particularly reading and the teaching process through Schemata teaching technique also make the class situation interactive. That was because the procedure of questioning let the class make feedback. The researcher actively gave the students a lots of questions during the whole procees of learning, started at pre-reading activity as a brainstorming, during reading to find out all of the informations of the text, then after reading to draw a conclusion of the text. In the other hand, the students was motivated to answer the researcher's questions,

correct or not was okay, the researcher really appreciated their efforts to take a part in the learning process. In the end of the meeting, the students even asked to the researcher many thing about topic of the day, and that was good as an improvement of the students' motivation.

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