CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

As stated on chapter one, the problem which was raised in this research was the students' ability to comprehend the English text. The researcher found this problem when the researcher had pre observation and discussed with English teacher who had been teaching the Tenth grade students of SMA N 1 Sungai Raya. Based on the information got from the teacher, the researcher noted that the difficulty was to find the main idea, find the meaning of word or lack of vocabulary and pronunciation. The students had poor in reading comprehension. Therefore, the researcher initiated to help the English teacher to find the solution. Finally, after analyzing the problems, the researcher chose Schema Activation Strategy to help the students solved their problems.

For answering the research questions, the researcher decided to describe process of teaching and learning while the teacher was applying the Schema Activation strategy and showed the result of the test as implemented on following explanation;

1. First Cycle

a. Planning of Cycle I

In the teaching and learning process, the researcher acted as the teacher and the English teacher as the observer. Besides, the researcher also invited her colleague to act as the second observer in

order to avoid bias in observing the teaching and learning process of reading in Cycle I and to help the implementation of the actions.

In this phase, the researcher prepared the lesson plan, to help the researcher as a teacher in teaching learning process. The lesson plan was make the teacher easier to determine the learning media and source of learning and manage the time efficiently to achieve the learning objective in the learning process through Schema Activation strategy which the aim or learning objective is to improve the students' reading comprehension. Based on the lesson plan as well, the researcher needed to prepare the materials that was taught related to the topic. In addition, the researcher also prepared the observation checklist and field note as the tool to observe the learning process in the class and also prepared test item which had been validated to measure the students' comprehend in reading comprehension.

From those explanations, it can be concluded that in this phase, the researcher prepared everything that would be needed in teaching and learning process during the Schema Activation Strategy applied in the class to teach reading comprehension which the aim is to improve the students' reading comprehension.

b. Acting

The actions of Cycle I were implemented two times; on Monday, March 5 th, and on Tuesday, March 6 th 2018. The genres of the text were Descriptive text. The pictures used in Cycle I were selected

appropriately based on the material being discussed. The picture were about the animals.

In this research, the researcher did the actions as the teacher. Meanwhile, the English teacher and the researcher's colleague took notes and observed the teaching and learning process. The implementations of the actions were illustrated as follows.

a) **First Meeting (Monday, March 5 th 2018)**

The first meeting, in the classroom was greet the students and the teacher asked the students to prepare the classroom for the learning process, such as the researcher as a teacher checked attendence list, trash, and made the space in the middle of the classroom by putting the tables and chairs on the left and right side of the classroom. After that the teacher explained about component of reading comprehension, descriptive text, introduced Schema Activation Strategy to the students.

For the next, the teacher told the students the topic of the day. The topic was closely related to their real life to build their interest and attention. The teacher selected describing an animals as the topic of the lesson and presented a picture of the topic. But, the teacher found some students who did not pay attention to the teacher's instruction. This situation became one of the notes of this phase. Then, after giving the instruction, the teacher tried to recall students' knowledge about the picture to

accessing prior knowledge and exploring key words to the students. This was the first time for the students know this strategy they looked confused about what they have to do. The teacher asked the students some questions related to the picture, the teacher helped them in exploring the students vocabulary related to the topic and the picture. But, the teacher found some of the students are not able to finding the meaning of certain word or vocabulary. Then, the teacher showed the students a new picture to building connection between students' prior knowledge and the new material. The picture was Panda. The teacher asked the students to make predictions related to the picture. The predictions may be in the form of words, even sentences related to the picture and the title of the text. In doing this activity, the teacher asked the students to make a group which is one group consist of 5 students.

After that, the texts were given to the students. They were asked to scan and skim the text in order to check their predictions. In this activity, the students had actually had some ideas and knowledge about Panda. Then, when they scanned and skimmed the text, they tried to make connection between their prior knowledge and the new material. Most of the students' predictions were suitable for the text. However, most of the

students' predictions were very general. For example, Panda from China, eats bamboo, have black and white colors.

For the next, the teacher asked the students to read the text in depth to comprehending the material. While the students read the text, they were also asked to highlight the difficult words. After that, the teacher asked one of the students from the group to standing in front of class to read the paragraph aloud. This activity was purposed at checking the students' pronunciation. After finishing reading a paragraph aloud, the teacher corrected the student's pronunciation and asked all of the students to repeat it. After that, the researcher and the students discussed the difficult words of each paragraph.

In helping the students to understand the new material above, the researcher asked main ideas and supporting details of each paragraph. The researcher explained and gave the example of main idea and supporting detail of the first paragraph. But, some of them still confused to find the main idea and supporting detail.

Furthermore, to aid the students in drawing relationship between their personal experiences and the material discussed in the first meeting, the researcher gave another task to the students. The researcher gave the students multiple choice which is the questions included the descriptive text. Suddenly, the bell

rang. The class was ended by asking the student to submit their works.

b) **Second Meeting (Tuesday, March 6th 2018)**

In the second meeting, the actions were closely similar to the actions in the first meeting. On that day, all of students attended on the class. This meeting continued about learning reading comprehension by using Schema Activation strategy. On that day, the teacher told the students about the topic of the day. The topic was a beautiful beach. The topic was chosen because in describing place, it was easier for the students to describe it. Most students had enough background knowledge about them. The students were interested to the topic. They also found it easier to understand a text about place. In this meeting, almost of the students pay attention what the teacher said about. After the teacher introduced the topic of the lesson, she asked the students some questions related to the topic. The teacher asked them as interesting as possible. There were a lot of jokes in order to make the students comfortable with the teacher and the lesson on that day. Therefore, by having this activity, the researcher tried to give the students warming up activity in order to prepare them before reading the new material.

In accessing prior knowledge, the teacher tried to recall students' knowledge about the pictures. The use of pictures had

a great role in this step. The students were enthusiastic in this activity on that day. By using pictures, the students' background knowledge was activated. Looking at the pictures, the students, then, expressed their ideas by mentioning some words and statements related to the text. By asking the students some questions related to the picture, the teacher helped them in building their vocabulary related to the text. This activity helped the students in digging out their vocabulary mastery related to the picture. In this meeting, the teacher found almost the students are able to finding the vocabulary.

In this meeting, to building connection between students' prior knowledge and the new material, the teacher then showed another picture. The title of the text also completed the picture. The activity was still the same as the activity in the first meeting. The students' prior knowledge had been accessed in the previous steps and it was added by looking at the new picture and the title of the text. Then, the students made some predictions related to the picture and the title of the text. After several minutes, some groups were asked to present their prediction.

After that, the students and the teacher discussed the result of the students' prediction. Almost all of the students' predictions were the same. Some of them seemed happy when

finding their predictions were right. From that condition, it could be concluded that the students were enthusiastic in joining the activity.

The last activity was comprehending the new material. The activity was still similar to the previous meeting. After checking the students' prediction, the teacher asked the students to read the text in depth. While reading the text, they were also asked to highlight difficult words. After that, some students were asked to read each paragraph aloud. Then, the teacher asked the students about the difficult words in the paragraph.

In comprehending the text, the teacher asked the students the content of each paragraph. The students were asked the main idea of each paragraph. To make sure their understanding of the text, the teacher presented them some comprehension tasks. In answering the comprehensions tasks, most of students answered the questions correctly. Then, the class was ended by concluding the lesson of that day.

c. **Observing**

a) **Observation Checklist**

In observation checklist there are five statement such as not at all, very little, a little, a lot, a very great deal that can be explained below: From the description above, it can be seen in the learning process. In this cycle, there were little students paid

attention to the teacher's explanation about the learning that will be done. Some of them still confused what should they do and there were little students asked about unclear explanation, the student was confused to determine the component of reading comprehension. In addition, there were students who showed their interest and enthusiastic through Schema Activation strategy in reading comprehension. Furthermore, some of them who did not work together. Afterwards, a little of them who asked each other about reading comprehension based on what have they read.

In conclusion, observation checklist above, the students were still confused about what they have to do in the learning process. And then, the students still did not active in following all steps in the learning process. In addition, the students were still not confidence in their reading comprehension.

b) **Field Note**

There are three things observed in field note namely students' performance, teacher's performance and class environment. From the observation noted by the collaborator, it showed that the class environment was little noisy when the teacher gave the explanation, because there were some students who talked each other. This situation made the class was only dominated by some students. And the last the researcher and the

collaborator discussed about the students' score and the student activity in the classroom.

The score was from the student's worksheet, and the activity of students in the classroom wrote in the observation checklist and field note. The result of this observation checklist and field note would be useful to make better learning for the next cycle. In conclusion, from the data of observation checklist above, the students were still confused about what they have to do in the learning process.

d. Reflecting

In this phase, the researcher reflected what had been done in this cycle. The researcher as the teacher and the collaborator discussed everything that happened during the teaching learning process which had been done in the class with the Schema Activation Strategy as its learning strategy. From the data that was taken from observation checklist and field note, it showed that there were many students who confused in the learning process. Then, there were also many students who didn't involve actively. In addition, the students make noisy. This situation make the learning process was only dominated by the certain students, until there were no significant differences of students' reading comprehension before the Schema Activation Strategy applied.

So then, it can be concluded that in this cycle, the Schema Activation still could not improve the students' reading comprehension. The students were still confused in the learning process and the quality of teaching learning process still not satisfied, even most of the students' score still poor. So then, in the next cycle, the researcher and collaborator had a deal that the teacher should make the students more active, and make sure that all of the students understand all of the learning procedures. The researcher and the collaborator decided to use similar actions to solve the problems. Those actions included building interest and attention, accessing prior knowledge and exploring key words, building connection between students' prior knowledge and the new material, and comprehending the new material.

Then, the teacher had to be able to make the quality of teaching learning process more interactive and meaningful for the students or could help the students to be easier to improve their reading comprehension and manage the learning process to be appropriate by learning procedure. However, there were some additions activities to support the success of comprehending an English text. To support accessing the students' prior knowledge, the researcher presented a variety of pictures so that the students could explore the picture deeply.

2. **Second Cycle**

a. **Planning of Cycle II**

The researcher had gotten some information from the first cycle. The activity in this phase of this second cycle was revised the lesson plan and prepared the material for the students which the aim was still to improve their reading comprehension. In this cycle, the researcher still acted as the teacher and the English teacher as the observer. The researcher as a teacher started by greeting by student to get in touch with the student situations asked their condition. After that checking students' attendance, the teacher gave brainstorming and asked related to the topic being discussed. Then, the teacher also prepared the learning material that will be used such as the exercise and reading test.

The tools for observing activity in the classroom included were observation checklist and field note. The teacher should manage the time more efficiently to achieve the learning objective of this teaching learning process. The objective of the teaching learning process in this cycle (second cycle) was to improve the students reading comprehension. The teacher would set the appropriate time to explain the procedure of Schema Activation in teaching reading comprehension. And then the teacher directed the students to do the reading process by using Schema Activation Strategy.

b. **Acting**

The actions of Cycle II were implemented twice; on Monday, March 12 th, and on Tuesday, March 13 th 2018. The genres of the text were Descriptive text. The pictures used in Cycle II were selected appropriately based on the material being discussed. The media used was a picture and the picture were about an idol.

The implementations of the actions were illustrated as follows.

a) **First Meeting (Monday, March 12 th 2018)**

In the beginning of the class, the researcher as the teacher greets the students, checked the attendance list and the teacher delivered the learning objectives and managed the class. The teacher asked the students to prepare the class. Next, to make the students more understand about the learning procedure they had to do, the teacher gave the explanation with slow movement of body language, did not speak too fast and repeated the explanation twice.

The activities on that day were still the same as the activities in Cycle I. The teacher asked the students to make a group still the same group in Cycle I. Firstly, the topic was introduced to building their interest and attention. The topic of the day was an idol. The teacher showed the picture of the topic. The teacher chose this topic because almost the students surely have their own an idol. The students were interested in the topic.

They were attracted to the lesson when the teacher told them the topic.

Then, the teacher asked the students more questions related to the topic and the picture. The students were asked such questions as "Do you have an idol?" Who is she/he?". In asking the questions, sometimes, the teacher made some jokes in order to break the ice. Besides, teacher wanted to get the students' attention from the very beginning of the lesson since the students were considered as noisy students in comparison to the students from other classes. Therefore, the teacher needed to get the students' attention in order to make the teaching learning process to be successful.

In accessing prior knowledge and exploring keywords, the teacher still used a picture as a media and the text too. By asking some questions related to the picture, the teacher stimulated the students to access their previous knowledge about the topic. Besides, she also asked questions about the students' experiences related to the picture. They were asked such questions as: "Anyone of you know who is she/he? What is her/his job?". The students were very enthusiastic in answering those questions. However, the class became noisy at the time because almost all of the students tried to answer the questions at the same time.

Still the same as in Cycle I, the teacher used the picture as the media and the text too in exploring keywords. In this activity, the teacher asked the students to write the word of the text as many as possible to increas their vocabulary. After that, the teacher asked one of the students from each group to read two or three words that they have wrote and then, the teacher asking the meaning of those words. In this activity, the students more enjoyable.

The next activity was building connection between the students' prior knowledge and the new material. The activities were still the same as the activities in Cycle I. The students were asked to predict the content of the text by looking at the picture showed and the title of the text. They were asked some questions related to the picture. The questions helped the students in predicting the content of the text. Those questions were aimed at stimulating the students in making predictions. In checking the prediction, the activity was rather different from the activity in Cycle I. In this step, the researcher together with the students checked the prediction. Since the students' predictions were written on the whiteboard, it was easier for them to know which prediction was correct and which was not.

After that, to comprehending the new material, this activities done in this step were similar to the activities done in

Cycle I. Reading the text aloud and discussing the meaning of difficult words were also done in this step. The students were commonly familiar with the words in the text. It was because those words had mostly been discussed in the previous activities. However, there were still some words which were difficult for the students. Then, the teacher and the students discussed about the difficult words.

After that, some comprehension tasks were presented. The tasks were about finding the meaning of some words in the text and answering some questions related to the text.

b) **Second Meeting (Tuesday, March 13 th 2018)**

On that day, the first action was building interest and attention. The teacher introduced about the topic and the topic is about traditional food. In order to attract the students' interest and to get the students' attention more, the researcher conducted questioning and answering session. Such questions as "Have you ever eat traditional food? What kind of traditional food?" were used by the teacher. Still the same as in Cycle I, the teacher used pictures in building the students' interest and attention.

In accessing prior knowledge and exploring keywords, pictures were used as the media. The use of pictures could activate the students' prior knowledge in relation to the topic of the lesson. Besides, some questions which were asked to the

students, helped the teacher stimulate the students to access their prior knowledge about the topic. Questioning and Answering session was also conducted to explore the students' vocabulary in reference to the topic. The teacher wrote some new words discussed in questioning and answering session on the whiteboard, so that the students could easier look at those words.

After that, to building connection between the students' prior knowledge and the new material, the teacher asked the students to make a prediction from the text, and use of picture made predicting session was easier for the students. Furthermore, the questioning and answering sessions done in the previous steps had also big roles in making the students felt at ease in the lesson.

For the last step in this meeting was comprehending the new material. The students were asked to do comprehension tasks in order to make sure their comprehension to the text. The students' results in comprehension tasks were good. There were only few mistakes made by the students in doing the comprehensions tasks. Furthermore, the activity in comprehending the text, that was discussing the content of each paragraph, took also an important role in helping the students to comprehend the text.

c. **Observing**

a) **Observation Checklist**

The result of the observation checklist in the second cycle showed some good changes of the students in learning process. Almost all students were more seriously, active, focused in teaching learning process, and students paid attention to the teacher explanation. Then, there were some of them asked about unclear explanation that related to the learning procedure and also there were few that showed their interest and enthusiastic.

In conclusion, the result of the observation checklist in the second cycle showed that there were imporvements of students in the learning process. They were more active in the learning process and more enthusiastic in following the learning procedure instructed by the teacher than the previous cycle.

b) **Field Note**

In second cycle the class situation is not noisy, the teacher explained with clearly, the last the students listen with seriously. In conclusion, from the data of observation checklist and field note the students were understanding with the material they have to do in the learning process.

d. **Reflecting**

Based on the discussion between the researcher and collaborator, the students had shown satisfying progress of their reading comprehension through Schema Activation Strategy. This research was done in two cycles. At the first cycle, it seemed that there was no good understanding about reading test. Finally, in the second cycle they showed significant improvement from the student reading test. And the student was shown by the data taken from observation checklist and field note and also the mean score of the students' test which was showed a significant progress from cycle to cycle.

The researcher had found the result of the students' reading comprehension test which the students' score qualification and students' mean score showed a good improvement from cycle to cycle after applying Schema Activation Strategy in the learning process. The students' score qualification and the students' mean score are presented below:

a. Students's Score Qualification

1) Cycle I

From the test result conducted in the first cycle, the researcher found that most of students were still in poor condition of score qualification. In detail, the students' score qualification can be seen on the graph below:
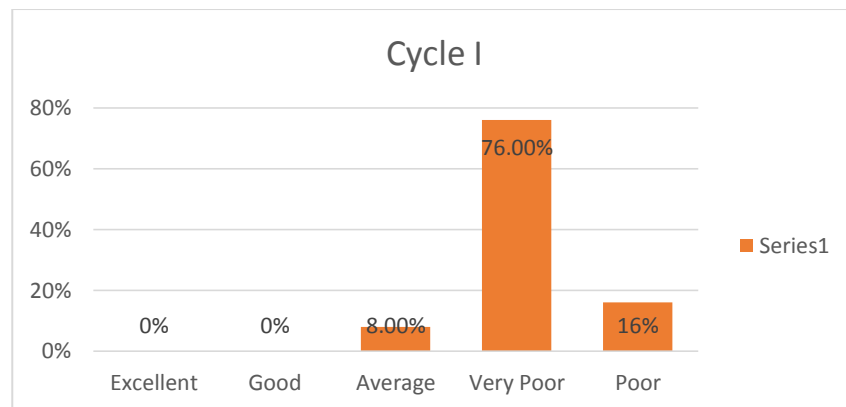
Graph 4.1
Students' Score Qualification in the First Cycle

First cycle, the researcher found that most of students were still in poor condition of score qualification. The total score of the students' in cycle I was 1201. The mean score of the students' achievement was 48,04 it means that the mean score of the students' achievement in cycle I was Poor or D. In detail, the students' score qualification. There were 19 students categorized as very poor students (76%), 4 students categorized as poor students (16%), 2 student categorized as average student (8%), 0 student categorized as good and excellent student.

In conclusion, in this cycle, most of students' score still not improved, because most of them were in very poor condition in term of score qualification. It means that the student still had low score in reading comprehension and the researcher was failed to improve Students' reading comprehension in Descriptive text by using Schema Activation Strategy in reading comprehension in cycle 1. To make the

students become good or excellent the teacher has to hard work to be able to explain to students.

2) Cycle 2

In the second cycle, the students' score was improved. It means that there is a significant improvement of students' score in this cycle. In detail, it can be seen on the graph below:
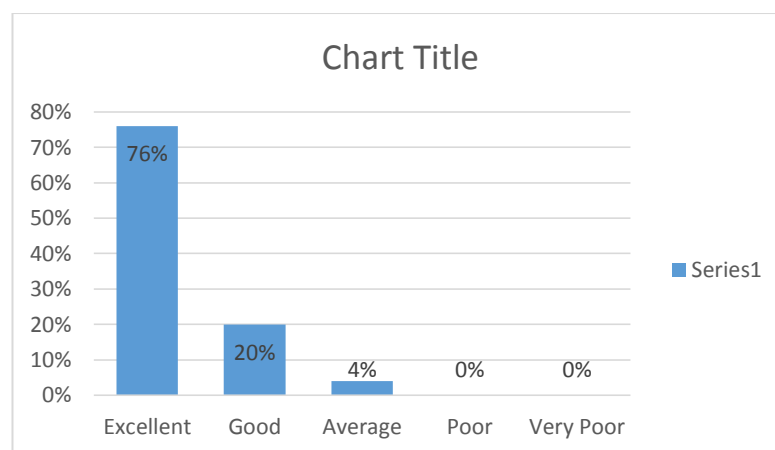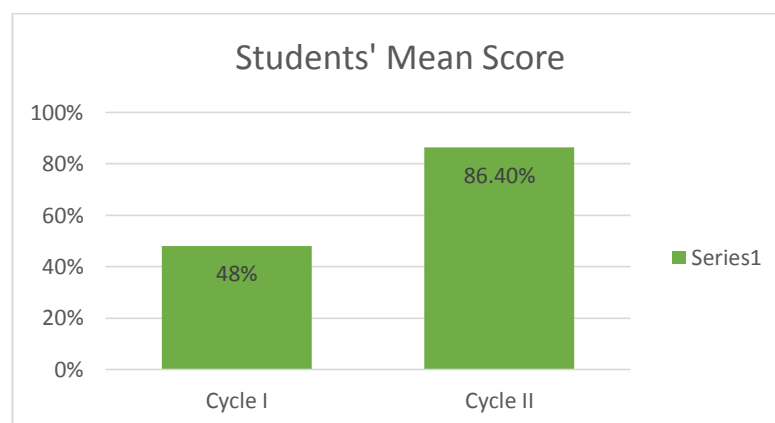

Graph 4.2
Students' Score Qualification in the Second Cycle

In the second cycle, there is an improvement of the students' score. The total score of the students' in cycle 2 was 2161. The mean score of students' achievement was 86,44. It means that the mean score of the student's achievement II was good or B. In detail, the students score qualification can be seen there were 0 student categorized as very poor and poor. 1 students categorized average (4%), 5 students categorized as good (20%), and 19 students categorized as excellent students (76%)

So then, the students should be better in the next cycle. In conclusion, the research finding of students' individual score and mean score showed that Schema Activation Strategy could improve the students' reading comprehension and both of observation checklists and field note also showed that the classroom action research was satisfying.

b. Students' Mean Score

From the test result of every cycle, it was found that the mean score of students had improved from cycle to cycle. It can be seen on the graph below:

Graph 4.3
Students' Mean Score from Cycle 1 to Cycle 2

From the graph above, it can be inferred that the students had significant improvement in the mean score from the first cycle to the second cycle. The result of students' mean score in the first cycle was 48% which were categorized as very poor. Then, in the second cycle, the students mean score showed satisfying result which the mean score was 86,4% which could be categorized as good.

Finally, from the analysis result, the students' problem in reading comprehension could be reduced and improved. The students were able to grasp of story correctly. It means that the learning components of this research were achieved. It showed from the students mean score which were improved from the first cycle to the second cycle. Furthermore, the teaching learning process could develop the students' behavior, the students' activeness and the students' group working or not. The improvement indicated that the action hypothesis had already accepted.

In conclusion, the research finding of students' individual score and mean score showed that by using Schema Activation Strategy could improve the students' reading comprehension in descriptive text and both of observation checklists and field note also showed that the classroom action research was satisfying.

B. Discussion

The research focused on improving the students' comprehension using Schema Activation Strategy. There were some steps for implementing the strategy in the research. They were building interest and attention, accessing prior knowledge and exploring key words, building connection between students' prior knowledge and the new material, and comprehending the new material. This strategy was implemented both in Cycle I and Cycle II. The findings of the research showed that Schema Activation Strategy was

successful in improving the students' reading comprehension. The discussion of the findings was written as the following.

In the first step of Schema Activation Strategy, building interest and attention, the researcher used pictures as the media, and familiar topics. Based on the findings, the use of pictures as the media in building the students' interest and attention was successful in making the students to be interested in the lesson. It is in line with Willis (2008: 130).

The next step was accessing prior knowledge and exploring keywords. Pictures were still used as the media. The researcher showed the picture and asked some questions related to the picture. Questioning and answering session about the picture was effective to recall the students' prior knowledge toward the topic. This finding was in line with Keene and Zimmermann in Moreilon (2007: 21).

The third step was building connection between the students' prior knowledge and the new material. In this step, to make the students have awareness about the importance of relating their prior knowledge to the new material, the researcher asked the students predict the text by looking at the title of the text and the pictures related to the text. The activity was successful in making the students to use their prior knowledge in order to predict the content of the text.

The last step was comprehending the new material. During the process of reading, the students read the text and connected it with their background knowledge. They were asked to find the new information got from their

reading such as difficult words. In this step, the students were stimulated to relate what they had in their background knowledge to the new information in the text. It meant that there was interactive process during reading as it is said by Brown (2001: 298-299).

Comprehending the new material was the final step in Schema Activation strategy. It was regarded to be successful as the students could accomplish the tasks well.