INCREASING THE STUDENTS' READING COMPREHENSION ABILITY IN FINDING THE LITERAL MEANING OF A TEXT BY USING SCHEMATA THEORY IN PRE-READING ACTIVITY OF THE SECOND GRADE STUDENTS AT SLTP NEGERI I SITUBONDO THE 2003/2004 ACADEMIC YEAR

Presented to fulfill one of the requirements to obtain S-1 degree at the English Education Program of the Language and Arts Department of the Teacher Training and Education of Jember University

Classroom Action Research

By :

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ENGLISH EDUCATION PROGRAM
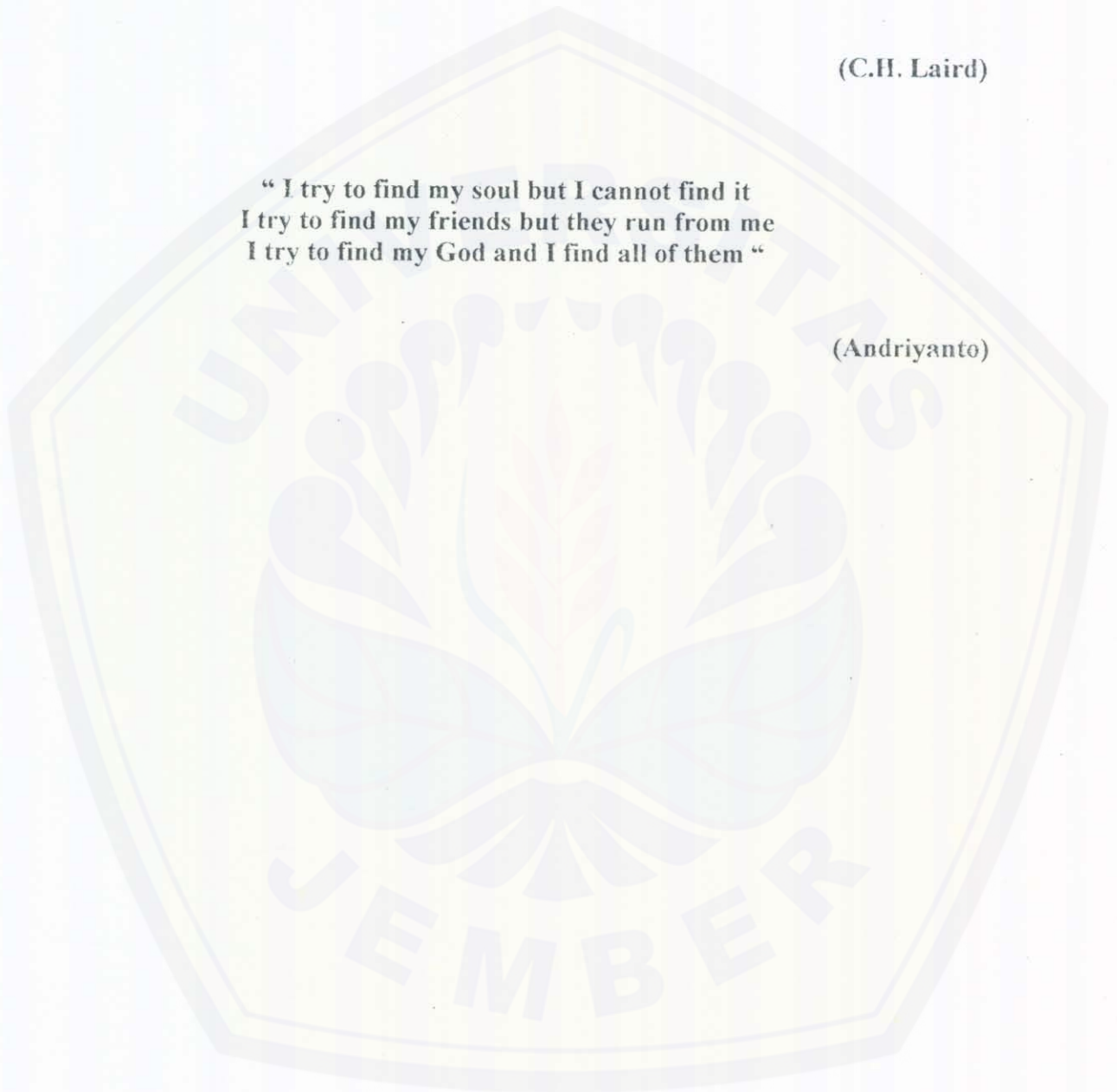**FACULTY OF TEACHER TRAINING AND EDUCATION**
JEMBER UNIVERSITY
MARCH, 2004

MOTTO:

" No Language no humanity
No written Language no civilization
So Language plays an important role
in improving civilization "

(C.H. Laird)

" I try to find my soul but I cannot find it
I try to find my friends but they run from me
I try to find my God and I find all of them "

(Andriyanto)

DEDICATION:

This thesis is honorably dedicated to:

1. My lovely family:

   My father, Rachmad. the greatest figure in the world

   My mother, Saenab in memory

   My brothers, (Soemantri, Soemarsono, and Salim). For Soemantri " I really appreciate your attention ".

   My Sisters, (Soemini, Yanti, Indah and Titik)

   The biggest thanks for all of the sacrifices which never ends. May Allah's love always be with us.

2. My dearest: Dhayang Chrisna Wahyuni

   Thanks for always be around me. You are the spirit of my life. I love you so much. " I cannot forget the time that we had spent together "

3. My best friend: Fery Kiswanto (Pepenk)

   Thanks for your friensdhip

4. All of my close friends at " Bu Sani FC " (Heru, Nanang, Pepenk, Iksan, Dendy, Ridwan,Rully, Hari, Andik).

   " I want to play football with you again"

5. All of my friends at the English Program (Ali, Nasir, Dedy, Hudi, Rully, Harianto, Brian, Hapy, Mbak Trik, Ita, Ira, Andis, Rudi)

6. My almamater.

CONSULTANT'S APPROVAL

Increasing the Students' Reading Ability in Finding the Details of Explicit Information in the Text by Using Schemata Theory in Pre-reading Activity of the Second Grade Students at SLTP Negeri I Situbondo in the 2003/2004 Academic Year
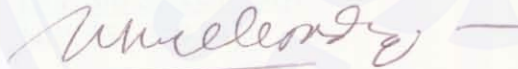
Thesis

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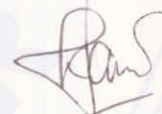|	
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In this opportunity, I would like to express my deepest appreciation and sincerest thanks to the following persons:

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Finally, I hope that this thesis will provide some advantages to the readers. Any criticisms and input that contribute and improve this thesis will be appreciated.

Jember,   March 2004

The Writer

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Abstract

Andriyanto. 2004. Increasing the Students' Reading Comprehension Ability in Finding the Literal Meaning of a Text by Using Schemata Theory in Pre-reading Activity of the Second Grade Students at SLTPN 1 Situbondo in the 2003/2004 Academic Year.

Reading as one of the important English skills has become the useful media for getting information in the world. Realizing this condition, the researcher tried to increase the students reading comprehension ability by using schemata theory in pre-reading activity in this classroom action research. By using schemata theory, it was expected that the students could activte their background knowledge.

This classroon action research was done at SLTP Negeri 1 Situbondo in the first Semester of 2003/2004 academic year. The sample used in this classroom action was determined by purposive sampling method, that is class II A. The classroom action research itself used two cycles in which each cycle consists of four main activities. They were preparation of action, implementation of the action,observation and reflection.

Having used those two four stepp in each cycle, it was found that the use of schemata theory in pre-reading activity is able to increase the students reading comprehension ability in finding the literal meaning in the text. In this case, it could be seen from the percentage of the students' reading test score in the first cycle and second cycle. The result was 64,88% in the first cycle and it was improved to 70,49% in the second cycle. Those results indicated that the use of schemata theory in pre-reading activity was very efective for increasing the students' reading comprehension ability, particularly in finding the literal meaning in the reading text.

I. INTRODUCTION

In Indonesia, being a country where English as a foreign language, the use of English is merely limited in higher education, government and international business. However, the importance of English in line with the rapid change of information is inevitable. Recently, English has been widely taught in Indonesian schools beginning from elementary schools as a local curriculum content up to university level as a compulsory subject, except for the students who learn English as the main course, such as those who are studying at the English Program in the Faculty of Letters and Faculty of Teacher Training and Education. This chapter presents the background, the problem and the purposes of the research, operational definitions and significances of the research.

1.1 Background of the Research

English as an international language is used by many people all over the world to communicate. Acording to Crystal in Toolan's article (1997:8), it is stated that English is now the mother tongue or the first language for a dozen nations and around 400 (hundred) million speakers; it is an institutionally-ratified second language for perhaps another 250 million; and it is spoken as a foreign language by perhaps as many as 1,000 million speakers.

Seeing this condition, Anderson, Durston, and Poole state that reading has been a vital medium of communication (1969:3). In Indonesia, from time to time, it is becoming more distinctive that English plays an important role, not only in business but also in education. To introduce English earlier, that is to elementary students, is one of the evidence.

One of the objectives of learning English in junior high schools is to enable the students to communicate in English, both in written and spoken form (Depdikbud:1999:2). To obtain those objectives, students should master the four major language skills, namely speaking, listening, reading and writing. It is also stated that to develop the students' skills in English, the teaching materials are organized based on the themes and sub-themes. Through reading, the students are

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expected to be able to comprehend the materials given. Anderson, Durston and Poole (1969:5) say that reading is a very complex process. It requires a high level of muscular co-ordination and concentration. Not only the readers or students see and identify the symbols in front of him but they must also interpret what they read to be related with their past experience in order to get a certain clue or concept. In short, it can be said that there is a process of acquiring information from context in reading (McNeil:1992:16).

To be able to get information needed, the students will read the available resources. For example, if the students need to find the information about job vacancy, they can read a newspaper, or if they want to have information about sport, they will read sport magazines. Besides, they can also read novel if they need to read for pleasure. In relating to why someone reads, the team of Latihan Kerja Guru Inti (1998:7) state that someone will read because she or he has a particular purpose in mind, such as for enjoyment and for information. To support this, Anderson, Durston and Poole (1969:15) confirm that people read for many different reasons. Some read for information some read for pleasure. Therefore, reading is an important activity that can meet the students' need.

In English Curriculum for Junior High Schools, it is stated that the aim of teaching reading comprehension skill involves reading explicit as well as implicit main ideas and supporting details (Depdikbud:1999:5). Through the texts, which are meaningful for students, those skills are practised in the classroom through exercises, which are intentionally designed to develop these skills.

The researcher here did a preliminary study twice. It was done through an observation and interview at SLTPN 1 Situbondo in the beginning of the first semester in July 2003/2004 academic year, especially in class IIA. The interview was conducted with English teachers. The result of the first preliminary study showed that many students still find difficulties in finding details of explicit information in the text. It can be seen from the students' reading achievement conducted by the researcher in this preliminary study. They had difficulties in answering true or false statement according to the text and multiple choice questions by choosing which one is true according to the text. Particularly, those

difficulties appeared when they were faced with the te: t that the topic was still unfamiliar for them. In the second preliminary study, the researcher was given the scores of English reading achievement test from daily tests of class IIA in the 2003/2004 academic year by the interviewed English teacher. The average of the students' reading achievement was less than 60.

Knowing the problem above, the English teacher tried to implement sufficient technique in teaching reading. Unfortunately, the English teacher himself still has some problems to do so. In the reading teaching process, he activates three phases of reading technique. They are pre-reading, whilst reading and post reading activity. However, he has a certain problem in activating the pre-reading activity. So, it is needed to find techniques which should make the students involved in meaningful reading activities, particularly in pre-reading activity. That is why, in this classroom action research, the researche wants to use schemata theory in pre-reading activity in order to increase the students' reading comprehension ability in finding the details of explicit information in the text.

Schemata are the knowledge that someone has in his or her mind that represents a certain item, word or phrase (Team Persiapan LKGI:1998:17). It can be the readers' past experience and their knowledge obtained from the process of learning. Both of them are called the readers' background knowledge. For instance, the reader can understand the schema of "buying", since he or she has bought something. Here, by giving schemata theory to the students, it will make them engaged in meaningful reading activities in the reading class because they are involved in activating their background knowledge to be related with the theme of the material given.

An experimental research, investigating "the effect of schemata or reading comprehension ability of the first year students MAN 2 Jember" which was undertaken by Siti Zubaidah in 1996/1997 academic year, indicates that "there is a significant effect of Schemata on reading comprehension ability of the first year students of MAN 2 Jember in the 1996/1997 academic year". By considering the descriptions above, the researcher was interested in undertaking a classroom action research focusing on increasing the students' reading comprehension ability

in finding the literal meaning in the text by using schemata theory in pre-reading activity of the second grade students at SLTP Negeri I Situbondo. The reasons for choosing the classroom action research as the model of the research is because this research model is still relatively new to be done by the students of the Faculty of Teacher Training and Education, especially the English Department, Jember University. The researcher wants to know and practice more about classroom action research by implementing this research design on his attempt to increase the students' reading comprehension ability. The researcher chooses the second grade students because one of the English teachers who has been interviewed by the researcher teaches the second grade students at SLTPN I Situbondo, and he has given him permission to have the subject of his research from the second grade students, particularly in class IIA. The second reason is, another English teacher who had also been interviewed earlier, had informed the researcher to choose the second grade students because they are still considered to have unsatisfying result in their reading comprehension ability.

1.2 Problems of the Research

Based on the background above, the problems to be answered in this research are formulated as follows:

a. How can the use of schemata theory in pre-reading activity increase the students' involvement in finding the literal meaning in the text?

b. How can the use of schemata theory in pre-reading activity increase the students' reading comprehension ability in finding the literal meaning in the text?

1.3 Scope of the Research

Based on the 1994 Curriculum for Junior High Schools, there are some reading materials that the students require to read during the year. In this classroom action research, the research concentrated on the reading activities related to the themes "Healthy", "Vacation" and sub-themes "Our Body", "Hospital", "In the Beach", and "In the Zoo". They are the teaching materials for

the second grade students of junior high schools in the first semester. The comprehension level of this research is limited on literal meaning comprehension. Fairbairn and Winch (1996:9) state that reading involves finding meaning in written text. In their opinion, literal meaning is the words that are used with their usual meaning. In this case, it focuses on finding the details of explicit information in the texts. It is in line with the instructional objective of the SLTP curriculum. Here, the students are required to comprehend the English text, or to understand the message of the given text.

1.4 Operational Definition of the Terms

The operational definition of terms are intended to avoid missunderstanding, the terms used in the title of the thesis have been operationally defined as follows:

1.4.1 Schemata

Anderson and Pearson (1984:39) state that Schemata are knowledge already stored in memory, function in the process of interpreting new information and allowing it to enter and become a part of the knowledge store. In this research, Schemata deals with the use of the students' background knowledge which consist of past experience and knowledge to interpret new information.

1.4.2 Pre-reading Activity

Pre-reading activity is one of the important reading activities. Doff (1988:172) states that pre-reading activity is an activity before the students read the text, which arouses their interest in the topic and makes them want to read. In line with this, the team of LKGI (1998:10) claims that through pre-reading activities, the English teachers can

a. arouse their students' curiosity in what they are going to read.
b. motivate their students' background knowledge or Schema to prepare them mentally for a new reading text.
c. help their students to build a new background knowledge or Schema.

In this reading activity, it was intended to make the students aware of the reason why they have to read the text, in that, they activate their relevant background knowledge (Schemata) which they can bring to encounter the text more easily (*Materi Pelatihan PKG Bahasa Inggris*:2001:2).

1.4.3 Reading Comprehension Ability

Reading comprehension ability can be defined as the student's reading comprehension ability scores that include literal meaning comprehension. What is meant by comprehension here is how far the students can make sense of the English reading text using their schemata (McNeil:1992:16).

1.5 Purposes of the Research

In line with the problems of the research, the purposes of this research are to know how the use of schemata theory in pre-reading activity can increase the students' involvement in English teaching learning process, and how the use of schemata theory in pre-reading activity can increase the students' reading comprehension ability in finding the literal meaning in the text.

1.6 Significances of the Research

The results of this research are expected to be useful for the English teachers, the students, and future researchers.

1. For the English Teachers

   The results of this research are expected to be useful as an input and consideration to apply the schemata theory in pre-reading activity in order to help students find the literal meaning in text easily.

2. For the Students

   The students are able to involve and increase their ability to understand the reading texts by using schemata theory in pre-reading activity, especially to be actively involved in finding the literal meaning of a reading text.

3. For Future Researchers

    The results of the research can be used as stimulus for future researchers when they are going to conduct a research related with Schemata and reading comprehension ability by applying a different research designs, such as qualitative research or experimental research.

In line with the explanation above, Grellet (1981:3) claims that the meaning of reading comprehension itself is understanding the writer's text. It means extracting the required information from it as efficiently as possible in order to catch the useful information. It is that they enlarge their own experiences and their own knowledge.

These above statements can be summarized that reading comprehension simply focuses on understanding what we read. It may deal with the writer's message or the important information. Having been able to understand the content of passage, the students will be able to get what the text is about.

2.2 Schemata Theory

Anderson and Pearson (1984:38) state that the term "schemata" is introduced by the psychologist named While Sir Frederic Bartlett in 1932. According to Bartlett, in his classic book "Remembering" (1932:2001), the term schema (the singular form of schemata) refers to an active organization of past reactions and past experiences. The term active was intended to emphasize what he saw as the constructive character of remembering. For instance, the child who never sees a tree will not be able to explain the meaning of the word tree. However, it is easy for the child who has seen a tree to clarify the meaning of tree.

In line with this, McNeil (1992:19) says that schemata are the reader's concept, beliefs, expectations, processes-virtually everything from past experiences that are used in making sense of things and actions. For example, a student who never studies hard and practise math will have difficulties in doing math test, comparing with another student who always studies and practises doing math exercises. The students who never study will get confused in solving the formula; on the contrary, the students who are diligent won't have any difficulties because the process of his thinking runs smoothly. Thus, the process of thinking to finish and solve the math problem needs experiences, in this case practice or study.

Furthermore, Anderson and Pearson (1984:42) state that "schemata" are an abstract knowledge structure. It is abstract in the sense that it summarizes what is

known about the variety of cases that differ in many particulars. Then, "Schema" is structured in the sense that it represents the relationship among all component parts. In other words, we can say that a schema represents a basic abstraction of a concept. For example, the "schema' for face would undoubtedly contain all of the essential elements: two eyes, a nose, a mouth, and two ears. Furthermore, in relating with the reading skill, McNeil (1992:16) says that "schemata" are frameworks for interrelating different elements of information about the topic. Comprehending a passage involves constructing a correspondence between an existing schema or prior knowledge and the elements in message. It is supported by Carrel and Cisterhold (1983:76), who state that according to schemata theory, comprehending a text is an interactive process between the reader's background knowledge and the text.

From all definitions of Schemata above, we can learn that schemata have two important elements. They are experience and knowledge in which both of them are called the background knowledge or prior knowledge. Relating with this, Harris and Smith, in Zubaidah's research report (1996:10) states that background experiences is a necessary component of thinking since it provides an individual with the raw material he manipulates during the thinking process. Another element of "Schemata" is knowledge. It is the act or condition of knowing something with a considerable degree of familiarity gained through experience of contact or association with the individual or thing so known (Webster:1971:1252). In brief, knowledge is everything known by individual. In this case, knowledge will be gained from their environment or through their experience. So, it is clear that experience and knowledge as the background knowledge cannot be separated each other.

2.3 The Procedures of Giving Schemata Theory in Pre-reading Activity

As explained in the first chapter, it is stated that pre-reading activity is one of the important reading activities to arouse the students' curiosity in what they are going to read and prepare them mentally for a new reading text. So, in this classroom action research, the researcher wanted to use the appropriate technique

to be used in pre-reading activity. The technique is by using Schemata Theory. It is appropriate in the sense that students will use their experience and knowledge in active way while reading. In line with this, there are some ways for activating the students' schemata. Here, it presented four activities, such as the use of pictures, the use of short stories, the use of brainstorming, and the use of previewing.

2.3.1 The Use of Pictures

The first way of activating the students' schemata is by using pictures. Wright (1989:2) argues that pictures contribute to interest and motivation, interest and a sense of the context of the language in the teaching learning process. In addition, pictures are not just an aspect of method but through their representation of places, objects, and people they are an essential part of the overall experiences we must help the students to cope with. It means that by using pictures, it will be easier for the students to activate their background knowledge or Schemata by involving their experiences. In reading activities, particularly in pre-reading, pictures can give prediction about the content of the text (Wright:1989:160). In this case, the use of students' background knowledge can give prediction of what the students think will happen.

Wright (1989:193) also claims that there are some types of pictures. They are check chart for pictures, pictures of single objects, pictures of one person, pictures of famous people, pictures of several people, pictures of people in action, pictures of places, pictures from history, pictures with a lot of information, pictures of the news, pictures of fantasies, pictures of maps and symbols, fairs pictures pictures and texts, sequences of pictures, related pictures, single simulating pictures, ambiguous pictures, bizzare pictures, explanatory pictures, and student and teacher drawings. In this action research, the researcher only used some of them, such as pictures of single object, pictures of famous people, pictures of places, related pictures, and pictures of people in action.

2.3.2 The Use of Short Storie

The second way of activating the students' schemata is by giving short stories. Hansen (1981) in Boss and Vaughn's book (1991:154) has developed a technique designed to get the students think about and apply what they already know (schemata) to stories. This technique encourages students to discuss something they have done which is similar to the event in the story and to hyphotesize what will happen in the story. In this case, he uses the short stories for activating the students' schemata. There are some procedures for activating the students' schemata by using short stories.

They are:

    a. Preview the story.
    b. Select three important ideas that students might have difficulty in understanding.
    c. Give one question for each idea that requires the student to think about something that happened to them which is similar to what happened in the story.
    d. Give one question to help them to predict what they think will happen in the story.

2.3.3 Brainstorming

The third way for activating the students' schemata is by using brainstorming technique. Boss and Vaughn (1991:151) state that brainstorming is teaching strategy that activates the students' relevant prior or background knowledge. The procedures are:

    a. Present the stimulus or topic to the students.
    b. Ask the student to write as many words or phrases as they can associate with the stimulus. Encourage them to think about everything they know about the topic. Allow several minutes for the students to think, write their list, and get ready to report their ideas.
    c. Report the associations on the chalkboard. Ask for other associations and add them to list. Do not make any judgments concerning with the appropriateness of any of the associations.
    d. With the students, categorize the associations. Clarify the ideas and discuss what title to use for the categories.

2.3.4 Previewing

The fourth way to help the students organize their prior knowledge and develop expectations about what they are going to read is to let them quickly preview a reading selection and predict what kinds of information they may find in it.

The team of LKGI (1998:32) state that in previewing, the readers examine the parts of text to look for information they need. The parts of a text can be the title, the table of content, and the index. By using this technique, the students will spend less time in searching for the information needed. However it is also used to help the students to predict what the text is about before they read it.

When students preview a reading selection, they do not begin to read it, but rather they scan each page. They look at illustrations and text features such as boldface print and headings. The example of using previewing technique will be presented below.

A teacher gives her students an earth science selection or glacier information, which is unfamiliar to them. First, she asks the group to tell what they already know about glacier, Or she can divide the class into some groups and distribute different tasks. For example, group A read headings and boldface print, group B look at maps, group C look for topic sentence of each paragraph, etc. After the time given, ask each group to report on their specified areas, and begin listing terms, topics and descriptions on the board under general headings. Then they begin to read the selections based on the concepts they had not possessed before.

Talking about schemata, it cannot be separated from knowledge and experience. It is hoped that by having the two types of background knowledge, reading comprehension can be achieved by the students successfully. In other words, the students' schemata will increase reading comprehension ability, and as a result, the teaching learning process can run well.

2.4 Action Hypothesis

Dealing with the statements above, the hypothesis of this classroom action research can be written as the following:

a. The way of using of schemata theory in pre-reading activity can increase the students' involvement in finding the literal meaning in the text of the second grade students of SLTPN I Situbondo in the 2003/2004 academic year.

b. The way of using of schemata theory in pre-reading activity can increase the students' reading comprehension ability in finding the literal meaning in the text of the second grade students of SLTPN I Situbondo in the 2003/2004 academic year.
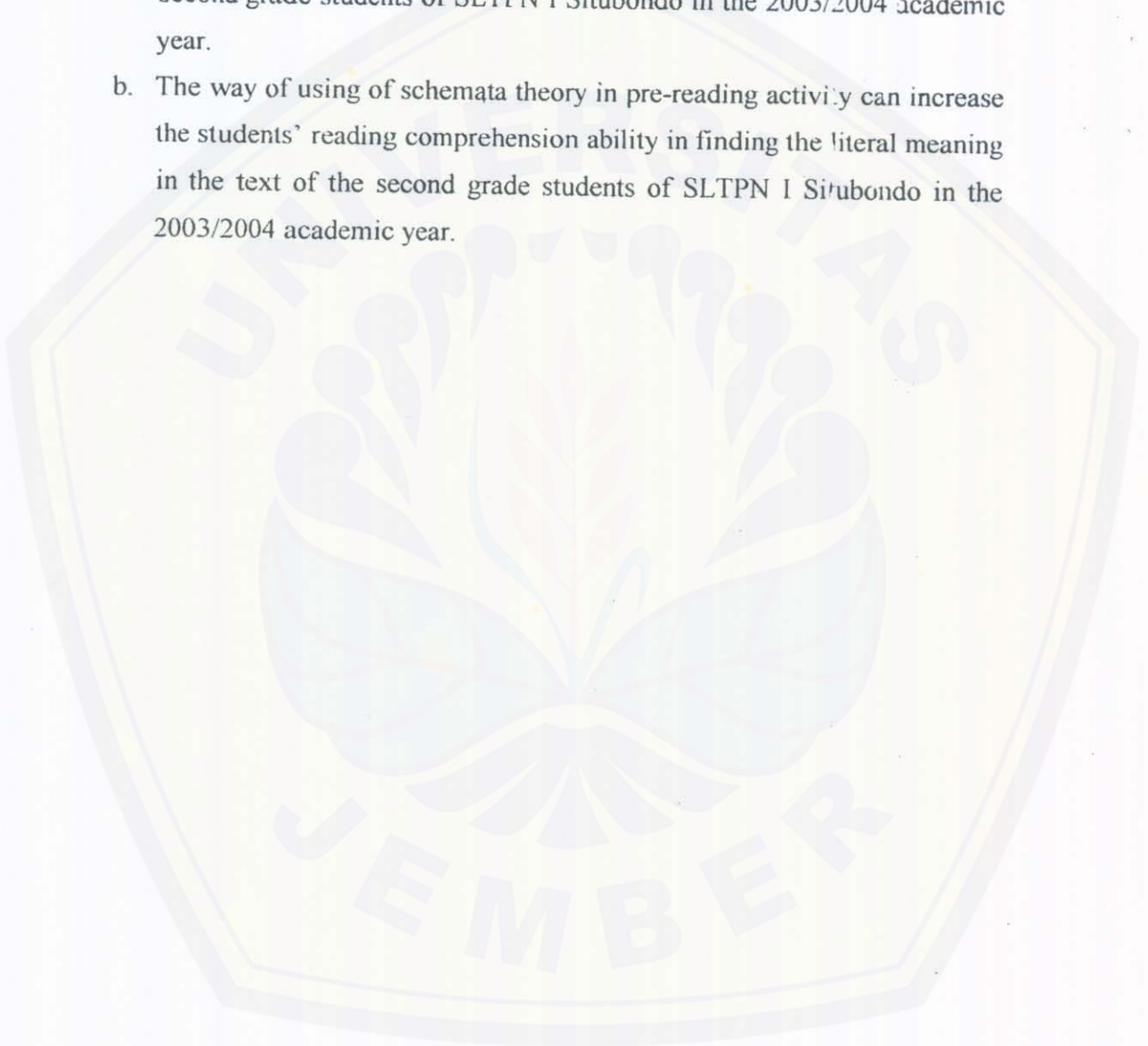
III. RESEARCH METHODS

This chapter presents the discussion about research setting, data collection method and research procedures. All of these issues are highlighted in the following section.

3.1 Research Setting

This classroom action research was carried out at SLTPN Negeri I Situbondo that is located at Jalan PB. Sudirman 5 Situbondo. Here, in this classroom action research, the researcher (the Writer) only focused on one class, that is IIA. The number of the students in this classroom is 20 males and 21 females. The reason for choosing SLTPN I Situbondo as the research area is because formerly, the researcher was a student of SLTPN I Situbondo and the classroom action research about the use of schemata theory in pre-reading activity had never done at SLTPN I Situbondo. Next, the reason for choosing the class IIA as the subject of the research is because as has been suggested by the interviewed English teacher, the reading achievement of the students in this classroom still need improving. In addition, the classroom action research about the use of schemata theory in pre-reading activity has never been done at SLTPN I Situbondo

This research was conducted collaboratively with one of the English teachers of SLTPN I Situbondo. This teacher teaches English in the second year classes. He has been teaching English for 12 years, so he has a lot of teaching experiences. However, as he confessed, he still has difficulty in activating pre-reading activity. Through this collaboration, it is expected that there will be a lot of input by sharing ideas for the success of this research. Besides, this collaboration will be very helpful in applying all the research procedures.

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3.2 Data Collection Methods

The data needed in this research are the data concerning with students, English teaching learning process activity, and students' reading achievement The data collection methods are explained below:

3.2.1 Documentation

Arikunto (1998:236) states that documentation method is to get the data about variables in the form of notes, transcripts, books, newspapers, magazines and etc. In this class room action research. This method was used to collect the supporting data of the name of the students.

3.2.2 Interview

Arikunto (1998:231) states that interview is the fastest way for collecting data. In this classroom action research, it was used by the researcher to get supporting data about some information in the preliminary study such as the reading tecnique used by the English teacher. In this action research the interviewee is the English teacher.

3.2.3 Observation

In this classroom action research, it was used to get the main data of teaching learning process activity in the class. Arikunto (1998:234) states that the best way for doing observation is by using instrument paper. The instrument that is used in this method was checklist paper that is presented on Appendix Xi and Xii.

3.2.4 The Test

Hughes (1996:9) states that test is used for obtaining information. In this classfoom action research, it was used to get the main data of students' reading achievement. The instrument used in this method is the worksheets or assignments given to the students.

3.3 Research Procedures

3.3.1 General Description of the Research

This classroom action research was carried out through certain procedures. These procedures have cyclical model, which consist of four activities, as follows:

a) The planning of the action

b) The implementation of the action

c) Observation

d) Reflection

(Tim Pelatih Penelitian Tindakan: 2000: 11)

In order to achieve the goals of this research, this classroom action research was implemented in two-cycles. The researcher activated the students' schemata by using pictures in the first cycle and by using short stories in the second cycle. Both of them are going to be done in the first semester of the academic year of 2003/2004.

3.3.2 Details of the Research Procedure

A. The Planning of the Action

In order to achieve the main purpose of this research, several activities are prepared as follows.

1. Selecting the themes and sub-themes taught in the first semester of 2003/2004 academic year.

2. Preparing the learning aids, namely pictures and short stories to be used to activate the students' schemata.

3. Preparing the reading texts that were adapted with the selected themes and sub-themes.

4. Writing the lesson plans and preparing the monitoring instruments as well as instruments for evaluation.

5. Preparing the formula for evaluating the students' reading achievement.

6. Preparing the worksheets dealing with the themes and sub-themes of the given texts.

B. The Implementation of the Action

The implementation of this research was done during the school hours. The action was implemented in not more than one month. Here, the researcher carried out the classroom action research collaboratively with one of the English teachers in the SLTPN I Situbondo. Here, the researcher was as the English while the English teacher was as obsrver. The reasons are in order to be easier to collect the comprehensive data of the research completely and accurately, and in order to get some input from him especially his ideas to conduct all of the activities dealing with the teaching of reading in this action research.

In order to achieve these objectives, the writer and his collaborator hold this research based on the planned programs, which had been proposed. In the implementation phase, the researcher carried out intensive action to teach the schemata theory. At the same time, the researcher and his collaborator observed anything happened such as oral response given by the students, or any activities in the classroom during the action. Each existing phenomenon was recorded in the field notes through class observation.

In this implementation phase, the researcher and the collaborator arranged this classroom action research into two cycles. In each cycle, there were some activities done by the researchers to maximize the students' schemata.

I. The First Cycle

In this first cycle, the researcher tred to activate students' schemata by using some pictures dealing with the theme and sub-theme of text that will be given. Those activities are:

a. Showing the pictures dealing with the text that will be given.

b. Giving some leading questions dealing with the pictures to arouse the stored knowledge or students' schemata.

c. Asking the students to guess the topic of the text that will be discussed.

d. Giving the tex and asking the students to read it carefully.

e. Giving some tasks to the students that consist of some questions dealing with the finding of the details of explicit information in the text.

2. The Second Cycle

In this cycle, the researcher did not use picture anymore, but he told the students some short stories dealing with the theme and sub-theme of the text. Those activities are:

a. Telling the short stories dealing with the text that will be given.

b. Giving some questions dealing with those short stories in order to arouse the stored knowledge or students' schemata.

c. Asking the students to guess the topic of the text that will be read.

d. Distributing the text and asking the students to read the text.

e. Giving some tasks that consist of some questions about finding the details of explicit information in the text.

C. Monitoring and Evaluation

Monitoring is very important for controlling the activity and the application of the procedures concerning with the use of schemata theory in pre-reading activity. The monitoring will be done by the collaborator during the teaching learning process of reading in the class of English lesson. The instrument to record the students' involvement and activities in finding the details of explicit information in the text by using schemata theory in pre-reading activity is field notes. There were some important points that the researcher and his collaborator recorded. They are:

1. The students' involvement in pre-reading activity.

2. The students' problem and difficulties in pre-reading activity.

3. The students' progress in reading comprehension achievement, especially in finding the details of explicit information in the text.

4. The students' effort to overcome their difficulties in finding the details of explicit information in the text.

The data about the increasing of students' ability in mastering reading text were gathered from observation and reading test. Arikunto (1998:123) says that test is a set of questions or exercises or other instruments used to measure the skills, knowledge and intelligency that are owned by individual or group. It means

that by using a test, the tester will get some information needed related to the research problem. In line with this, Hughes (1996:9-14) says that there are four kinds of test. They are proficiency test, achievement test, diagnostic test, and placement test. In this classroom action research, the researcher used achievement test. Hughes (1996:10) states that achievement test is directly related with language courses and is used to measure how successful individual students, groups of students, or the course themselves have been in achieving the objectives. So, it means that the content of these tests must be related to the courses of which they are concerned.

On the other hand, Hughes (1996:22-42) also claims that a good test should have validity and reliability. A test is said to be valid if it measures accurately what is intended to measure. It means that the content of the test constitutes a representative sample of the language skills, structures, etc. Mean while, a test is said to have reliability when the scores of the students' achievement test are likely to be very similar if it is tested to the same students with the same ability, but at different time.

The instrument that was used to collect the data about reading skill was reading tests which were conducted in line with the themes and sub-themes required by English National Curriculum of 1994 for Junior High Schools. In this case, the test were constructed by the researcher and his collaborator. The test itself was given to the students once in each cycle. The purposes were to measure the students' reading achievement in finding the details of explicit information in the text by using schemata theory and to know the students' strengths and weaknesses in each cycle. The test was formulated based on its appropriateness of with the instructional objectives to be achieved. Evaluation was carried out to know whether or not the applied action, that is how the use of schemata theory in pre-reading activity can increase the students' involvement in teaching learning process and also how the use of schemata theory can increase the students' reading comprehension ability in finding the literal meaning in the text. From the observation of the action done by the researcher and his collaborator, the strengths and the weaknesses of the action that should be revised were found out.

The evaluations were done in this classroom action research were the evaluation of process and the evaluation of result. The evaluation of process was done during the implementation of the action in order to evaluate the condition of the class in the first cycle and second cycle and also to answer the problem of the research that has been formulated above.

On the other hand, the evaluation of result is also very important in order to know the achievement of research purpose. The evaluation of result was done based on these consideration below:

1. The action in each cycle is considered to be successful if 85% of students get the score of average more than 65 (Materi PKG:1998:8). IIn this case, it means that if this result is achieved, it is not necessary for the English teacher to give remedial teaching to his students. Instead, he has to go on teaching the following theme or sub-theme.

2. The students' involvement in teaching and learning process is considered to become better if there are more than 75% of students involved in pre-reading activity process in each cycle.

The criteria above were used as the main consideration for knowing the succeess of the research implementation. If all consideration can be fulfilled, it is not necessary to continue to the next cycle.

D. Analysis and Reflection

a. Analysis

The methods used to analyze the students' mastery in reading comprehension achievement, particularly in finding the details of explicit information in the text, were a descriptive-qualitative and quantitative method. It means that the increasing of the students' ability in reading comprehension achievement was be presented in qualitative and quantitative data.

To know whether or not the students have obtained better achievement in their reading learning process, the data recorded in the researcher's comment made by the researcher and his collaborator during this research were also interpreted qualitatively.

The quantitative formulation for analyzing the students' reading achievement is:

$$E = n/N \times 100\%$$

E = The percentage of students' reading achievement scores

n = The students' obtained scores.

N = The total score of the test items.

(Adapted from Ali, '998:186)

b. Reflections

After doing data analysis activity, the researcher did reflection activity in order to know information about the strengths of the action and the weaknesses of the action needed to revise the lesson plan for the next cycle. The technique that will be done for analyzing the data taken from class observation is discussion technique. In other words, the researcher and his collaborator discussed the collected data and reflect the result of the data analysis from the first cycle and the second cycle.

IV. RESEARCH RESULTS AND DISCUSSION

This chapter discusses the results of both the first and the second cycle. It discusses the results of observation and presents the scores of English reading comprehension tests achieved by the students at the end of each cycle.

4.1. The Result of Action Cycle I

As stated in part 3.3.2 of the research procedure that is in the first cycle, the researcher activated the students' schemata by using picture, particularly a single picture of Hospital. The first action cycle was done on November 9th in the 2003/2004 academic year.

4.1.1. Results of Observation

As explained above, this classroom action research was carried out to help students increase their English reading comprehension achievement. By using schemata theory in pre-reading activity, the class became more conducive, absolutely different from it used to be. The students were more serious to follow the English lesson, more active to respond to the given questions. The use of schemata theory had aroused their encouragement to get involved in the English reading activity.

From the observation done by the researcher and his collaborator in Cycle I, it was found that the use of schemata theory in pre-reading activity still could not make active communicative condition in the teaching learning process. There were some students (30 % of 41 students) who were still passive in the teaching learning process. After doing reflection, it was found that there were some factors that influenced such condition. They were :

1. The students could not feel comfortable because there was an observer (collaborator)) in the class. These students felt the presence of the observer make them afraid to communicate.

2. The picture that was used by the researcher in activating the students' schemata was too small.

3. The class teacher (researcher) still could not handle the condition of the class. It appeared because the students thought that the class teacher (Researcher) did not have power to give scores to them. In other words, the students just thought that the class teacher was only a guest from another institution.

Based on the result of the reflection of observation in cycle I, some revisions had been done that would to be applied in cycle II in order to make the students to be more involved in the teaching learning process. The revisions were

1. The teacher (researcher) tried to maximize condusive condition in order to make the students not to be afraid because there was the observer in the class. Here, it was done by involving the observer with some jokes that were done by the teacher in the class.

2. The teacher tried to use another way to arouse the students' schemata besides using picture, such as by telling short stories about the topic of the text

3. The teacher increased the handling of the class to make the teaching learning process run better. One of the activities that could be done is by knowing the students' name one by one to make easier in handling the class. Furthermore, the collaborator (the English teacher in SLTP 1 Situbondo) helped the researcher explain about the capacity and the role of the English teacher.

4.1.2. The Results of Reading Comprehension Test in Action Cycle I

The results of the formative test achieved by the students were not as good as it was hoped in the curriculum target. There were less than 85 % of the students got scores 65. The results of the test showed that the percentage of the average score of reading comprehension test was 64, 88 %. It means that the target score had not been achieved yet. Yet, it was higher than the previous achievement before the action was conducted. It increased from 57,80 % to 64,88%. There were only 22 students achieved the curriculum target, and 19 students had no improvement.

In addition, the researcher used the standard score of Depdikbud (1994:10) in analysing the data. Having done it, it was found that 7,32% of the students were categorized in the "poor" level (the score between 46-55), 46,34% of the students were categorized in the "enough" level (The score between 56-65), and 46,34% of the students in the fairly enough level (The score between 66-75). The following were the results of English reading comprehension test taken from the first cycle.

Table 1

The Students' Reading Achievement Score in Cycle 1

NO	SCORE
1	55
2	55
3	70
4	70
5	60
6	60
7	65
8	60
9	60
10	70
11	70
12	75
13	60
14	50
15	70
16	60
17	60
18	60
19	70
20	70
21	70
22	65
23	60
24	70
25	75
26	70
27	60
28	70
29	60
30	65
31	70
32	70

33	70
34	60
35	60
36	70
37	60
38	60
39	75
40	60
41	70
TOTAL SCORE (N= 4100)	2660 (n)
E	64,88 %

$$E = \frac{2660}{4100} \times 100\% = 64,88\%$$

After analyzing the data in the evaluation of results, the researcher together with his collaborator carried out the reflection upon these data. The researcher found that there was a certain weakness from the test that was given by the researcher. There were many students who could not understand the instruction of the test items. That is why, the next cycle was still needed to be done by revising the instructions of the test items. In other words, it is necessary to conduct the following cycle because both the learning progress and learning achievement had not fulfilled the teaching objective yet.

Table 2

The Student's Reading Scores Category in Cycle 1 Based on Depdikbud Standard Score

Classification	Frequency	%
Poor	3	7,32%
Enough	19	46,34%
Fairly Enough	19	46,34%
Total	41	100%

4.2. The Results of Action Cycle 2

From the result of class observation that was done by the researcher and his collaborator in cycle one, it was found that 30 % of 41 students were still not actively involved in teaching learning process. In addition, the students' scores of reading comprehension test was not good as was expected in the curriculum target. Seeing this condition, the researcher and his collaborator tried another way for activating the students' schemata and revised some weaknesses that appeared in cycle one. In this case, the researcher and his collaborator used short stories for activating the students' schemata. Here, the implementation of cycle II was done on November, 12th in the 2003/2004 academic year.

4.2.1. Result of Observation

As stated above, the researcher and his collaborator revised some weaknesses appeared in cycle I and activated the students' schemata by using short stories. In this case, the students had to relate and guess the short story given by the teacher with their past experience or background knowledge to encounter the problem and discussed theme.

Based on the observation result in the second cycle, the students were more cooperative and they enjoyed following the lesson. The class ran more effectively and the condition became more conducive compared with the first cycle. More students had responded the teacher's questions (researcher), and more students had already answered the given questions correctly. It happened because some weaknesses that appeared in the cycle I had been revised. Such as,the students were not afraid anymore to the observer in the class and they were very interested in the short stories given by the English teacher. They (75 % of 41 students) were more enthenthusiastic to get involved in reading activity. It is believed that the class during the second cycle had already run smoothly because the students were not so reluctant to study the English reading text.

4.2.2. The Results of the Students' Reading Comprehension Test in Cycle II

Based on the test results conducted in the second cycle, the scores of the students' reading comprehension test had increased. There were only 2 students from 41 students whose scores were below the score target (60). In other words, there were more than 85 % of the students whose scores were more than 65. Next, the result of data analysed by using the standard scores of Depdikbud had also significantly increased. There were no students was categorized in the poor level (46-55) anymore. They were categorized in the enough level (56-65) for about 24,4%, in the fairly enough level (66-75) for about 65,9% and in the good level (76-85) for about 9,7%.

The following were the results of reading comprehension scores test achieved by the students in the second cycle.

<u>Table 3</u>

The Students' Reading Achievement Score in Cycle 2

NO	SCORE
1	60
2	65
3	75
4	70
5	65
6	65
7	65
8	65
9	70
10	75
11	80
12	80
13	70
14	65
15	70
16	70
17	65
18	70
19	70
20	75
21	75
22	60
23	65
24	70

25	75
26	75
27	70
28	75
29	70
30	70
31	75
32	70
33	70
34	70
35	70
36	80
37	70
38	70
39	80
40	70
41	70
TOTAL SCORE (N = 4100)	2890 (n)
E	70,49 %

$$E = \frac{2890}{4100} \times 100 \% = 70,49 \%$$

From the data above, it could be seen that the results of formative test conducted in the second cycle was better than those of the first cycle. It means that the percentage of average score of the class achieved in the second cycle was higher than the percentage of average score of the class reached in the first cycle.

The results of the test of the second cycle showed that the mean score had significantly increased, and has already achieved the minimum target of the curriculum. This percentage of everage score of the second cycle was higher than that in the first cycle (70,74 % > 64,88 %).

Table 4

The Student's Reading Scores Category in Cycle 1 Based on Depdikbud
Standard Score

Classification	Frequency	%
Enough	10	24,4%
FairlyEnough	27	65,9%
Good	4	9,7%
Total	41	100%

4.3 The Result of Supporting Data

4.3.1 The Result of Interview

After doing interview in the pre-liminary study, the researcher got some important information. The English teacher said that he has been teaching English in that school for about 12 years. In teaching reading skill, he used three main reading activities, namely pre-reading activity, whilst reading activity and post reading activity and used Ellangga as the handbook. However, he still had problem in applying those three reading activities, particularly in pre-reading activity. Here, he had problem in preparing the students' readiness to learn new reading text. Seeing that condition, he tried to solve that problem by giving probing and prompting questions, but unfortunately it did not work well. That was why he collaborated with the researcher for solving the problem by activating the students' schemata in pre-reading activity.

4.3.2 The Result of Documentation

Beside using interview to get the supporting data, the researcher also used documentation. In this case, the use of documentation was used for getting the list and the names of respondents that is enclosed in appendix xii.

4.4 Evaluation

4.4.1. The Evaluation of Process

The evaluation of process in this classroom action research was done twice. the first evaluation was done in cycle one about the use of picture in activating the students' schemata. Based on the observation that were done by the researcher and his collaborator(English teacher) in this evaluation of process, the students still had difficulties in giving their respond to the teacher. this condition was appeared because the students feel the presence of the observer makes them afraid to communicate. In addition, the students who sat at back row of the classroom could not see the picture well.

The second evaluation of process was done in cycle two about the use of short story about the topic of the text. Based on the observation in this evaluation of result, the students were not afraid anymore to give their responds because the observer was involved in teaching reading skill in the class with some jokes that was done by the English teacher (researcher). In addition, the students were more involved in teaching learning process because they paid his attention to the short story that was told by the English teacher.

4.4.2. The Evaluation of Result

After seeing the result English reading test achieved at the end of the research, it was found that the percentage of students' reading test score who had achieved the curriculum target (>65) was 97,02%. Beside that, the percentage of the students who was actively involved in teaching learning process was also fulfilled the target, that was from 30% of 41 students in the first cycle to 75% of 41 students in the second cycle.

4.5 Discussion

As shown in the above explanation that the students' reading comprehension ability has increased in both cycles. The percentage of average score has increased from 64,88 % gained by students in the first cycle to 70,49 % in the second cycle. It means that the use of schemata theory in pre reading activity had increased the

students' reading comprehension ability, mainly in finding the literal meaning in the text.

Seeing this condition, this action research need to do two cycles because the students' scores has fulfilled the minimal criteria of the curriculum score, that is more the 65. In this case, the researcher has proved that using schemata helps the students comprehend the short stories given better than using the picture. The results of this action research supports the above action hypothesis which says that the use of schemata theory in pre reading activity can increase the students' reading comprehension ability in finding the literal meaning in the text. It is clear that the use of schemata theory in pre reading activity can be considered as one of the acceptable reading techniques that should be practised by the English teacher in order to increase the students' reading comprehension ability. Any way, the use of picture or short story here, give evidence that they are helpfull in activating students' prior knowledge about the topic given.

In sum, it is obvious that pre-reading activity will be productive when students' schemata were activated and explored as effectively as possible using either picture or short story

To make it clearer to understand the research results, the students' score of reading comprehension test both, in cycle 1 and cycle 2 are stated in this graphic below:

The Graphic of the Percentage of the Students' Reading Score Improvement in Cycle 1 and Cycle 2
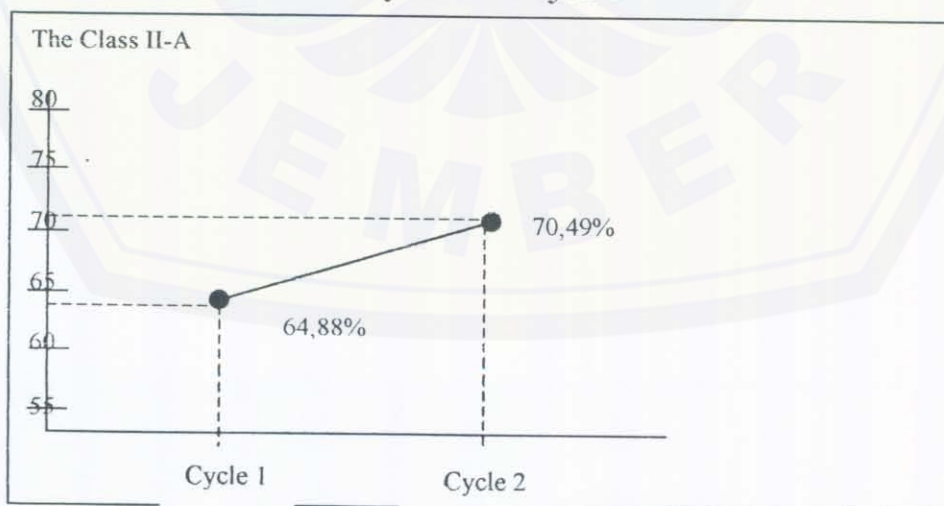
V. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

Based on the results taken from both the first and the second cycles, it could be concluded as follows:

1. The use of schemata theory in pre-reading activity could increase the students' involvement in teaching learning reading process.

2. The use of schemata theory in pre-reading activity could increase the students' reading comprehension ability in finding the literal meaning in the text. The percentage of the students' average score of reading test increased from 64,88 % in the first cycle to 70,49 % in the second cycle.

The above results showed that the use of schemata theory in pre-reading activity could help the students increase their reading comprehension ability in finding the literal meaning in the text.

5.2. Suggestions

Based on the above conclusions, some important suggestions are given to the following people.

1. The English teachers are expected to use the schemata theory in pre-reading activity as one of the English teaching techniques to help the students understood the information of the text.

2. The students should be more active in the teaching learning process, mainly in the teaching of reading skill.

3. The other researchers (the other English teachers) are suggested to conduct the classroom action research to develop the students' reading skill by applying another alternative tecnique.

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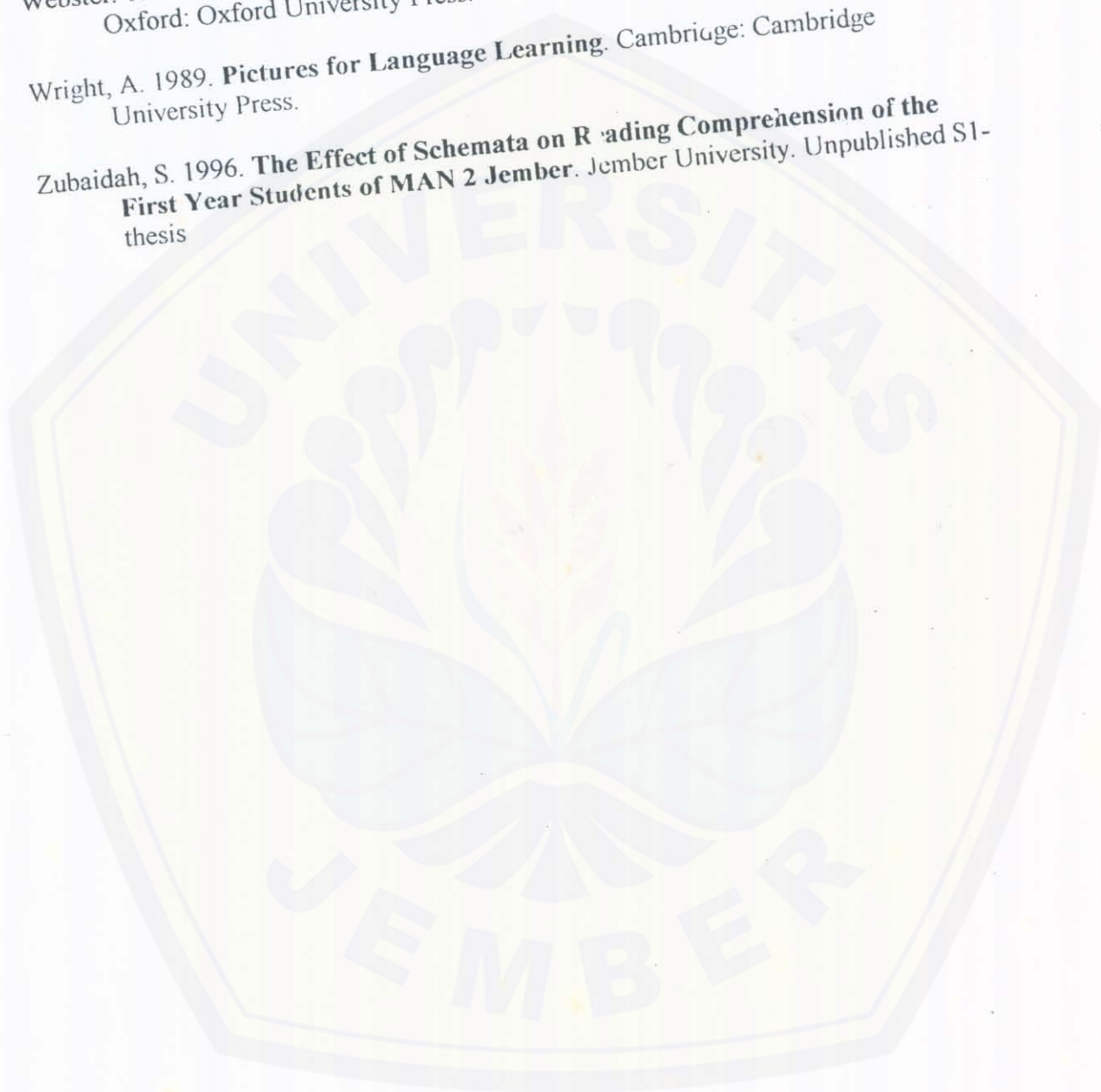
Research Matrix

Title	Problems	Variables	Indicators	Cycles	Data Resources	Research Methods
Increasing the Students' Reading Comprehension Ability in Finding the Literal Meaning in the Text by Using Schemata Theory in pre-reading Activity of the Second Grade Students at SLTPN I Situbondo in the 2003/2004 Academic year.	1. How can the use of Schemata Theory in pre-reading activity increase the students' involvement in finding the literal meaning in the text? 2. How can the use Schemata Theory increase the students' reading comprehension ability in finding the literal meaning in the text?	a. Independent Variable: Teaching reading using schemata theory in pre-reading activity b. Dependent Variable: Reading Comprehension Ability	a. Schemata theory Elements of Schemata: - Experience - Knowledge b. Reading comprehension ability - Students' reading test score in finding the literal meaning in the text. - Students' involvement in finding the literal meaning in the text.	a. The first cycle - Activating the students' Schemata by using pictures b. The second cycle - Activating the students' Schemata by using short stories.	1. Respondents: - The second grade students of SLTPN 1 Situbondo in the 2003/2004 academic year 2. Informant: - the English Teacher 3. Documents 4. Literature	1. Research Design: Classroom Action Research with cycle model 2. Research Area: Purposive 3. Research subject Determination: Purposive method 4. Data Collection Method: Primary Data: -Reading test -Observation Supporting Data: -Interview -Documentation 5. Data Analysis Methods: a. Quantitative by the following formula below: $E = n/N \times 100\%$ E = The percentage of students' reading achievement scores. n = The students' adapted scores. N =The total scores of test items. (Adapted from Ali, 1998:186) b. Descriptive

Supporting Data Instruments

I. Guide of Interview

No.	The Interview Questions	Data Resources
1.	How long have you been teaching English in this School?	
2.	What textbooks do you use in teaching English?	
3.	What kind of technique do you usually use in teaching reading skill?	
4.	Do you have any problems in teaching reading skill?	The English Teacher
5.	What activities do you usually use in pre-reading stage? Whilst reading stage? Post reading stage?	
6.	Do the students face difficulties in following the reading activities in English class?	
7.	How do you help them to overcome these problems?	

II. Guide of Documentation

No.	The Supporting Data Required	Data Resources
1.	The list and the names of respondents	School Document

Tes Pra-siklus Bahasa Inggris

Subject	: English
Skill	: Reading
Level	: II/I (Junior high School)
Time	: 1 :. 45 Minutes.

Read the text carefully!

> 45 King Road,
> Perth,
> Australia, 2003
> November 10, 1999
>
> Dear Mr. Farid,
>
> Thank you for your second later. It is interesting to read about the farming tools used by the farmers in your village.
>
> Now, I would like to tell you about the tools that the farmers in my areas use. Most farmers here use tractors to till and loosen the soil. They help us do the tilling work quickly. To make holes in the ground, we also use a machine called a seed drill. It is also used to drop the seeds into the holes and the fertilizer. For larger rice fields, we plant seeds by airplane. We also use a combine. It can cut the rice and separate the rice kernels from the stalks. This machine can harvest more grain than 200 people working by hand.
>
> Well, Mr. Farid, that is all for now. I am looking forward to receiving your other letters.
>
> Yours sincerely,
>
> Ricky Martin

I. Choose the correct answer : A, B, C or D

1. Which of these farming tools is not mentioned as a tool used by the farmers in Australia?

   A. Seed drills   B. Combines   C. Tractors   D. Hoes

2. The following are what farmers use a seed drill for, except.....

   A. Making holes   C. Dropping fertilizer

   B. Plowing land   D. Dropping seeds

3. The following information is true, except....

   A. The letters tell us about the farming tools used by Australian farmers.

   B. Most farmers in Australia use a plow to till the soil.

   C. The tractors help the Farmers to till work quickly.

   D. To make holes, Farmers in Australia use a seed drill.

4. Which one is not true according to the text?

   A. The farmers in Australia use an Airplane for larger rice fields.

   B. Mr. Martin is very interested to Mr. Farid's letters.

   C. A combine can harvest more grain than one hundred people working by hand.

   D. To cut the rice and separate the rice kernels from the stalks is needed seed drill.

5. The following are the functions of a combine, except...

   A. To cut the rice   C. To plow the land

   B. To harvest some grain   D. To separate the rice kernels

II. Put T if it is True or F if it is False

6. The farmers in Australia use a modern machinery.   (...)

7. A seed drill can be used to plow the land.   (...)

8. To drop seeds into the soil needs a combine.   (...)

9. Ricky Martin tells Mr. Farid the farming tools in Australia.   (...)

10. The combine can make holes in the ground.   (...)

Answer Key (Pra-siklus)

I. 1. D

    2. B

    3. B

    4. D

    5. C

II. 6. T

    7. F

    8. T

    9. T

    10. T
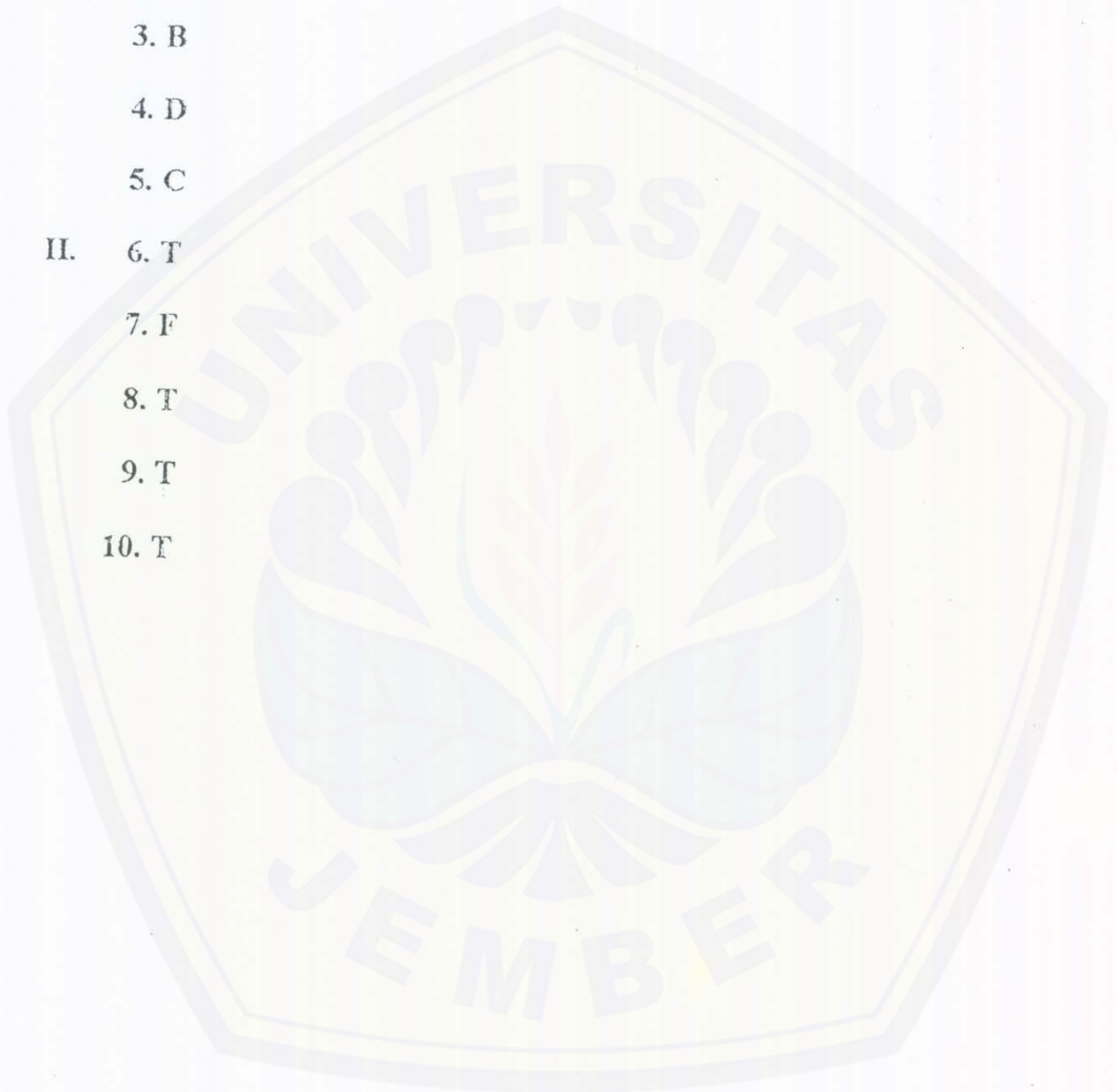
Lesson Plan

(Cycle I)

Subject	: English
Skill	: Reading Skill (Integrated Skill)
Theme	: Healthy
Sub-Theme	: Hospital
Level	: II/I

A. General Instructional Objective

Integrated GBPP II/I

B. Specific Instructional Objectives

1. Students are able to answer some questions orally after given the picture that has relation with the theme and sub-theme in order to arouse the students' background knowledge or Schemata.
2. After reading the text, it is expected that the students are able to find the details of explicit information in the text correctly.
3. After given a certain topic related with the theme and sub-theme, students are able to write a short paragraph related with the topic given.

C. Source and Media

1. Source   : English for Junior High School 3, SKIP Malang 1995.
2. Media   : Picture, Worksheet.

D. Time   : 2x45 Minutes.

E. **Teaching Activities**

Procedure:

1. Introduction
    1. Filling in the attendance list.
    2. Saying hello to the students.
    3. Warming up.
2. Main Activity

    See teacher's note.
3. Closing Activity
    1. Evaluating the student's comprehension.
    2. Summarizing the materials.

F. **Evaluation**

The evaluation procedure : The evaluation of teaching process.

Researcher

Jember, November 2003

Researcher's Collaborator

Andriyanto

NIM:990210401265

Soemantri, S.Pd

NIP:131.958.017

Teacher's Note

(Cycle I)

Pre-Reading Activity

1. *Objectives*

    a. To arouse the student's interest toward the topic of the theme.

    b. To introduce some new words related with the topic of the theme.

    c. To involve the students in pre-reading activities.

2. *Procedures*

    a. Teacher shows the students the picture of hospital.

    b. Teacher gives some questions (orally) related to the picture.

        - What picture is it?

        - Can you tell me the function of this place?

        - What you can find in this place?

        - Have you ever been to this place?

        - What for?

            Expected answers: doctor, nurse, ambulance, patient, medicine,
            injection, etc.

        - Etc.

    c. Teacher asks the students to guess what topic will be discussed.

Whilst Reading Activity

1. *Objective*

    To find the details of explicit information in the text.

2. *Procedures*

    a. Teacher gives the text to the students.

    b. Teacher gives some tasks dealing with finding the details of explicit information in the text and asks the students to find the answer in the text.

    c. Teacher and students check the answer writtenly.

Post Reading Activity

1. *Objective*

   To increase the students' skill in speaking and writing

2. *Procedures*

   a. Teacher and researcher divides the class into four groups.

   b. Each group is given a certain topic related with the theme healthy and asks them to write a short paragraph based on the topic given.

   c. Teacher collects the students' work.
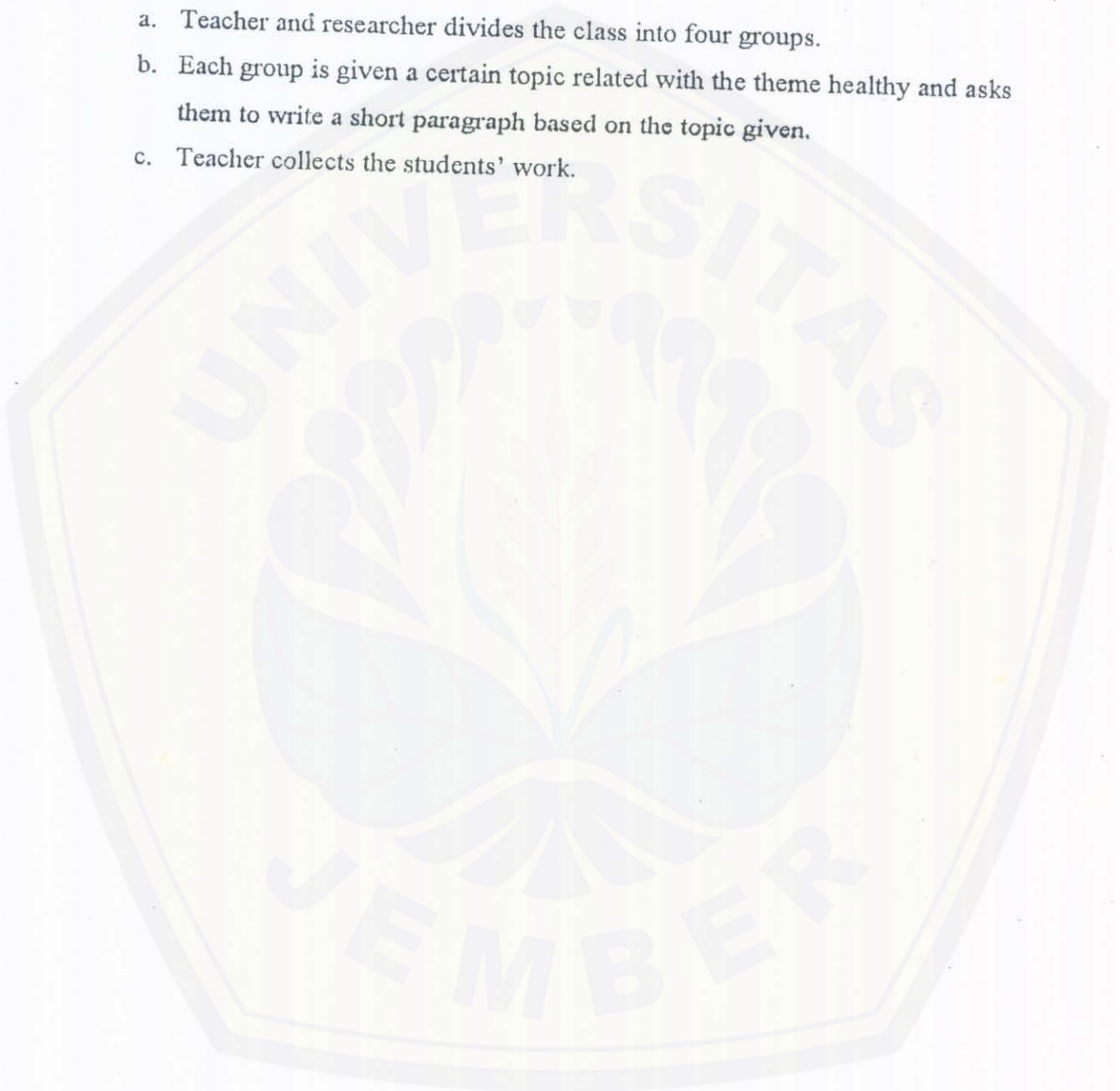
WORKSHEET (CYCLE I)

Read the text below carefully!

Last week, Joni got an accident. When he was riding his motor bike along the street, a truck came out of the side of the street and hit his motor bike. It was damaged and Joni broke his right arm.

After the accident an ambulance came and Joni was taken to the hospital. Two men carried him on a stretcher, and put him on a bed carefully. A nurse came and wrote his name and address in a book. She gave him a glass of tea to drink

When the doctor came, he examined Joni' right arm and then he said," Yes, Joni's arm broken". The doctor gave him an injection and put his broken arm on plaster cast.

Joni must stay in the hospital until he is well again. My family and relatives have visited him. His teachers and friends also visited him in turn. Joni is very glad to see them. I hope he will get well soon.

I. State T if the statements is True or F if it is False!
1. Joni was taken to his house after the accident.   (...)
2. Joni's arm is broken because of accident.   (...)
3. The doctor gave Joni an injection.   (...)
4. The doctor gave Joni a glass of tea after examining him.   (...)
5. Two men carried Joni on a stretcher.   (...)
6. The doctor put Joni's broken arm on a plaster cast.   (...)

II. Choose the correct answer: A, B, C or D!
1. Which is true according to the text?
   A. Joni got an accident when he was riding his car.
   B. Joni's arm was broken because of the accident.
   C. A red car came out of the side of the street and hit Joni's car.
   D. Joni's girl friend visits him in the hospital.

2. The following information is true, except...

   A. Joni must stay in the hospital until he is well again.

   B. A nurse came and wrote his name and address in his book.

   C. Joni was taken to the hospital by using an ambulance.

   D. Joni's teacher did not visit him in hospital,

3. Who is glad to see his teachers and his friends?

   A. Doctor   C. Joni.

   B. Nurse.   D. Joni's girl friend.

4. These are not the cause of Joni's accident, except...

   A. The red car hit Joni's motor bike.

   B. The truck hit Joni's car

   C. The truck hit Joni's motor bike.

   D. Joni's motor bike hit tree.

Answer Key (Cycle I)

I.   1. T

2. T

3. T

4. F

5. T

6. T

II.   7. B

8. D

9. C

10. C
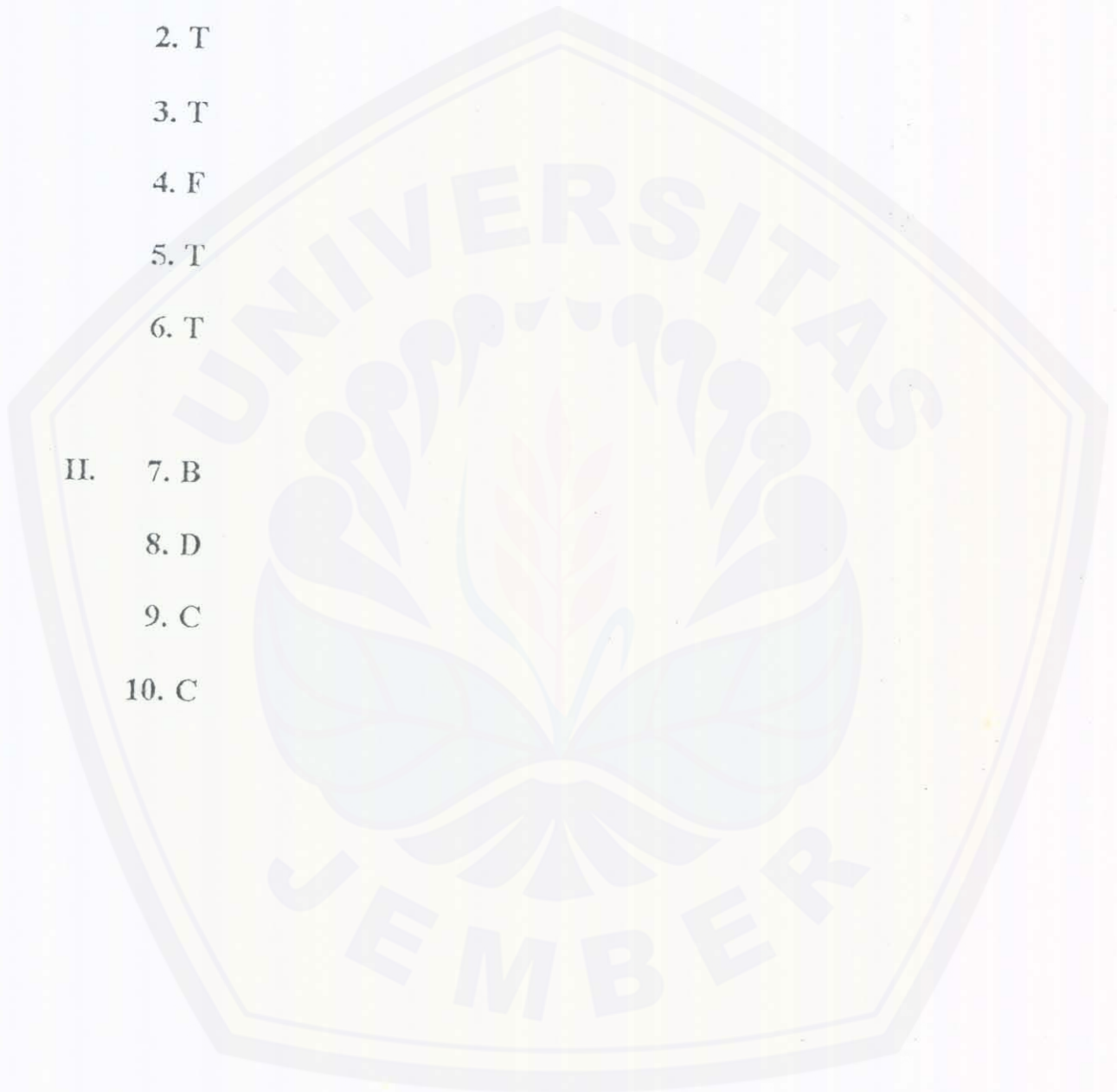
Lesson Plan

(Cycle II)

Subject	: English
Skill	: Reading Skill (Integrated Skill)
Theme	: Vacation
Sub-Theme	: In the Beach
Level	: II/I

A. General Instructional Objective

Integrated GBPP II.I

B. Specific Instructional Objectives

1. Students are able to answer some questions orally after given short story that has relation with the theme and sub-theme in order to arouse the student's background knowledge or Schemata.

2. After reading the text, it is expected that the students are able to find the details of explicit information in the text correctly.

3. After given a certain topic related with the theme and sub-theme, students are able to practice a simple conversation in front of the class using the topic given.

C. Source and Media

1. Source : PR Bahasa Inggris 2A, Buku Pegangan Guru, PT, Intan Pariwara 2001

2. Media : Short story, Worksheet.

D. Time : 2x45 Minutes.

E. Teaching Activities

Procedures:

1. Introduction
   a. Filling the attendance list.
   b. Saying hello to the students.
   c. Warming up.

2. Main Activity

   See Teacher's note.

3. Closing Activities
   a. Evaluating the students' comprehension.
   b. Summarizing the materials.

F. Evaluation

   Evaluation Procedure   : The evaluation of Teaching Process.

Jember, November 2003

Researcher

Researcher's Collaborator

Andriyanto

NIM: 990210401265

Soemantri, S.Pd

NIP: 131. 958.017

Teacher's Note

(Cycle II)

Pre-Reading Activity

1. *Objectives*

    a. To arouse the students's interest toward the topic of the theme.

    b. To introduce some new words relate 1 with the topic of the theme.

    c. To practise listening and speaking.

2. *Procedures*

    a. (Suppose the teacher has a certain problem).

    Telling a certain problem dealing with the theme "Vacation" and sub-theme "In the Beach". For example:

        "My family and I are going to have a vacation during this holidays. However, we have a problem. The problem is we still do not decide the place that we want to visit. We become confused because of it."

    b. Asking some opinions to the students dealing with the teacher's' problem in order to arouse the students' Schemata.

    For example: - Can you give me any suggestion to solve the problem?

               - What can we find in that place?

               - What can I do in that place?

               - How far is it from Situbondo?

               - How can we go to that place?

               - Etc.

    c. Writing the key words c f the students' opinions on the blackboard.

    For examples: - In the Beach   - Sailing boat

               - In the Mountain   - Swimming suit

               - In the Zoo   - Fishing

               - Etc.

    d. Asking the students to guess the theme will be discussed.

Whilst Reading Activity

1. *Objective*

   To find the details of explicit information in the text.

2. *Procedures*

   a. Teacher gives the text to the students.

   b. Teacher gives some tasks dealing with finding the details of explicit information in the text and asks the students to find the answers in the text.

   c. Teacher and students check the answer writtenly.

Post Reading Activity

1. *Objective*

   To develop the students' skill in Speaking.

2. *Procedures*

   a. The teacher distributes the task sheet to every student and asks them to work in pairs.

NO	You	Friend
1	Pasir Putih Beach	....
2.	Sailing Boat	....
3	Swimming	....
4	Fishing	....
5	Volley	....

   Some expressions that are going to be used:

   - Have you ever been to..........?
   - What kind of sport do you ever seen in the Beach?
   - I usually play............in the Beach.

   b. Teacher explains what the students must do in this activity.

   c. Researcher and the English teacher gives the instruction that students A asks student B and student B asks students A whether his/her partner has ever done it.

   d. Teacher asks students to report the results to the class orally.

WORKSHEET (CYCLE II)

Read the text carefully!

Within easy reach of Manado, North Sulawesi, there are good beaches and coral reefs, and plenty of speedboats or sailboats for hire. Rent a boat to go Northwards to the mature reserve of Tangkoko-Batuangus. The corals are exceptional and accommodation can be found in Batu Putih Village. Beach landings are not always easy, depending on the time of the year. A permit is 'a must' to enter the Tangkoko Dua Saudara nature reserve.

The coral reefs which ring the island Bunaken, Manado Tua, and several others just out side the bay of Manado, are among the most spectacular of Indonesia and have been rated excellent by Internationally Experienced Divers. The marine population of these reefs is among the densest of Indonesia and is unequalled variety. Along the dramatic drop-offs, riddled with grottos, fissures, and arches, downward visibility extends to 30 meters or more and the contours of the reef formations offer limitless diving opportunities for the smokelers and scuba enthusiasts. The islands can be reached within half an hour by motorized outrigger from Malayang Beach.

Malayang Beach has a dive master with licenses from both Indonesian Subaquatic Sports-Association and the Paris Based International Subaquatic Organization. Scuba equipment can be hired there, but it is advisable to bring along personal items such as gauges and decompression tables. Both are particular importance, as there is a recompression chamber in Manado.

I. Put T if it is True and F if it is False!

1. Beach landing is always easy.   (...)

2. The island Bunaken can be reached half an hour by motorized outrigger from Malayang Beach.   (...)

3. Malayang Beach does not have a dive master with licenses.   (...)

4. The coral reefs have been rated excellent by International Experienced Divers.

(...)

5. The corals are exceptional and accommodation can be found in Batu Putih Village.

(...)

6. The visitors can rent a boat to go Northwards to the nature reserve of Tangkoko-Batuangus.

(...)

7. Beach landing depends on the time of the year.

(...)

II. Choose the correct answer: A, B, C or D!

1. Which is true according to the text?

   a. A permit is not a must to enter the Tangkoko Dua Saudara nature reserve.

   b. Scuba equipment can be found in Malayang Beach.

   c. Malayang Beach is located in West Sulawesi.

   d. It is not advisable to bring along personal items although people can hire scuba equipment in Malayang Beach.

2. Who gives excellent rate in the coral reefs in North Sulawesi?

   A. Visitors   C. Government

   B. Villagers   D. Internationally   Experienced Divers.

3. These are not organization who gives licenses to Malayang Beach for having dive master, except......

   A. Dua Saudara Organization

   B. Tangkoko-Batuangus Organization

   C. Japan-Based International Subaquatic Organization

   D. Paris-Based International Subaquatic Organization

Answer Key (Cycle II)

I. 1. F

2. T

3. F

4. T

5. T

6. T

7. T

II. 8. B

9. D

10. B
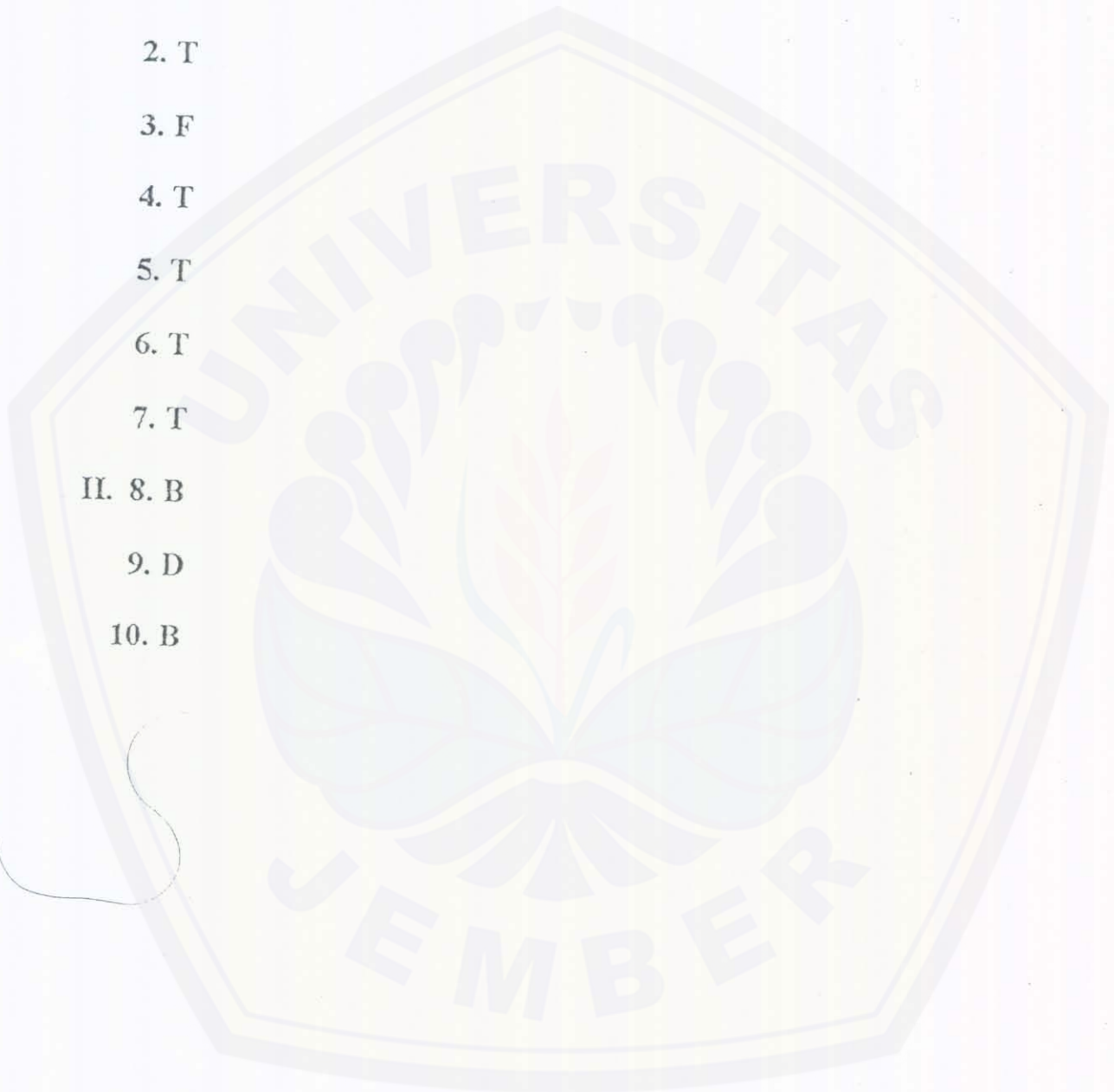
Observation Data about the Students' Involvement Taken in Cycle I

No	Aspects to be observed	Total
1.	Students involved in teaching learning process	41
2.	Students who always give oral responses on the material given	10
3.	Students who give responses correctly	8
4.	Students who always ask the question	7
5.	Students who always answer the question	8
6.	Students who always answer the question correctly	7
7.	Students who gives responses the question from the other students	7
8.	Students who never ask the questions	14

Observation Data about the Students' Involvement Taken in Cycle II

No	Aspects to be observed	Total
1.	Students involved in teaching learning process	41
2.	Students who always give oral responses on the material given	20
3.	Students who give responses correctly	14
4.	Students who always ask the question	12
5.	Students who always answer the question	15
6.	Students who always answer the question correctly	16
7.	Students who gives responses the question from the other students	14
8.	Students who never ask the questions	5

DAFTAR NILAI

Kelas : II-A
Mata Pelajaran : Bahasa Inggris
Sekolah : SLTP Negeri 1 Situbondo

No	Nama	Pra Siklus	Siklus						
			1	2	3	4	5	6	7
1	Putri Rahayu	50	55	60					
2	Firman Firdausi	60	55	65					
3	Kukuh Setyo Pambudi	60	70	75					
4	Rendi Okta Maulana	70	70	70					
5	Siska Apriliyana Dewi	50	60	65					
6	Vendy Hadi Winata	50	60	65					
7	Dian Pratiwi	60	65	65					
8	Setya Budi Purwanto	50	60	65					
9	Ahmad Saiful Ribat	50	60	70					
10	Tito Lastanto Sejati	50	70	75					
11	Deny Krismanto	60	70	80					
12	Dimas Pradana Putra	80	75	80					
13	Nalendra Prawira N	60	60	70					
14	Ratih Nurmala Sari	30	50	65					
15	Shintya Dwi Fidhawati	70	70	70					
16	Sofiah Yuliantini	60	60	70					
17	Ulfah Wardani	50	60	65					
18	Budi Prima Oktaringga	60	60	70					
19	Yoga Woro Indarto	60	70	70					
20	Kurnia Yona F	60	70	75					
21	Moh. Anwar Rahman	60	70	75					
22	Diah Utami	50	65	60					
23	Fitriah	40	60	65					
24	Heri Kuswanto	70	70	70					
25	Nuri Anggi Nirmala	70	75	75					
26	Pradytha Lucyana F	70	70	75					
27	Ricky Citra Pranandita	50	60	70					
28	Farah Ulfa R	70	70	75					
29	Prasetyo Gunawan	40	60	70					
30	Reza Rahman	50	65	70					
31	Risky Pratama	60	70	75					
32	Siti Zaenab	80	70	70					
33	Sri Setia Bella	60	70	70					
34	Wahyu Muji Wijaya	60	60	70					
35	Chusnul Tri A	50	60	70					
36	Herdia Oktavia	70	70	80					
37	Irma Nur Hidayati	50	60	70					
38	Meliana Ayu	40	60	70					
39	Shila Firdausy	80	75	80					
40	Yesi Kusyara Santi	50	60	70					
41	Lina Rendra Prahesti	60	70	70					
	Jumlah Skor	2370	2660	2890					
	Jumlah Skor Maksimal	4100	4100	4100					
	Rata-Rata	57,80%	64,88%	70,49%					

Keterangan : Rata-Rata = $\dfrac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal}} \times 100\%$

DEPARTEMEN PENDIDIKAN NASIONAL

UNIVERSITAS JEMBER

Fakultas Keguruan dan Ilmu Pendidikan

Alamat: Jl. Kalimantan III/3 Kampus Tegal Boto Kotak Pos 162 Telp./Fax (0331)334988 Jember 68121

Nomor 0 6 0 9 J 25.1.5/PL 5/200...

Lampiran: Proposal

Perihal : Ijin Penelitian

Jember, ...,2004

17 FEB 2004

Kepada : Yth.Kepala SLTPN I Situbondo

di.- Situbondo

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember mene-
Rangkan bahwa Mahasiswa tersebut di bawah ini :

Nama   : Andriyanto

Nim   : 990210401265

Jurusan/Program : Bahasa dan Seni/Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud
Melaksanakan penelitian dilembaga saudara dengan judul:

Increasing the Students' Reading Comprehension ability in finding the
Details of Explicit Information in the Text by Using Schemata Theory in
Pre-Reading Activity of the Second Grade Students at SLTP Negeri I
situbondo in 2003/2004 Academic Year.

Sehubungan dengan hal tersebut kami mohon perkenaan saudara agar
memberi izin, dan sekaligus bantuan informasi yang diperluka.inya.

Demikian atas perkenaan dan kerjasamanya kami mengucapkan terima
kasih.

a.n. Dekan

Pembantu Dekan I,

Drs. H. Misno AL, M.Pd

NIP. 130 937 191

PEMERINTAH KABUPATEN SITUBONDO
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SMP NEGERI 1 SITUBONDO
Jl. PB. Sudirman No.5 Telp. (0338) 671550 Kode Pos 68312 Situbondo
Website : www.smpn1situbondo.cjb.net
E-mail : sis.net@telkom.net

Nomor   : 427/474/431/203.7/2004

Lampiran : -

Hal   **Pemberitahuan**

Situbondo, 1 Maret 2004

Kepada

Yth. Dekan FKIP

Universitas Jember

di

Jember

     Kepala SMP Negeri 1 situbondo menerangkan bahwa mahasiswa dari Universitas Jember tersebut di bawah ini :

N a m a   : ANDRIYANTO

N I M   : 99021040'265

Jurusan/Program : Bahasa dan Seni/Bahasa Inggris

     Berkenaan dengan proses studinya, mahasiswa tersebut telah melakukan penelitian secara kolaborasi dengan salah satu guru bahasa Inggris di sekolah kami dengan judul : *Increasing the Students' Reading Comprehension Ability in finding the Detail of Explisit Information inText by using Schemata Theory in Pre-reading Activity of The Second Grade Students at SMP Negeri 1 Situbondo in 2003/2004 Academic Year.*

     Demikian atas perhatiannya kami mengucapkan terima kasih.

Kepala Sekolah

Drs. ADJI SAPTADJI

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : ANDRIYANTO
NIM/Angkatan : 99-021090126S
Jurusan/Prog. Studi : Bahasa dan seni / Bahasa Inggris
Judul Skripsi : Increasing the Students' Reading Comprehension Ability In Finding the Literal Meaning of the Text by Using schemata Theory In pre-reading Activity of the second Grade Students At SLTPN 1 Situbondo In the 2003/2004 Academic ye
Pembimbing I : Dra. Wiwiek Istionah M.Kes, MEd.
Pembimbing II : Eka Wahyuningsih, Spd.

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T Pembimbing
1			
2			
3			
4			
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6			
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14			
15			

Catatan:
1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi