



**IMPROVING STUDENTS' READING COMPREHENSION
BY USING SCHEMATA TECHNIQUE
AT GRADE VIII SMP NEGERI 1 PANYABUNGAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education Scholar (S.Pd.) in English*

Written By:

MHD RISKI

Reg. Number 14 203 00085

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019**



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Item : 7 (seven) Exemplars

Padangsidempuan, Juli 2019
To:
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Assalamu'alaikumwr.wb.

After reading, studying, and giving advice for necessary revision the thesis belongs to **Mhd Riski**, entitled "**IMPROVING STUDENTS' READING COMPREHENSION BY USING SCHEMATA TECHNIQUE AT GRADE VIII SMP NEGERI 1 PANYABUNGAN**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

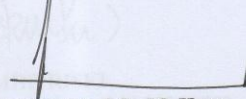
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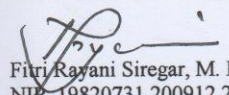
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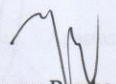

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IPK : 3.38
Predicate : Very Good



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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbil 'aalamiin, Praised be to Allah swt, the most Creator and Merciful who has given me health, time, knowledge and strength to finish the thesis entitled “Improving Students’ Reading Comprehension by Using Schemata Technique at Grade VIII SMP Negeri1 Panyabungan”. Besides, peace and greeting be upon to the prophet Muhammad saw who has brought the human from the darkness era into the lightness era.

It is a pleasure to acknowledgement the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing which will be presented to the English Education Department in a partial fulfillment of the requirements for the degree of Education Scholar (S.Pd) of State Institute for Islamic Studies Padangsidempuan. In this process of finishing this thesis, I got a lot of guidance and motivation from many people.

In this opportunity, I would like to thank all of those who have supported and guided me in the process of writing this thesis. It would never have come into existence without supports, encouragement, and assistance from the following people:

1. Eka Sustri Harida, M.Pd., as the first advisor and Zainuddin, M. Hum., as the second advisor who had guided, supported and suggested me with great patience to finish this thesis as well.
2. The Rector of IAIN Padangsidimpuan, Dr. H. Ibrahim Siregar, M.CL, who has given chance and time. Therefore, I could learn and got some knowledge from IAIN Padangsidimpuan.
3. Mrs. Dr. Lelya Hilda, M.Si., as Dean of Tarbiyah and Teacher Training Faculty.
4. Mrs. Fitri Rayani Siregar, M.Hum., the Chief of English Education Department.
5. All lecturers and all the academic cavities of IAIN Padangsidimpuan who had given so much knowledge and helped during she studied in this beloved institute.
6. My beloved parents, (Bapak Masaudin Nasution and Ibu Nur hidayah) who taught me how to survive in leading the life and always be patient and sincere to guard her in all of conditions, my three sisters (Siti Sarah, Seri Wahyuni and Riska Madani), and my brothers (Ahmad Sopian, Riswan Efendi, Ikhwanuddin, Ahmad Faisal, Parhanuddin and M.Zulpan) who always give their materials, prays, motivation, and moral encouragement to finish my study. Thanks for everything.

7. IAIN Padangsidempuan Librarian (Yusri Fahmi, S. Ag., S. S., M. Hum), for their cooperative and permission to use their books.
8. My lovely friends M. Aqib Sitompul, Wirda Hasanah, Sri Agustina, Ade Syahputra, Harmein Lubis, Amirussyamsi, Guntur Alamsyah, Irman Nawawi, Mora kartika Sari, Maya Alawiyah Siagian, IkhwanFahrizal, Indragoesnadi and all of her friends in TBI-1, 2, 3 and 4 and also all of my friends i can't mention one by one in IAIN Padangsidempuan, thanks for your help, patience and care to support me from starting until finishing my thesis as well. Good luck for you
9. All of the people who have helped me to finish my study that I cannot mention one by one.

The researcher realizes this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for the researcher to get critiques and suggestions from the readers to make this thesis better.

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ABSTRACT

This research was talking about improving students' reading comprehension by using Schemata Technique at grade VIII SMP Negeri 1 Panyabungan. Most of students had low achievement in reading comprehension, students do not understand about the text , did not have suitable technique in reading, Students' lack of vocabulary in reading and Students can not make the inference of the text. This research purposed to describe the students' achievement in reading comprehension and to identify the factors which influence students' reading comprehension by using Schemata Technique at grade VIII SMP Negeri 1 Panyabungan.

The method used in this research was classroom action research, by implementing the Kemmis design which consisted four steps. Those were planning, acting, observing, and reflecting. Moreover, to solve the reading problems the researcher applied Schemata Technique. In this research, the researcher used two reading tests and two cycles. Moreover, the participants of this research were the class of VIII-1 consisted of 30 students and also there was collaboration with an English teacher. Meanwhile, the data was derived among from reading tests, observation notes, and also interview.

Based on the research result, showed the improvement mean score of the students. The first test in the first cycle was 65.66 (26,66%), and second test in the second cycle was 82.12 (80%). It can be concluded that the mean score in the second cycle was higher than the first cycle. It meant that the Schemata Technique could improve students' reading comprehension at grade VIII SMP Negeri 1 Panyabungan.

Keywords: *Improving, Reading Comprehension, & Schemata Technique*

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ABSTRAK

Penelitian ini membahas tentang pemahaman membaca siswa melalui teknik Schemata dikelas VIII SMP Negeri 1 Panyabungan. Kebanyakan siswa memiliki prestasi rendah di dalam pemahaman membaca, siswa tidak mengerti tentang teks, tidak memiliki teknik yang sesuai di dalam membaca, siswa lemah kosakata di dalam membaca dan siswa tidak dapat membuat kesimpulan dalam teks. Penelitian ini bertujuan untuk menggambarkan prestasi siswa di dalam pemahaman membaca dan untuk mengidentifikasi faktor-faktor yang mempengaruhi pemahaman membaca siswa melalui teknik Schemata dikelas VIII SMP Negeri 1 Panyabungan.

Penelitian ini dikategorikan ke dalam penelitian tindakan kelas yang terdiri dari dua siklus. Penelitian ini menggunakan model yang dikemukakan oleh Kemmis. Penelitian ini terdiri dari empat tahap, yaitu; perencanaan, tindakan, pengamatan dan perenungan. Selain itu, untuk memecahkan masalah membaca, peneliti menggunakan teknik Schemata. Di dalam penelitian ini, peneliti menggunakan dua test membaca dan dua siklus. Peserta dalam penelitian ini berjumlah 30 siswa kelas VIII¹ SMP Negeri 1 Panyabungan. Instrumen pengumpulan data adalah observasi, tes, dan wawancara.

Berdasarkan hasil penelitian, menunjukkan peningkatan nilai rata-rata siswa. Pada siklus I adalah 65.66 (26.66%) dan nilai rata-rata siswa pada siklus II adalah 82.12 (80.00%). Dapat di simpulkan bahwa nilai rata-rata siswa di dalam siklus dua lebih tinggi dibandingkan dengan siklus satu. Ini menunjukkan bahwa Teknik Schemata dapat meningkatkan pemahaman membaca siswa di kelas VIII SMP Negeri 1 Panyabungan.

Kata Kunci : *Meningkatkan, Pemahaman Membaca, & Teknik Schemata*

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CHAPTER I

INTRODUCTION

A. Background of the problem

There are four important skills of English that are commonly taught. Those are listening, speaking, reading, and writing. Reading is considered as one of the most important skills to be taught because it is mainly emphasized to students. They need to read printed materials in schools or in their daily life. By reading, readers can build general knowledge to obtain a lot of information which they need, for in reading, readers build a process of combining information from a text and their background knowledge to build meaning. These importantsof reading are explained in the following paragraphs.

First, reading can increase students' knowladge. By reading, students get much information and increase knowledge and experience. By having a good skill in reading, the students will be easy to get information from many sources from books, magazines, newspapers, brochures and etc. On the other hand, if the students have a good ability in reading, they will be successful in their studying because they understand what the text talk about.

Second, reading can improve their self. Students' impossible to gain information from the text without reading. Therefore there are few reasons why reading necessary in the life. First, Reading is an essential skill for learners. For most of these learners, it is the most important skill to be mastered in order to ensure success not only in learning English. But also, in learning any contents

classes where reading in English is required. Second, reading activates mind, gets a lot of knowledge about many things in the world such as sciences, technologies, sports, arts, cultures, religious, etc. Besides, reading makes the brain relax, interacts with the feelings and thought, obtains information and improving the science or knowledge and also gives pleasure.

Last, reading can help students to develop their language skill. Students can learn thinking in English if they are accustomed reading English book. They will get more information to increase their knowledge because of book is a window to the word. In addition, by strengthening reading skill, learners will make progress and development in all other areas of learning. Besides, reading is an important language skill either for academic purpose or daily life demand. The ability is one of the most important thing in learning English because reading make us able to improve science and obtain the latest information.

Based on explanation above,it can be conclude that reading is the most essential skill for learners in the academic context. Reading is considered as an important skill to support students in understanding and decoding learning materials.

Basically in English teaching, without undermining the other skills, reading becomes the most important skill that teachers and students should give a great consideration. It can be served as a stepping stone for students in order to succeed in their study. The ability to read will lead them to develop their knowledge and even to gain new knowledge.

There are many factors that affecting reading activity, such as: feel difficult to concentrate their mind, it is mean that students feel difficult in focusing and centering their mind when reading. It was caused they did not understand with the material that they read or the material is too high for them. These problems of reading at school are explained in the following paragraphs.

First, based on interview with the teacher,¹ English only distributed 2 hours in a week, and this limited time makes difficult to teach her students well. Then, most of the students still get low grade with 70 grade meanwhile the standard of English competency in this school is 75.

Second, many students do not understand about the text that they read, that are make them stress and tired in reading. Based on interview with Arpan Roji, he said that he does not have technique to make him easier, read without pencil in hand, highlighting, jotting notes, and marking key vocabularies.² So, he does not know how to improve his comprehension in reading, such as; reading assignment with same ways, unable to analyze the purpose, unable to adjust their speed to suit their purpose and unable to make questions in their mind.

Next, the students are lack of vocabulary in reading, they just read a text, and they accept what is in print directly without compare and connect what they are reading with what they have known. So, before reading, they do not find out what

¹Linda Sari, as English Teacher at SMP NEGERI 1 PANYABUNGAN, *Private Interview*. (October 28th 2017, time: 08.20a. m).

²Arpan Roji, Student of SMP NEGERI 1 PANYABUNGAN, *Private Interview*, (October 28th2017, time 09. 20 a.m).

the assignment about, and check the length of an assignment before reading and read until the assignment is completed only.

The last, they also can not make the inference of the text. So they can not comprehend the text well. Then, reading becomes the burden of their life. Besides, many students accept everything they read at face value, they seldom sit back and examine the authors' ideas, sources, evidences, or choice of words with critical eyes.

To make students understand in reading, there are some alternatives of reading strategies that are available and applicable. As researcher know, there are many techniques and many strategies that can solve students' problem in reading comprehension, and also could increase the students' ability in reading comprehension, such as skimming, reciprocal teaching, activate schemata, and others. Schemata will be explained in the following paragraph.

To overcome students understand in reading, the researcher chose schemata or background knowledge to improve students' reading comprehension. At least three reasons are available as background of the choice. The first, schemata technique is the one from the most ways to developing reading comprehension. That schemata plays an important role in the process of reading. Schemata or background knowledge includes all the experiences that a reader brings to a text, life experience, educational experiences, knowledge of how text can be organized rhetorically, knowledge of how the first language works, knowledge of how the

second language works, and cultural background and knowledge.³This technique can help students to comprehend about the text.

Second, schemata technique has function as how readers use prior knowledge to comprehend and learn from text, all the stuff that already inside your head, like places you have been, things you have done, books you have read, all the experiences you have had that make up who you are and what you know and believe to be true.⁴ So, when students use their schemata, it helps students use what they know to better understand and interact with the text.

Last, Schemata describes the process by which readers combine their own background knowledge with the information in a text to comprehend that text.⁵that activities may include background information about: the author, when and where the text was written;cultural and historical information referenced in the text, and technical or specialized information. So, it is a way of reading where the readers are expected to use a strategy to activate prior knowledge when they read an English text or passage. Readers are expected to be accustomed with the text they read before they are going to understand and comprehend it.

The research has been done by andriyanto related to schemata. The research which investigate the using of schemata theory on students' reading

³David Nunan, *Practical English Language Teaching* (New York: Mc Graw Hill Companies, 2003), p.74.

⁴Debbie Miller, *Reading with Meaning Teaching Comprehension in the Primary Grades* (portland: Stenhouse, 2006), p.157.

⁵John S Hedgcock and Dana R Ferris, *Teaching Readers of English Students, Text and Context* (New York: Routledge, 2009), p.164.

comprehension. Based on data analysis, the researcher concluded that using schemata technique can improve the students' reading comprehension with mean score was 70.49 in experimental class and 60 in control class.⁶

Based on explanation above, the researcher is interest to conducte classroom action research in which use Schemata Technique on students' reading comprehension.

B. Identification of the Problem

Based on the background of problem above, researcher identifies some problems, they are:

1. Students' reading achievement was low.
2. students do not understand about the text.
3. Students did not have suitable technique in reading.
4. Students' lack of vocabulary in reading.
5. Students can not make the inference of the text.

C. Focus of the Research

Based on the identification above, the researcher focus the problems in improving students' reading comprehension achievement. It will be solved using Schemata technique. By doing research into Classroom Action Research (CAR).

⁶ Andriyanto, "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 1 Situbondo The 2003/2004 Academic Year," 2003, <http://repository.unej.ac.id/handle/123456789/68480> retrieved october 20th 2017 at 20.40 p.m.

D. Formulation of the Problem

There are many problems of language teaching that can be identified as research subject. The problems discussed in this research are as follows:

1. How can schemata technique improve students' reading comprehension at grade VIII SMP Negeri 1 Panyabungan?
2. What aspects can improve students' reading comprehension at grade VIII SMP Negeri 1 Panyabungan?

E. Purposes of the Research

Generally, the purposes of the research are to find out the improvement of schemata technique in students reading comprehension. Specifically, the purposes of the research are:

1. To describe the improvement of students' reading comprehension by using schemata technique at grade VIII SMP Negeri 1 Panyabungan.
2. To identify the aspects that can improve students' reading comprehension at grade VIII students of SMP Negeri 1 Panyabungan.

F. Significances of the Research

1. Theoretically

The research would give some useful information about schemata technique and to give information what the significant effect this technique on student's reading comprehension. This research is expected can be used as a reference for other researcher to conduct a research in English teaching

learning process especially in teaching reading. Hopefully, the result of this study will be useful for students, teachers, and all of the readers.

2. Practically

This research gives many significances to:

- a. To the field, result of the research is expected to be useful for students to help and to comprehend the reading passage in learning process and to get knowledge how to manage classroom is interesting.
- b. To the next researcher, this research can be referable to the next researchers for studying the other subjects in the field of language teaching.
- c. To the teacher, the result of the research is expected to be useful for the teacher as information and as source of teaching in SMP Negeri 1Panyabungan Institution, especially in teaching and learning of reading by using schemata technique.

G. Defenition of the Key Terms

To avoid misunderstanding in understanding the title above, the writer needs to clarify some terms in the title above, namely:

1. Improve

Improving is a process becoming or making students' reading comprehension ability better through several cycle which are improves students' reading comprehension ability by the choosen technique in learning.

The way of improving can be more exercises, training, or practice it more and more. So, improving is going through better work to teach so.

2. Students' Reading Comprehension

Student is person who is studying at college or university. Reading is fluent process of readers combining information from a text and their own background knowledge to built meaning. Moreover, the definition of comprehension is the power to understand language (written and spoken). Therefore, students' reading comprehension is an ability to understand the words in print a process called word recognition, construct an understanding from text and coordinate identifying words and making meaning.

3. Schemata

Schemata is all the material that is already inside your head, like places you have been, things you have done, books you have read, all the experiences you have had that make up who you are and what you know and believe to be true. It can be conclude that schemata can helps students to comprehend and understand about the text.

H. Thesis Outline

Thesis outline of this research could be divided into five chapters. Moreover, every chapter consists of sub chapters with detail as follow:

Chapter I is introduction that consists of background of the problem, identification of the problem, focus of the problem, formulation of the problem, purposes of the research, significances of the research, definition of the key terms, formulation of the problem, and significances of the research, and the last is indicator of action.

Chapter II consists of theoretical descriptions which explain about general concept of schemata, reading comprehension, review of related finding, conceptual framework and hypotheses of action.

Chapter III is research methodology that consists of location and schedule of the research, research design, participants of the research, procedures of classroom action research, instruments of collecting data, technique of data collection and technique of data analysis.

Chapter IV consists of the result of the research. The result of the research consisted of the description of the data, comparing the action result, hypothesis test, the discussion of the research findings and the threats of the research.

Finally, Chapter V is consisted of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

In arranging a research, theories are very important to explain some concepts or terms applied in research concerned. They are:

1. General Concept of Schemata

a. Defenition of schemata

Schemata refer to the knowledge already store in someone's memory. Schemata is a way for reading where the readers are expected to use active their prior knowledge when they read an English texts or passage. Role of the reader and the knowledge he brings to bear on the text draw a great important in the reading process. Readers are expected to be accustomed with the text they read before they are going to understand and comprehend it.

There are many experts give defenition about schemata, first, Miller stated that Schemata is all the stuff that is already inside your head, like places you have been, things you have done, books you have read, all the experiences you have had that make up who you are and what you know and believe to be true.¹ It means when students use their schema, it helps them use what they know to be better understand and interact with the text.

¹Debbie Miller, *Reading with Meaning Teaching Comprehension in the Primary Grades* (portland: Stenhouse, 2006), p.57.

Second, Douglas Brown stated that schema theory emphasizes other side of reading process, the conceptually driven, or top-down processing that bring a whole host of background information into the arena of making decision about what something means.² It means the students bring information, knowledge, emotion, experience, and culture to the printed word to make them easy get the information.

Next, Janette stated that Schemata is what we know about a topic or construct influences and how much we can or will learn by reading a passage that addresses that topic, our knowledge and experiences related to key ideas in the text we read influence what we learn and remember about what we read. World knowledge and word meaning influence our understanding. The more we read and learn about the topic, the easier the next passage on that topic will be for us to understand.³ It can be concluded that knowledge and experiences help students understand a text easier.

Furthermore, Andie and Ruth stated that Schemata serves as a touchstone of our comprehension work and the way we make sense of what we study all year long. Schema is the stuff already in your head. Like places you have been, food you have eaten, people you know. When you read a book and you use what is in your head to make sense of the book, you make

²H. Douglas Brown, *Teaching By Principle An Interactive Approach To Language Pedagogy* (sanfransisco: Englewood, 1994), p.284.

³Janette K. Sharon vaughn and Alison Boardman Klinger, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: Guilford press, 2007), p.3.

a bridge.⁴ It can be concluded that all the experiences what students know about what they are reading make a bridge to understand a text.

Schemata is a general representation of the typical structure of a familiar experience. It involves knowledge of both the typical elements of some familiar aspect of the environment and of the relationships or sequence of these elements. Students develop schema for all sorts of events, such as going to bed at night, the events of a birthday party and simple stories. They are like recipes or sets of general rules for particular experiences. They affect both how we take in information and how we direct our own behaviour. They are closely connected to memory in that they are both the product of memory and help in the process of memorising. we can predict from our schema what ought to occur in any general situation and match that with the reality of the specific experience.⁵ It means that behaviour and environment have relation for students to get some information from the text.

Schemata to be vital to such basic learning processes as reading comprehension and for the building of mental models of information gleaned from oral or written information for the following reasons:

- 1) They provide ideal scaffolding
- 2) They help in the selection of important information.

⁴and R. Shagoury Cunningham, Andie, *Starting with Comprehension: Reading Strategies for the Youngest Learners* (United State of America: Stenhouse, 2005), p.38.

⁵Tilly Mortimore, *Dyslexia and Learning Style* (Southern Gate, Chichester: Whurr, 2008), p.101.

- 3) They aid inference by allowing a learner to fill in gaps with their own preexisting knowledge.
- 4) They help to edit, summarise and select key ideas.
- 5) They help to fill gaps in memory through inference.

Based on explanation above, it can be concluded that schemata is pre-existing knowledge gained through experiences stored in students mind. Because schemata consist of many aspects such as personal experiences, conceptual understanding, beliefs, strategies, and so on , they can be used by the students to help them understand a text that may contain new concepts or new schemata.

b. Kinds of Schemata

Schemata can help students to comprehend about the text. It means schemata is a key to get some information of the text. Students can use some ways. They are:

1) Linguistic Schemata

Linguistic schemata is existing language proficiency in vocabulary, grammar, and idioms. As a written record of language, a text can include sounds and symbols, morphemes, words, phrases and sentences, and markers of cohesion and reference within and among sentences.⁶ So,

⁶John S Hedgcock and Dana R Ferris, *Teaching Readers of English Students, Text and Context* (New York: Routledge, 2009), p.59.

without linguistic schemata it is impossible for the students to decode and comprehend a text.

2) Formal Schemata

Formal schemata is background knowledge of the formal, rhetorical organizational structures of different types of texts knowledge about specific ways in which various text types may be organized.⁷ Formal schemata deal with the rhetorical structure of language and a person's knowledge of the structure of a particular genre.⁸ Formal schemata describes as abstract, encoded, internalized, coherent patterns of meta-linguistic, discourse and textual organization that guide expectation in students attempts to understand a meaning pieces of language. Students have developed different formal schemata, it may be helpful or necessary for teachers to assist them in discerning text macrostructure.

3) Content Schemata

Content schemata is general background knowledge related to the topic, the familiarity of the subject matter of the text.⁹ It includes an understanding of the topic of the text and the cultural-specific elements needed to interpret it. Content schemata are important for all readers, but

⁷Hedgcock and Ferris, p.60.

⁸Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 3rd ed. (London: Pearson Education Limited, 2002), p.469.

⁹Schmidt, p.469.

specific aspects of content knowledge Teaching Readers of English may be particularly problematic for readers. Teachers need to be aware of gaps in students' content schemata that may make specific texts challenging, particularly for their students, and think of ways to develop schemata where they are lacking

c. Procedure of Schemata

In the class room action research, researcher want to use appropriate technique to improve students' reading comprehension. The technique is by using schemata. It is appropriate in the sense that students will use their experince and knowladge in active way while reading. There is a way for activating students schemata, that is:¹⁰

1) Use of pictures

Wright stated pictures contribute to interest and motivation. Interest and 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 place, object and people they are an essential part of the overall experiences. It means by using pictures it will be easier for students' to activate their background knowladge or schemata by involving their experiences.

¹⁰Andrew Wright, *Pictures for Language Learning* (New York: Cambridge University, 1989), p.2.

Wright also stated there are some types of pictures. They are check chart for pictures, pictures of single objects, pictures of one person, pictures of famous person, pictures of several person, pictures of people action. Pictures of place, pictures from history, pictures with a lot of information, pictures of the news, pictures of maps and symbol and related pictures. It can be concluded that using pictures can make students interest and have motivation. There are some ways to use of pictures set by teacher, they are:

- a) Showing the pictures dealing with the text that will be given.
- b) Giving some leading question dealing with the pictures to arouse the stored knowledge.
- c) Asking the students to guess the topic of the text that will be discussed.
- d) Giving the text and asking students to read it carefully.
- e) Giving some task to students that consist of some question dealing with finding of the detail of explicit information in the text.

There are some ways to use of pictures set by students, they are:

- a) Individually work, the students write down list of the sentence based on the series of pictures frame by frame. Where as in group, each members of group make combining or linking the sentences to make continuous prose.

- b) In small group, the whole class work with the sequence of the pictures but with picture out of order. Then, they discuss which one correct pictures with the topic. Next, the students write the correct story of the picture.
- c) In the group, for example the are four sequences of picture, one group is given two pictures while another receives the other two. Then, each group writes down what they think. Then, they exchange papers and read each other's. Only then they do show each other their two pictures.
- d) The students are given cards, each containing a seperate sentence which describe the pictures. Them they match the sentences to part of the picture and arrange the sentence in order. The students are given a parallel picture. In group, they use the paragraph they have just assembled to write parallel paragraph about the parallel picture. Both the first picture and the sentence describing it serve as a model for the new piece of writing.
- e) Now the students discuss the first picture and write their own descreption of the picture, either in groups or as a whole class activity, they read their description aloud and discuss them. Then

the students write about the parallel picture, using their own writing as a model. It usually is used by advanced learner.¹¹

Talking about schemata, it cannot be separated from knowledge and experiences. 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. General concept of Reading comprehension

a. Defenition of reading comprehension

Roebel states that, Reading comprehension is important for the students to become effective reader. Basically, reading comprehension is an ability to understand what the readers read where words have context and texts have meaning.¹² It means that reading comprehension not only know what the reader read but also understand the text fully.

Next, Tankersley stated reading comprehension is the ability to interpret and evaluate what readers read and to understand of written or printed material. In addition, Reading comprehension is the ability to understand information presented in written form. Reading comprehension is mental process in which the readers try to understand

¹¹Ann Raimes, *Technique in Teaching Writing* (New York: Oxford University, 1983), p.34.

¹²K.M. Roebel, *Develoving Reading Comprehension Skill in EFL University Level Students* (taiwan: St John University, 2003), p.177.

the meaning in the text by interpreting what have been read in order to find the new idea that given by the writers. Also, reading comprehension are complex process which take part of useful of good and poor ability.¹³ Furthermore, O,Malley indicates reading comprehension is knowledge about the words as well as on knowledge of language or print.¹⁴ It means that to produce literal reading comprehension it entails making inferences and evaluating what is read.

Based on explanation above, it can be concluded that reading comprehension is the ability to understand information presented in written form. Reading and comprehension cannot be separated, because readers need comprehension to get the information from a text. It means that reading without comprehension is nonsense. Further, Reading comprehension is related closely to the cognitive competence of the readers, because this will produce comprehension.

b. Kinds of Reading

Reading is important to guide the information from the text. It means reading is a key to take some informations of the text, the reader can use some manner. The manner as follows:

1) Silent Reading

¹³Karen Tankersley, *The Threads of Reading: Strategy for Literacy Development* (USA: ASCD, 2003), p.42.

¹⁴Malley and Lorraine Valdez Pierce J. Michael O, *Authentic Assessment for English Language Learners* (America: addison Wesley Publishing Company, 1996), p.94.

Silent reading is using visual memory and condition of not speaking and a sound track, to train students to really pay attention to can understand the text. Oxford dictionary said that silent is condition of not speaking and sound track.¹⁵ Then Guntur Tarigan said that silent reading is process who done and be used by reader to get message message from the text.¹⁶ Furthermore David Nunan said that silent reading generally focus in the classroom should be getting the meaning from print when comparison is goal of reading.¹⁷

From the statement above, the resercher can conclude that silent reading is condition of not voice, without move lip, and then reading is process who done and be used by reader to get information from the text without move of head, fact silent reading is faster than voice reading and it is used in reading faster.

2) Loud reading

Reading out loud may sometimes have meaning beyond the oral transmission of text in that it gives insight into current concerns or interests of the reader.¹⁸ Douglas Brown stated that loud reading is the test – taker separate letters, word, and or short sentences and read them

¹⁵Hornby, *Oxford Advanced Learners Dictionary* (New York: Oxford University, 1995), p.887.

¹⁶Henry Guntur Tarigan, *Membaca Sebagai Keterampilan Membaca* (Bandung: Angkasa, 1990), p.58.

¹⁷David Nunan, *Practical English Language Teaching* (New York: Mc Graw Hill Companies, 2003), p.58.

¹⁸Nicola S. Schute and jhon M. Malouff, *Why We Read and How Reading Transform* (South Ameica: University of South America, 2006), p.51.

loud, one by one, in the presence of an administrator since the easement is reading comprehension, any recognizable oral approximation of the target response is considered correct.¹⁹

Tarigan said that Loud reading is activity to read, using voice with the correct intonation, so the listener and reader can get information like thinking, feeling, attitude, or writer's experience.²⁰

So, it can be concluded that loud reading is read orally or with voice by using correct pronunciation to express the content of the material or text, so the reader and listener can get the information or the authors' messages from the text.

c. Purposes of Reading

Reading comprehension is very important for students, the ability to interpret and evaluate what students read and to understand of written or printed material. The function are:

- 1) To understand the text more easier.
- 2) To image what the information in content.
- 3) To follow the construct of a passage.
- 4) To recognize a researcher purpose, attitude, tone and mood.²¹

¹⁹H. Douglas Brown, *Language Assesment Principles and Classroom Practices* (USA: Longman, 2004), p.190.

²⁰Tarigan, *Membaca Sebagai Keterampilan Membaca*, p.22.

²¹Nunan, *Practical English Language Teaching*, p.68.

David Nunan stated that there are several main for reading purpose. To obtain information for some purpose or because we are curious about some topic, they are:

- 1) To obtain instruction on how to perform some task for our work or daily life (examples, knowing how an appliance works)
- 2) To act in a play, play a game, do a puzzle
- 3) To keep in touch with friends by correspondence or to understand business letters
- 4) To know when or where something will take place or what is available.
- 5) To know what is happened (as reported in newspaper, magazine, reports, etc).
- 6) For enjoyment or excitement.²²

As the option above, the purpose of reading comprehension is to make the reading easy and fast to find the information in the text what they read. The reader can understand the purpose, attitude and mood of researcher that was the comprehension.

Every lesson has purpose, it is used to know where the direction of the lesson is. Reading also has many purposes, it is used to get involved in reading assignment. The purposes are as follow:

1) Reading for Pleasure

One of purpose for reading is for pleasure. It means that reading is not for pressure. For instance, if the readers read recipes for pleasure, indirectly the readers are as unusual as the guy who reads about molecules for pleasure. Most people read recipes with the purpose of

²²David Nunan, *Second Language Teaching and Learning* (New York: Heinle and Heinle, 1999), p.251.

using or applying the information the readers read. Based on explanation above, it can be conclude that the reader can read everything, not only read the journal, textbook, magazine, thesis and others.

2) Reading for Practical Application

Another purpose for reading is to gain the information which the reader can apply to or use in a particular situation. For example, when a reader reads directions in order to put a model airplane together, or a reader reads a shop manual to learn how to run a piece of equipment. It means that the reader is reading with the purpose of gaining information which they can apply or use.

3) Reading for General Ideas

Actually, it is not always necessary to read every word on a page. If the purpose of reading is to get a general idea of the material being read, then the reader can read at faster speed, skipping sections and looking only for main ideas reading bold print headings and sub-headings and summary statements usually presented at the end of the material, only reading the questions at the end of a chapter in a textbook can give the reader a general idea of the content. It means the reader only focus to genenarl idea in the text.

4) Reading to Locate Specific Information

One of the purposes in reading is to locate specific information. When the readers know what they are looking for, they can skim and skip over material at very rapid rates.

5) Reading to Critically Evaluate

A good education should help the reader form their own opinions about things. Reading critically is the process of being aware of an author's intent or the point of writing, his use of facts, his attitude and bias toward his subject matter. Critical evaluation requires that the readers talk back to the author rather than merely accept what they read.²³

Based on the explanation above, it can be concluded that there are five purposes of reading: First, reading for pleasure. Second, reading for practical application. Third, reading for general ideas. Fourth, reading for specific information. Fifth, reading to critically evaluate.

d. Micro and Macro Skills for Reading Comprehension

Douglas Brown stated there are two skills for reading comprehension.

Micro and Macro skills with the detail parts:

1) Micro Skills

There are micro skills for reading comprehension:

- a) Discriminate among the distinctive graphemes and orthographic patterns of English.
- b) Retain chunks of language of different lengths in short term memory.

²³W. Royce Adams, *READING SKILLS A GUIDE FOR BETTER READING* (London: Cambridge University, 1998), p.8-11.

- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize a core of words and interpret word order patterns and their significance.
- e) Recognize grammatical word classes (Noun, Verb, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
- f) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among the clauses.

2) Macro Skills

Macro skills for reading comprehension are:

- a) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b) Recognize the communicative functions of written text according to form and purpose.
- c) Infer context that is not explicit by using background knowledge.
- d) From events, ideas, etc., described, infer links and connections between events deduce causes and effects, and detect such relation as main idea, supporting idea, new information, given information, generalization and exemplification.
- e) Distinguish between literal and implied meanings.
- f) Detect culturally specific reference and interpret them in a context of the appropriate cultural schemata.
- g) Develop and use the battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of the texts.²⁴

Next, Athur Hughes stated There are 2 types of reading skills are : micro and macro skill skill. Types of reading skills are:

1) Micro skills, such as:

- a) Scanning text to locate specific information.
- b) Skimming text to obtain the gist.
- c) Identifying stages of an argument.
- d) Identifying examples presented in support of an argument.

2) Macro skills, such as:

- a) Identifying repents of pronouns, etc.
- b) Using context to guess meaning of unfamiliar words.

²⁴Brown, *Language Assesment Principles and Classroom Practices*, p.187-188.

- c) Understanding relations between parts of text by recognizing development, transition, and conclusion of ideas.²⁵

From the explanation above, it can be concluded that the types of reading skill is divided into two, namely: micro skills and macro skills. Micro skills are the types of reading in which readers are still seeing a fundamental text. Then macro skill is the reader must know the text in depth.

e. Reading Evaluation

In foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. Reading is a skill that is taken for granted, then as the most essential skill for success in all educational contexts, remains a skill of paramount importance as readers create assessments of general language ability.

The purposes of reading assessment usually are to tap into learners' global understanding of a text, as opposed to asking test-takers to zoom in on small details as Brown, stated. The assessment of reading ability does not end with the measurement of comprehension. Strategic pathways to full understanding are often important factors to include in assessing learners, and all of the reading assessments must be carried out by inference.²⁶

²⁵Arthur_Hughes, *Testing for Language Teachers* (New York: Cambridge University, 1989), p.138-139.

²⁶Brown, *Language Assesment Principles and Classroom Practices*, p.190.

Authentic assessment of reading requires planning and organization, the key lines in identifying the purpose of reading assessment and matching instructional activities to that purpose. After identification of assessment purpose, it is important to plan time for assessment, involve students in self and peer assessment. Here the steps for assessment of reading, they are:

1) Identify the purpose. Any assessment of reading must begin with the purpose of the assessment. At least four major purpose of the assessment of reading have been identified by John O, Malley, they are:

- a) Studying, evaluating, or diagnosing reading behavior
- b) Monitoring student progress
- c) Supplementing and confirming information gained from standardized and criterion-referenced tests
- d) Obtaining information not available from other sources.²⁷

While, for second language learners, other purpose of reading assessment are:

- a) Initial identification and placement of students in need of a language-based program, such as English as second language or bilingual education.
- b) Movement from one level to another within a given program, such as intermediate to advanced levels of English as second language.
- c) Placement out of an English as second language or bilingual program and into a grade-level classroom.
- d) Placement to determine the language proficiency and content area competencies of students in order to recommend an appropriate educational program.
- e) Graduation from high school.

²⁷J. Michael O, *Authentic Assessment for English Language Learners*, p,99.

- 2) Plan for assessment. Once readers have identified their purpose for assessment, they can begin to outline their major instructional goals or learning outcomes and match these to their learning activities. However, they may find it easier to identify instructional objectives after naming different kinds of assignments or tasks students find most interesting and challenging.
- 3) Involve students. Students become partners in the assessment process when they are encouraged to engage self-assessment and peer assessment. Student reflection is a vital element of authentic assessment. Self-assessment, while not graded by the teacher, helped both teachers and students become aware of students' attitudes, strengths, and weakness in reading. While peer assessment, to involve students in peer assessment teachers ask them to rate their peer reading comprehension levels and attitudes toward reading in reading discussion groups.
- 4) Scoring procedures. Develop initial criteria by which students' reading progress will be measured before using instructional activities for assessments. Criteria should be stated in terms of what students can do rather than what they can't do, the best way to develop scoring procedure is with students' input.
- 5) Set standards. Standard for reading comprehension can be set by establishing cut-off scores on scoring procedures.

- 6) Select assessment activities. Assessment of reading should be embedded in activities for teaching reading. These are instructional activities that can also serve for assessment of reading in a second language, include: retellings, reading logs, literature responses, literature groups, cloze tests, text with comprehension questions, and reciprocal teaching.
- 7) Record teacher observation. One of the effective ways for a teacher to assess the students' reading comprehension is through teacher's observation. This assumes that the teacher knows what to look for and how to document student progress through observational methods.

Therefore, it can be concluded that there are some basic points that we should consider in the reading assessment of English language learners, to make it more authentic.

Table 1.
Indicators of Reading Evaluation²⁸

No	Indicators of Reading Evaluation
1.	Identifying main idea
2.	Identifying supporting sentence
3.	Identifying summarizing main point from the text
4.	Identifying exclude facts written in the text
5.	Identifying vocabulary in context

²⁸Brown, *Language Assesment Principles and Classroom Practices*, p.206.

B. Review of Related Findings

Actually, there were some researches related to this research. Many researchers had done research about students' reading comprehension. The first has been done by Indah Permata Sari.²⁹ She said that there are some problems students' in reading comprehension. First, students problems in identifying supporting sentences from descriptive text. Second, students problems in identifying supporting summarizing main point/conclusion from descriptive text. Last,) students problems in identifying exclude facts from descriptive text. To solve these problem, researcher did some action, to solve the first problem, the researcher gave explanation what supporting sentence is and where the lie of supporting sentence is in the text clearly. To solve the second problem, the researcher gave the explanation where summarizing main point/conclusion is and the researcher also gave the example based on text how to identify summarizing main point/conclusion by using PQ4R strategy. To solve the last problem, researcher gave advice to the students about the students should be careful in reading text. The researcher also explained that in reading they should have deep concentration until they could comprehend the text. The researcher also used PQ4R strategy to solve their problem. As the result, PQ4R could improved the

²⁹Indah Permata Sari, "Improving Students' Reading Comprehension By Using PQ4R (Preview, Question, Read, Reflect, Recite, And Review) Strategy at Grade VIII SMP Negeri 5 Padangsidempuan"(Unpublished Thesis, English Education Departement Faculty of Tarbiyah and Teacher Training IAIN Padangsidempuan, 2013).

students' reading comprehension in descriptivetext at Grade VIII SMP N 5Padangsidempuan. It proved by increasing the mean of students' reading comprehension score from68.12 (37%) in the cycle I and in second cycle was 83.12 (95%)

The second, thesis is written by Hadrian Priangga Puti.³⁰ He said that there are some problems students in reading comprehension, such as: first, The students had difficulties incomprehending English texts. Second, The students' vocabulary mastery was low.Last, The activities were monotonous and not interesting. To solve these problems. Researcher did some action, to solve the first problem, the researcher establishing reading goals, building connections and background knowledge. To solve the second problem, the researcher exploring keywords to make students would not depend too much on their dictionary. To solve the last problem, the researcher building interest and attention, The media used could attract their attention. Considering the importance of reading comprehension in which background knowledge was useful to comprehend a text, he decided to involve the students' background knowledge by activating their schemata to improve their reading comprehension ability. schemata could improve the students' achievement in reading comprehension. It is based on the mean score of

³⁰ Hadrian Priangga Puti, "Improving the Reading Comprehension Ability of Grade VIII B Students of SMPN 1 Gamping in Academic Year of 2013/2014 By Activating Their Schemata", http://eprints.uny.ac.id/19235/1/Hadrian_Priangga_Puti_09202241024.pdf on wednesday 20th 2017 at 20.40 p.m.

students' reading comprehension in cycle 1 is 62,90 % and become 75.16% in cycle 2.

The last, thesis is written by Isnaeni.³¹ she said that students' in reading comprehension have some problems. First, reading an English text or passage is a very difficult activity and still lack of skill in finding the main idea of a reading text. Second, when students' asked to read an English text, a number of students directly open their dictionary to find out the meaning of words they do not know yet. To solve these problems, the researcher did some action. To solve the first problem, the researcher give support to the students and explained the main idea of a paragraph, to solve the second problem, the researcher motivate students to enrich vocabulary mastery. She involved schemata techniques to improve student proficiency in language skills and increase their reading in learning English. there is significant improvement by using schemata technique to improve the students' reading comprehension. It was based on the result of mean score of cycle I was 66 and mean score of cycle II was 75.75.

Researchers can concluded that teaching reading will be success by using schemata technique, and structure ability of students in reading. In this case, the researcher also interested to do research about "Improving Students' Reading Comprehension by using schemata technique at Grade VIII Smp Negeri 1 Panyabungan". researcher would look or find the differences or even the sameness

³¹ Isnaeni Agustina, "Schemata Teaching Technique to Improve the Students' Reading Comprehension", http://e-repository.perpus.iainsalatiga.ac.id/1178/1/skripsi_isnaini.pdf on Wednesday 20th 2017 at 20.37 p.m.

from the students but in the different location and different the way in teaching reading although the same technique.

C. Conceptual Framework

Conceptual framework is necessary used to show a certain assumption about research topic in order to arrange or organize the research problems, resolution, and its evidence criteria,

At SMP N 1 Panyabungan, the students of grade VIII have problems, they are students still get low grade, students do not understand about the text that they read, Students lack of vocabulary in reading, Students can not make the inference of the text and do not know what the text talk about.

To solve the problems, researcher is conducted classroom action research, by implementing schemata technique. The researcher applied two cycles in this research. The conceptual framework that will be do by researcher as follow:

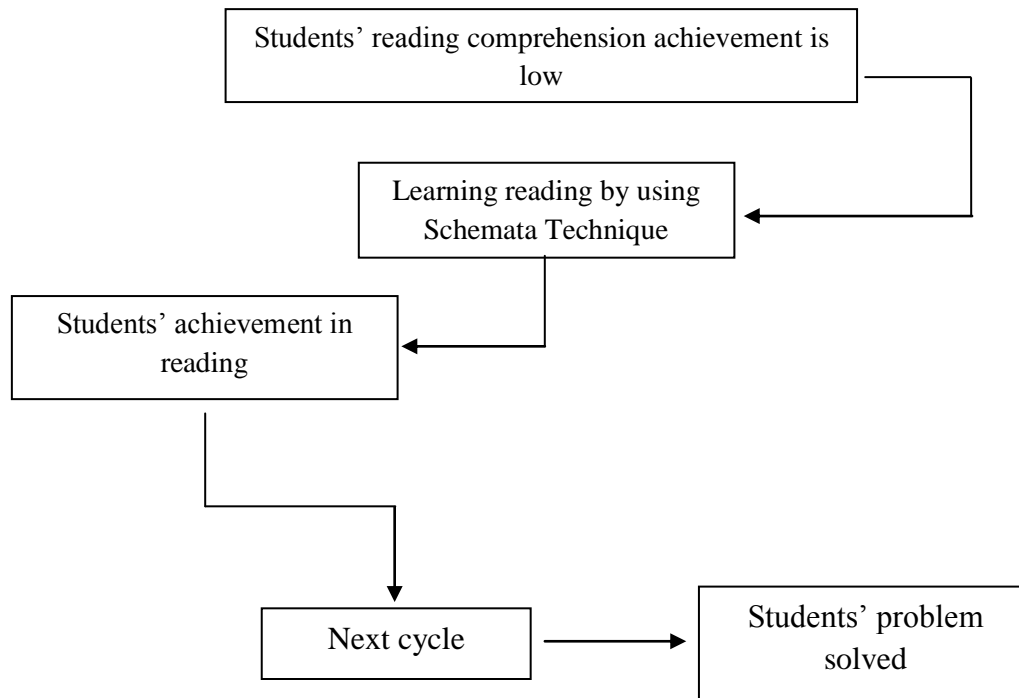


Figure I: Research Conceptual Framework

D. Hypothesis of the Action

The hypothesis of this research state can be formulate as follow: “Schemata technique can improve students’ reading comprehension at Grade VIII SMP Negeri 1 Panyabungan.”

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Schedule of the Research

The location of the research was at SMP Negeri 1 Panyabungan. It was located at Bhakti Abri Panyabungan Street. It was started from September, 24th 2017 up to April, 08th 2019

B. Research Design

The type of this research is CAR (classroom action research). Classroom action research concerned to four steps, namely, planning, action, observation and reflection. Planning means the reflection of the action had done. In this step, the researcher planed detail about the activities would be done.

Action means the activities that was done. The researcher was done the lesson plan and also media that use to teach reading to the students, in the end of the action that they are learned. This action was done continuously until the teacher get satisfying result.

Observation is the result of action that was done. and reflection is the evaluation of actions that had been done. It recalls action as it had been recorded in observation. The reflection was done to recover the problem happen in the previous cycle.

So in this research, the researcher collaborated with the teacher to become a team work who work together to solve the students' problems in improving reading comprehension by using schemata technique.

In this research the researcher was applied two cycles. Each cycle consist of two meetings, where each meeting consists of 2 x 40 minute. So, there are four meetings during research process. The required data was collected by testing, observing, and interview. The main data would be done observed by field notes as the quantitative data.

Moreover, research design of this research follows action research spiral by Kemmis because this form is one of the best models as it summaries very succinctly the essential steps of the classroom action research process.¹

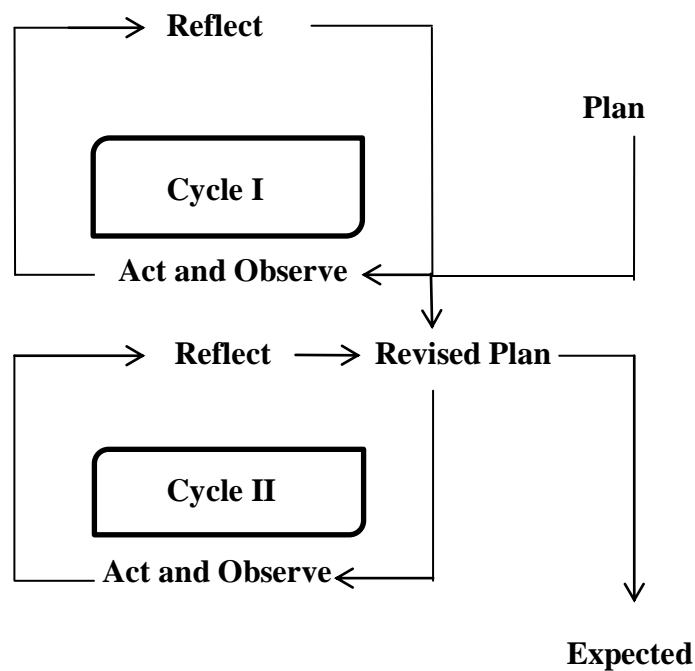


Figure 2. Action Research by Kemmis

¹Anne Burns, *Doing Action Research in English Language* (New York: Routledge, 2010), p.8.

So, the limitation of each cycle was done and implemented continuously to reach 75 as KKM like what the researcher want to do at the first. The cycles which recur until the action researcher has achieved a satisfactory outcome and it is time to stop.

C. The Participants

The participant of this research were the students' at grade VIII-1second semester in academic years 2018/2019 SMP Negeri 1 Panyabungan. Because the researcher found the problems of reading comprehension in this class. The total of the students in VIII-1are 30. Moreover, there is collaboration with an English teacher at grade VIII-1 SMP Negeri 1 Panyabungan, her name is Mislana.

D. Procedure of the research

This action research follows the model of Kemmis. It is a famous representation of the action research "spiral" that contains four stages; planning, acting, observing and reflecting.²

In this research, the researcher applied two cycles. Every cycle consisted of two meetings. Each meeting consists of 80 minutes. The time allocation is 2x40 minutes. Moreover, every meeting consisted of four steps of classroom action research (CAR) such as planning, action, observation and reflection. Here, the explanation for activities in teaching reading comprehension by using Schemata Technique at grade VIII SMP Negeri 1 Panyabungan.

²Burns, p.9.

a. Cycle 1

a. Planning

- 1) Making lesson plan that consisted of the step of action.
- 2) Preparing observation note sheet of students' activity in teaching learning process for observers.
- 3) Preparing observation note sheet of teacher' activity in teaching learning process for observers.
- 4) Preparing list of interviews to the students.
- 5) Preparing the topic to do by using schemata technique along with first test reading a recount text to be given to the students.

b. Action

- 1) Arranging seat formation.
- 2) Explaining the purpose of the research and schemata technique to students.
- 3) Giving learning material to students.
- 4) Introducing the procedures of schemata technique in learning process.
- 5) Monitoring every steps that had been planned.
- 6) Monitoring time allocation with all activities that has been done.
- 7) Preparing the solution if had problems when the action has been done.
- 8) Collecting the students discussion result.

c. Observation

- 1) Discussing with English teacher to observe planning.
- 2) Monitoring Schemata technique in teaching learning.
- 3) Making note activity in teaching learning.
- 4) Discussing with the English teacher about the weakness of schemata when teaching learning process was done.

d. Reflection

- 1) Analyzing the finding during the observation was done.
- 2) Analyzing the weakness and the teacher progress that using Schemata technique to determine the followed up of activity.
- 3) Reflecting Schemata technique was used
- 4) Reflecting the teacher learning activity.
- 5) Reflecting the students learning activity.
- 6) Evaluating or interpreting the data and make any decisions for the next meeting

b. Cycle 2

In the cycle 2, researcher evaluated all the activities in the first cycle and repairing the problems. Researcher also conducted 2 meetings. It is 2x40 for time allocation.

a. Planning:

- 1) Analyzing the reflection result in the first cycle.
- 2) Preparing all materials that will be needed in the teaching learning process.

3) Encoding the problems and progress in the learning process.

b. Action

1) Giving motivation to students.

2) Giving the explanation and hint about the topic and key words or difficult words applied.

3) Giving information about the topic. Therefore, every students could answer the test.

4) Using Schemata technique to students in learning process.

5) Monitoring time allocation with the all activity was done.

6) Collecting students result.

c. Observation

1) Monitoring the teaching learning by using Schemata technique in teaching learning process.

2) Discussing the problem in process learning and giving the solution.

3) Monitoring Schemata technique was done.

4) Making note activity in teaching learning.

d. Reflection

1) Discussing with English teacher about the action.

2) Analyzing the finding during the observation was done.

3) Analyzing the weakness and the teacher progress using Schemata technique to determine the next activity planning.

- 4) Reflecting of teaching activity and students learning result that using Schemata technique
- 5) Evaluating or interpreting the data gotten from the class.
- 6) Closing the steps of research.

E. Instruments of Collecting Data

Instrument of collecting data is very important to support every research. Based on instrument of collecting data, the research could be examined the validity or the trustworthiness of the research. In this research, the researcher used three instruments of collecting data, as follow:

1. Test

Test is a method of measuring a person's ability knowledge or performance in a given domain.³ So, test measure students ability especially in reading. The researcher test the students by using multiple choice. Moreover, the researcher had some indicators in reading test by using schemata technique, as follow:

- a. Students are able to identify main idea.
- b. Students are able to identify supporting sentence.
- c. Students are able to identify summarizing main point from the text.
- d. Students are able to exclude facts not written in the text
- e. Students are able in analyzing vocabulary in context.

³H. Douglas Brown, *Language Assesment Principles and Classroom Practices* (USA: Longman, 2004), p.3.

Table 2
Indicator of Reading Comprehension Test

No	Indicators	Items	The Value	Score	Total Score
1.	Main Idea	4	5	4 items X 5 scores	20
2.	Supporting Sentence	4	5		20
3.	Summarizing main point/ conclusion	4	5		20
4.	Exclude facts	4	5		20
5.	Vocabulary in context	4	5		20
Total					100

2. Observation sheet

Observation is used to get information about phenomenon that occurs, by doing observation and recording toward visible phenomenon systematically. The researcher observed the learning-teaching activities in the classrooms. There are some kinds of observation; they are behavior checklist, observation notes, reflective observation, analytical observation, and narrative observation. However, the researcher used observation notes because it is a simple form and the data are not counted but using note to describe what happened in the classroom.⁴The researcher observed students' activities and teachers' activity during the teaching-learning process and the factors which influence the teaching-learning process, such as: students' active when learning, students' have motivation when learning, students' are noisy when learning, students who

⁴Burns, *Doing Action Research in English Language*, p.67.

move to another chair when learning, students who sleeps in the class when learning.

Table 3
The Indicators of Obsevation to students'

No	Indicators
1	Students are active to use of pictures
2	Students are active to use of short stories
3	Students are active to use of brainstorming
4	Students are active to use of previewing

Table 4
The Indicators of Observation to Teacher's

No	Indicators
1	Giving appreciation in opening
2	Giving explanation of learning procedures and steps research
3	Giving explanationof the material
4	Giving reinforcement and interaction with students
5	Giving motivation to the students

3. Interview Guidance

Interview is to talk somebody and ask his/her questions at a formal meeting to find out if he/she is suitable for job or study.⁵ Interview was used to get the data or information that is not expressed in observation. After conducting observation the researcher did interview to the students. The interview concerned with the findings of the observation notes to get more information

⁵Hornby, *Oxford Advanced Learners Dictionary* (New York: Oxford University, 1995), p.788.

and clarification of the findings from the students. The researcher used the interview to know the condition of the students and also to know the students problems in reading comprehension by using Schemata technique in the classroom.

Table 5
Indicators of Interview

No	Indicators
1	The difficulties in identifying the topic sentence of the text.
2	The difficulties in identifying the supporting sentence.
3	The difficulties in identifying conclusion from the text.
4	The difficulties in identifying the exclude the facts.
5	The difficulties in identifying vocabulary in the text.
6	Why do you rarely ask questions about learning material in the classroom?
7	Why do you make disturbance in the classroom?
8	Why do you often move to another chair in the classroom?
9	Why do you often ask permission?
10	Why don't you finish the task assigned by the teacher?

F. Technique of Data collection

1. Test

The test would be done to the students grade VIII of SMP Negeri 1 Panyabungan. In this research, there is a test will give to students. The researcher give the reading comprehension test at the end of each cycle. Before doing the test, the researcher give the instruction clearly. After

finishing the test, the researcher analyzed the data. Then, the result of the data is used for making a decision for the next cycle.

2. Observation

The observation would be done to the teacher performance and students grade VIII of SMP Negeri 1 Panyabungan. The observer fill an observation sheet in every meeting. The observer is not involved as only as an independent observer to monitor and record the data of the teacher and students' performance during learning and teaching process in the class.

3. Interview

The interview would be done to the students' at grade VIII SMP Negeri 1 Panyabungan. The researcher prepares the interview guidance before. Then, at the end of the research, the researcher interview some students. The researcher ask question to the students' related to the use schemata technique in the teaching and learning process. Then the result of interview is taken as guideliness to complete the data needed.

G. Technique of Data Analysis

In technique of analyzing the data, the researcher used quantitative and qualitative data. Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of reading test.

The formula is the following:⁶

$$X = \frac{\sum \chi \times 100}{N}$$

Explanation:

X = the mean of the students

$\sum \chi$ = the total scores

N = the students size

The percentage of students' reading comprehension by using schemata technique was calculated by applying the formula as follow:⁷

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P : the percentage of students who get the score 70

R : the number of students

T : total numbers of students

After calculating and scoring students' performance, their score were consulted the classification quality on the table below:

⁶Sudjana, *Metode Statistika*, 6th ed. (Bandung: Tarsito, 2000), p.67.

⁷Zainal Aqib, *PTK Untuk Guru SMP, SMA, SMK* (Bandung: CV Yrama Widya, 2008), p.205.

Table 6
The Classification Quality of Students Score⁸

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

Qualitative data is used to describe the situation during the teaching process. The process of data analysis involves making sense out of text.⁹ It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data.

Finally, researcher summarizes qualitative data by six steps as suggested by Creswell as in the following:

1. Organizing and preparing the data for analysis. This involved transcribing observation, scanning material, typing up field notes, or sorting and arranging the data into different type depending on the source of information.
2. Reading all the data. This is done by obtaining a general sense of the information, and reflecting on its overall meaning.

⁸Aqib, p.206.

⁹Alison Wray, *Project in Linguistic: A Practical Guide to Researching Language* (London: Arnold, 1998), p.187.

3. Beginning detail analysis with a coding process it was organizing material into “chunks” before bringing meaning to those chunks. It involved taking text data into categories, and labeling those with a term (a term based in the actual language of the participant).
4. Using the coding process to generate a description of the setting or people as well as categories or analysis. Description involved a detailed rendering of information about the notes. Then, researcher used this to generate themes or categories. Beyond identifying the themes during the coding, researcher built additional layers of complex analysis.
5. Advancing how the description and themes are represented in the qualitative narrative. This is discussion that mentions a chronology of events, the detailed discussion of several themes or inter-connecting themes. Researcher used visuals or figure to convey descriptive information about participants in a table.
6. Making interpretation or meaning of the data. It was researcher’s personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.¹⁰

¹⁰John w Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (USA: Sage Publication, 2003), p.190.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter presents the research findings and discussion based on the analysis of the data collected from the implementation of genre improving students' reading comprehension by using Schemata technique in two cycles. Related to research findings, the data was attained from the teaching learning process and evaluation. And one of the aims of giving and evaluation was to know how can to improve reading comprehension students' by using Schemata Technique in Recount text.

A. Classroom Processes and Students' Achievement

1. Students' Achievement and Classroom Processes in Cycle I

Students' Achievement in cycle I

Researcher had analyzed students' achievement based on their reading comprehension by using Schemata Technique. The researcher had found the students' scores in the first cycle. The result of students' reading comprehension scores was presented in the following table.

Table 7
Students' Reading Comprehension Scores in First Cycle

No	Students Initial	Indicators					Total	Test Score
		Main Idea	Supporting Sentence	Summarizing Main Point/Conclusion	Excludes Facts	Vocabulary in Context		
1	AR	4	2	3	3	3	15	75*
2	AS	4	2	3	2	1	12	60
3	AW	4	3	4	2	3	16	80*
4	AS	3	3	3	2	3	14	70
5	AR	3	2	2	2	2	11	55
6	CA	3	3	2	2	2	12	60

7	FA	4	4	3	3	3	17	85*
8	LH	3	3	3	2	2	13	65
9	M	3	3	4	2	2	14	70
10	MH	4	4	3	3	2	16	80*
11	MZH	3	3	4	3	2	15	75*
12	MZ	3	2	2	2	1	10	50
13	N	3	3	3	1	1	12	60
14	NM	4	3	3	3	3	16	80*
15	NA	3	3	4	3	3	16	80*
16	NA	3	3	3	2	2	13	65
17	NFB	3	3	2	2	2	12	60
18	NFS	3	3	3	2	1	12	60
19	NH	4	3	3	2	2	14	70
20	RH	2	2	2	2	2	10	50
21	RS	3	3	2	2	2	13	65
22	RF	3	3	3	3	3	15	75*
23	RA	3	3	3	3	2	14	70
24	US	3	3	3	2	1	12	60
25	WSD	3	3	2	3	3	14	70
26	WA	2	2	2	2	2	10	50
27	WU	3	3	2	2	2	12	60
28	ZS	3	3	3	3	2	14	70
29	AR	3	2	2	2	1	10	50
30	HA	2	3	2	2	2	11	55
Total Score		94	85	83	69	62	393	1975
Mean Score		3.13	2.83	2.76	2.3	2.06	13.16	65.83
Percentage								26,66

*: *The students who passed the KKM (75) in first cycle*

Based on table above, it could be concluded that there were 4 students got 50 score, 2 students got 55 score, 7 student got 60 score, 3 students got 65 score, 6 students got 70 score, 3 students got 75score, 4 students got 80 score and 1 student got 85 score. Therefore, from 30 students in class VIII-1, 8 students passed the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, 22 students did not pass the Minimum Mastery Criterion (KKM) 75 score.

Based on the calculation, the mean score of the class in first test was 65.83. It showed that the students' reading comprehension was not good and the percentage of students who passed the *Minimum Mastery Criteria* was still enough.

Classroom Processes in Cycle I

a. Teacher's Physic appearance

The teacher wore brown clothes, brown skirt and brown veil. The teacher also used shoes and socks. The teacher appearance was clean and neat. And then teacher stood in front of class with a smile to students and greeted students friendly also teacher kept her posture attitude to be good in front of the students.

b. Written performance

Teacher writing the topic of the class on the whiteboard, the teacher started writing from the left to the right side. The teacher divided the whiteboard in to two required parts. Teacher wrote with nice and readable from all the room side. If the information consisted of too many points, teacher explained them one by one in the front of class and only wrote important points on the whiteboard.

c. Sound Management

Teacher voice was sounded the usual volume level that he thought that would be heard-able from the whole classroom. Teacher also have

control the voice of students so the situation of the taught process so good. And teacher have the class formation so nicely.

Soundmanagement was conducted at the same time as the teacher attempted to establish rapport. The teacher only looked at the class and waited a few moments before the students stop talking and moving by themselves. As the class having been calm and relax, the teacher began or continued sessions.

d. Classroom management

The students were divided into groups of five of which member were based on their preference. The teacher asked the students to sit in their groups wherever they want to sit. It was found that the groups posited at around the middle of the classroom.

e. Teachers' procedure

1) Using Pictures

There are some ways to use of pictures set, they are:

- a) Showing the pictures dealing with the text that will be given.
- b) Giving some leading question dealing with the pictures to arouse the stored knowledge
- c) Asking the students to guess the topic of the text that will be discussed.
- d) Giving the text and asking students to read it carefully.

e) Giving some task to students that consist of some question dealing with finding of the detail of explicit information in the text.

f. Reinforcement and interaction with students

Reinforcement on expected response from the students was conducted verbally and physically. Oral response was by saying “very good,” “Good job” or “Excellent!” Those verbal compliments were used to be combined with give applause.

g. Classroom Interaction

There were ways of the teacher and students work together in the class where the gave feedback to each other actively. In the first cycle, teacher explained the material clearly. Second, teacher asked them to pay attention while the teacher was explaining the material. Third, teacher walked around the classroom for checking students’ activities while students answered the question from the teacher. All these activities were teacher to student’s classroom activity.

2. Students’ Achievement and Classroom Processes in Cycle II

Students’ Achievement in Cycle II

In the second test for second cycle, the researcher calculated the result of second test to know the students’ score improvement from first test result. In second test, most of the students were able in identifying main idea, supporting sentences, summarizing main point, excludes facts, and vocabulary

in context. It means that they had a progress to improve their reading score previously. The result of students' reading comprehension scores was presented in the following table.

Table 8
Students' Reading Comprehension Scores in Second Cycle

No	Students' Initial	Indicators					Total	Test Score
		Main Idea	Supporting Sentence	Summarizing Main Point/Conclusion	Excludes Facts	Vocabulary in Context		
1	AR	4	3	3	3	3	16	80
2	AS	4	3	3	4	3	17	85
3	AW	4	3	4	3	3	17	85
4	AS	4	3	3	3	3	16	80
5	AR	3	3	3	2	3	14	70*
6	CA	4	4	3	3	3	17	85
7	FA	4	4	4	3	3	18	90
8	LH	3	3	4	2	4	16	80
9	M	3	3	4	4	3	17	85
10	MH	4	4	4	3	2	17	85
11	MZH	4	4	4	3	2	17	85
12	MZ	3	3	3	3	2	14	70*
13	N	3	4	3	4	4	18	90
14	NM	4	4	4	4	3	19	95
15	NA	4	4	4	3	3	18	90
16	NA	3	4	4	3	2	16	80
17	NFB	4	4	3	4	3	18	90
18	NFS	4	3	3	3	3	16	80
19	NH	4	3	4	3	3	17	85
20	RH	3	4	3	3	2	15	75
21	RS	4	4	3	2	3	16	80
22	RF	3	4	3	3	4	17	85
23	RA	4	4	4	3	3	18	90
24	US	3	3	4	3	3	16	80
25	WSD	3	4	3	3	4	17	85
26	WA	3	3	3	2	2	13	65*
27	WU	4	3	3	4	3	17	85
28	ZS	4	4	3	3	3	17	85
29	AR	3	3	4	2	3	15	75

30	HA	3	3	2	3	3	14	70*
Total Score		107	104	102	90	88	493	2465
Mean Score		3.56	3.46	3.4	3	2.93	16.35	82.16
Percentage								80 %

Based on table above, it could be concluded that There were 1 student got 65 score, 3 students got 70 score, 2 student got 75 score, 7 students got 80 score, 11 students got 85 score, 5 students got 90 score and 1 student got 95 score. Therefore, from 30 students in class VIII-1, 26 students passed the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, there were four students who did not pass the Minimum Mastery Criterion (KKM) 75 score. The mean score in second cycle was 82.16 (%). It showed that the students' reading comprehension by using Schemata Technique still into very good categories. By using Schemata Technique, the students' reading comprehension achievement in class VIII-1 improved significantly.

Classroom Processes in Cycle II

a. Teacher's Physic appearance

Similar to cycle I, the teacher wore brown clothes, brown skirt and brown veil. The teacher also used shoes and socks. The teacher appearance was clean and neat. And then teacher stood in front of class with a smile to students and greeted students friendly also teacher kept her posture attitude to be good in front of the students.

b. Written performance

Similar to cycle I, teacher writing the topic of the class on the whiteboard, the teacher started writing from the left to the right side. The teacher divided the whiteboard in to two required parts. Teacher wrote with nice and readable from all the room side. If the information consisted of too many points, teacher explained them one by one in the front of class and only wrote important points on the whiteboard.

c. Sound Management

Unlike cycle 1, in the cycle 2, she asked the students whether they can hear her voice clearly. Therefore she attempted to maintain the volume until the end of the class. Sound management was conducted at the same time as the teacher attempted to establish rapport. The teacher only looked at the class and waited a few moments before the students stop talking and moving by themselves. As the class having been calm and relax, the teacher began or continued sessions.

d. Classroom Management

Similar to Cycle I, the students were divided into groups of five of which member were based on their preference. The teacher asked the students to sit in their groups wherever they want to sit. It was found that the groups posited at around the middle of the classroom.

e. Teachers' procedure

1) Using of Pictures

Different with firstcycle, in the second cycle, researcher using some pictures dealing with the them and sub-theme of the text that will be given. Those activities are:

- a) Individually work, the students write down list of the sentence based on the series of pictures frame by frame. Where as in group, each members of group make combining or linking the sentences to make continuous prose.
- b) In small group, the whole class work with the sequence of the pictures but with picture out of order. Then, they discuss which one correct pictures with the topic. Next, the students write the correct story of the picture.
- c) In the group, for example the are four sequences of picture, one group is given two pictures while another receives the other two. Then, each group writes down what they think. Then, they exchange papers and read each other's. Only then they do show each other their two pictures.
- d) The students are given cards, each containing a seperate sentence which describe the pictures. Them they match the sentences to part of the picture and arrange the sentence in order. The students

are given a parallel picture. In group, they use the paragraph they have just assembled to write parallel paragraph about the parallel picture. Both the first picture and the sentence describing it serve as a model for the new piece of writing.

f. Reinforcement and Interaction with Students

Similar to Cycle I, reinforcement on expected response from the students was conducted verbally and physically. Oral response was by saying “very good,” “Good job” or “Excellent!” Those verbal compliments were used to be combined with give applause.

g. Classroom Interaction

Similar to cycle 1, There were ways of the teacher and students work together in the class where the gave feedback to each other actively. In the first cycle, teacher expalined the material clearly. Second, teacher asked them to pay attention while the teacher was explaining the material. Third, teacher walked around the classroom for checking students’ activities while students answered the question from the teacher. All these activities were teacher to student’s classroom activity.

B. Data Analysis

1. Analysis Data of Cycle 1 and Cycle 2

a. Analysis Data of Cycle 1

After analyzed the result of first test, the students' reading comprehension of grade VIII¹ SMP N 1Panyabungan could be seen that 22 students belong to poor category (the score ≤ 75), 3 students belong to average category (the score 75). There were 4 students belong to good category (the score 80) and there were 1 students belong to very good category (the score 85), and nothing student could got the excellent category (the score 100). Based on the result, the mean score of students in first cycle was 65.83 and the percentage of students who passed the *Minimum Mastery Criteria* was 26.66 %. It stated that the students' reading comprehension was good, but the percentage of students who passed the *Minimum Mastery Criteria* was still enough.

b. Analysis Data of Cycle 2

In the second cycle, the students' reading comprehension of grade VIII¹ SMP Negeri1Panyabungan could be seen that 1 student belong to excellent category (the score 95), 5 students belong to very good category (the score 90), there were 11 students belong to very good category (the score 85), 7 students belong to good category (the score 80), 2 students belong to average category (the score 75) and 4 students belong to poor category (the score ≤ 75).Based on the result, the mean score of students in

second cycle was 82.16 and the percentage of students who passed the *Minimum Mastery Criteria* was 80.00%.

2. Comparison of Cycle 1 and Cycle 2

a. Test Score

Based on the score in cycle 1 and cycle 2, the students' reading comprehension score were increase. In cycle 1, the mean score was 65.83. Meanwhile, the mean score in cycle 2 improve became 82.16. It was calculated as following:

$$X = \frac{\sum x}{N} \times 100\%$$

$$X = \frac{1.975}{30} \times 100\%$$

$$X = 65,83 \text{ (cycle 1)}$$

$$X = \frac{\sum x}{N} \times 100\%$$

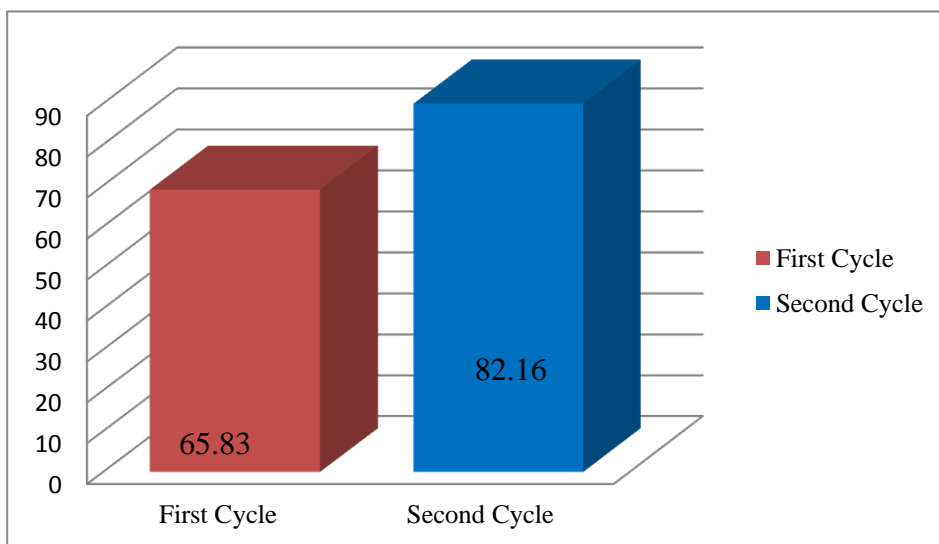
$$X = \frac{2.465}{30} \times 100\%$$

$$X = 82,16 \text{ (cycle 2)}$$

Based on explanation above, it can be concluded that the mean score of the second test had improved than the first test. The mean score in first test was 65.83. It included into enough category and mean score in second test was 82.16. This mean score was categorized into very good category.

So, the mean score improved about 16.33. It can be looked also from the chart below:

Chart I



Here is the calculation of the cycle result can be looked from the table below:

Table 9
The Students' Reading Score of First Test and Second Test

NO	STUDENTS' INITIAL	CYCLE 1 FIRST TEST	CYCLE 2 SECOND TEST
1	AR	75*	80
2	AS	60	85
3	AW	80*	85
4	AS	70	80
5	AR	55	70
6	CA	60	85
7	FA	85*	90
8	LH	65	80
9	M	70	85
10	MH	80*	85
11	MZH	75*	85
12	MZ	50	70

13	N	60	90
14	NM	80*	95
15	NA	80*	90
16	NA	65	80
17	NFB	60	90
18	NFS	60	80
19	NH	70	85
20	RH	50	75
21	RS	65	80
22	RF	75*	85
23	RA	70	90
24	US	60	80
25	WSD	70	85
26	WA	50	65
27	WU	60	85
28	ZS	70	85
29	AR	50	75
30	HA	55	70
	Mean: $M = \frac{\Sigma fX}{N}$	65.83	82.16
	Percentage: $P = \frac{R}{T} \times 100\%$	26.66%	80%

*: *The students who passed the KKM (75) in first cycle*
Bold name that did not pass the KKM (75) in second cycle

As the result from cycle 1 and cycle 2, the observation sheet showed the improvement of students in learning process. In cycle 1, most of students had problems; they were students were not active in teaching learning process, the students were noisy, cheating, moving to other chair

and asking permission. In cycle 2, the researcher minimized the problems.

It could be seen in the following table:

Table 10
Students' Observation in Cycle 1 and Cycle 2

Cycle 1	Cycle 2
<p>Students (49 % of 30 students) who were still passive in teaching learning process. It was found that there were some factors that influenced such condition. They were:</p> <ul style="list-style-type: none"> - Students could not feel comfortable because there was an observer in the class. These students felt the presence of the observer (collaborator) made them afraid to communicate. - Picture that was used by the researcher in activating students' schemata was too small. - Class teacher (researcher) 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. 	<p>Students (94 % of 30 students) who were more active in teaching learning process. Some revisions had been done that would be applied in cycle II. They were:</p> <ul style="list-style-type: none"> - Researcher tried to maximize conducive conditions in order to make students not 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. - Researcher tried to use another way to arouse the students' schemata besides using pictures, such as by telling short stories about the topic of the test. - Researcher increased handling of the class to make teaching learning run better. One of the activities that could be done was by knowing the students' names one by one to make it easier in handling in the class. Furthermore, the collaborator (English teacher) helped the researcher explain about the capacity and the role of the English teacher.

Some of students asked permission during the teaching learning process. After getting permit from the teacher, they were very long to return to the classroom.	No students asked permit to the teacher during teaching learning process.
--	---

Based on the observation result in the cycle II, the students were more cooperative and they enjoyed following the lesson. The class ran more effectively and condition become more conducive than cycle I. Some weakness that appeared in the cycle I had been revised. such as, students were not afraid anymore to observer in the class and they were very interested in the short stories given by the english teacher.

c. Interview

Based on interview with the students in cycle 1 and cycle 2, it showed that the Schemata Technique helped students to understanding the text. In addition, the environment of classroom also influenced the improvement of students in teaching learning process. The researcher concluded the result in table below:

Table 11
Interview in Cycle 1 and Cycle 2

Cycle 1	Cycle 2
Before understanding the usage of Schemata Technique, the students translated the recount text by using dictionary to understand the content of the text.	After understanding the Schemata Technique clearly, the students could find the information on the text by inferring the information and activating their background knowledge.
The classroom which noise made students lost focus on learning recount text by using Schemata Technique.	After the researcher controlled the noise in the classroom, the students could be more focus on teaching learning process. They could understand the recount text by using Schemata Technique.

3. Influencing Factors of Students' Reading Comprehension by Using Schemata Technique

There were two influencing factors in this research that could influence reading comprehension. They were internal factor and external factor. It could be explained below:

a. Internal factors

Internal factors referred to indicators of reading in the research such as; main idea, supporting sentences, conclusion, exclude facts, and vocabulary in context. The researcher described these factors in the following explanation:

1) Identifying main idea

There were 4 items of main idea in reading comprehension test. In first cycle, from 30 students in the classroom, 7 students answered 4 items correctly, 20 students answered 3 items correctly and 3 students answered 2 items correctly. So, the average of their grade in this indicator was 3.23.

Based on the interview had done in the class, RH, WA, HA, admitted that they confused in identifying main idea because they could not determine which one main idea from the text. They thought main idea was opinion of writer. These students misunderstood the concept of main idea of the text.

To solve this problem, the researcher gave more explanation to find the main idea of paragraph and gave more examples about it. As a result, students' achievement in this indicator had improved in second cycle. From 30 students in the classroom, 17 students answered all the items

correctly, 13 students answered 3 items correctly and no students answer 2 items correctly. In sum up, average of their grade in this indicator was 3.56.

2) Identifying the supporting sentence

There were 4 items of topic of the text in reading comprehension test. In first cycle, from 30 students in the classroom, 2 student answered 4 items correctly, 21 students answered 3 items correctly, 7 students answered 2 items correctly. So, the average of their grade in this indicator was 2.83.

Based on the interview had done in the class, AR, AS, MZ, and RH admitted that they confused in identifying the topic of the text because they could not understand what the supporting sentence of the text and they did not know where the lie of the topic text.

To solve this problem, the researcher gave more explanation about supporting sentences of paragraph and demonstrated how to locate the topic of text. As a result, students' achievement in this indicator improved in second cycle. From 30 students in the classroom, 15 students answered all the items correctly, 15 students answered 3 items correctly, no students answer 2 items correctly and no students answer 1 items correctly . In sum up, average of their grade in this indicator was 3.46.

3) Identifying the conclusion sentence

There were 4 items of the information needed from the text in reading comprehension test. In first cycle, from 30 students in the classroom, 4 students answered 4 items correctly, 15 students answered 3 items correctly, 11 students answered 2 items correctly and no students answered 1 item correctly. So, the average of their grade in this indicator was 2.76

Based on the interview had done in the class, CA, NFB, RS, WSD, and WU admitted that they confused in identifying what the conclusion sentence because they misunderstood about the information text position and they did not understand what the text talked to get information from the text.

To solve this problem, the researcher built students' guessing by leading the students step by step. The researcher argued that stimulating students' guessing could make students easier to summary and get the information what we needed the text. As a result, students' achievement in this indicator improved in second cycle. From 30 students in the classroom, 13 students answered all the items correctly, 16 students answered 3 items correctly, 1 students answer 2 items correctly and no students answer 1 items correctly . In sum up, average of their grade in this indicator was 3.4.

4) Identifying the exclude facts

There were 4 items of the meaning of each in reading comprehension test. In first cycle, from 30 students in the classroom, no students answered 4 items correctly, 10 students answered 3 items correctly, 19 students answered 2 items correctly and 1 student answered 1 item correctly. So, the average of their grade in this indicator was 2.3.

Based on the interview had done in the class, N, NH, RH and RF admitted did not know what the meaning from the word because they were lack of vocabulary until they had difficulty when identifying vocabulary in context. Additionally, students also forgot to bring dictionary.

To solve this problem, the researcher gave advice to the students to guess the meaning of word by looking previous sentence and next sentences. The researcher also ordered the students to bring dictionary in the second cycle. As a result, students' achievement in this indicator improved in second cycle. . From 30 students in the classroom, 6 students answered all the items correctly, 19 students answered 3 items correctly, 5 students answer 2 items correctly and no students answer 1 items correctly . In sum up, average of their grade in this indicator was 3.

5) Identifying the Vocabulary

There were 4 items of language features in reading comprehension test. In first cycle, from 30 students in the classroom, no students

answered 4 items correctly, 9 students answered 3 items correctly, 15 students answered 2 items correctly and 6 students answered 1 items correctly. So, the average of their grade in this indicator was 2.06.

Based on the interview had done in the class, students said that they did not know what the meaning from the word because they were lack of vocabulary until they had difficulty when identifying vocabulary in context. Additionally, students also forgot to bring dictionary.

To solve this problem, the researcher gave advice to the students to guess the meaning of word by looking previous sentence and next sentences. The researcher also ordered the students to bring dictionary in the second cycle. As a result, students' achievement in this indicator improved in second cycle. From 30 students in the classroom, 4 students answered all the items correctly, 20 students answered 3 items correctly, 6 students answer 2 items correctly and no students answer 1 items correctly . In sum up, average of their grade in this indicator was 2.93.

b. External factors

Based on observation sheet, the researcher observed all activities of students in the classroom. It was about class situation, students' activities, and students' attitude in teaching learning process. There were some external factors that influenced students' reading comprehension. The researcher described these external factors in the following explanation.

1) Disturbance

There were students made disturbance while teaching and learning process. Some students asked their friends about the task had been given by the teacher. Based on the interview, students thought the answers of others could right because they were most clever students in the class. Besides, students said that they needed to borrow the dictionary because they did not have dictionary. This situation made class was noise.

To solve the problems, the researcher suggested students to be sportive. The research asked students to answer questions by themselves. Then, the researcher ordered students to bring the dictionary for the second cycle.

2) Asking Permission

For asking permission in the first cycle, there were two students often ask permission. They were WSD and HA. WSD went to canteen to bought some drink and HA asked permission to go to toilet. The researcher solved these problems by saying to WSD that he could drink in break time. For HA, the researcher limited the time. Students should accept the rules of the researcher.

C. Data Discussion

The researcher discussed the result of this research and compared with the related findings because two of them also delivered the description about the applying Schemata Technique to teach reading comprehension in the classroom.

From the review of related findings above, the researcher also found the result in line with the result of thesis by Hadrian Priangga Puti and Isnaeni Agustina.

The researcher discussed the result of this research with two related findings because two of them also delivered the description about the applying Schemata Technique to teach reading comprehension in the classroom.

Hadrian Priangga Puti¹, conducted a research that focused on improving the reading comprehension ability by activating their schemata. The results showed that the students taught using their Schemata achieved significantly in reading comprehension score. Based on the result, means score from 62.90 to 75.16 the increase of the mean score of reading comprehension showed that reading comprehension of students had improved and proved theory of Janette K. Sharon vaughn and Alison Boardman Klinger stated that schemata is what we know about a topic or construct influences and how much we can or will learn by reading a passage that addresses that topic, our knowledge and experiences related to key ideas in the text we read influence what we learn and remember about what we read. By applying Schemata Technique, students easy to get the information from text.

This research agreed with Hadrian Priangga Puti's research, this research also found that the students' reading comprehension improved significantly after using

¹ Hadrian Priangga Puti, "Improving the Reading Comprehension Ability of Grade VIII B Students of SMPN 1 Gamping in Academic Year Of 2013/2014 By Activating Their Schemata," 2014, http://eprints.uny.ac.id/19235/1/Hadrian_Priangga_Puti_09202241024.pdf on wednesday 20th 2017 at 20.40 p.m.

Schemata Technique. The students' ability to understand recount text increased. And all indicators of reading improved in the second cycle.

Isnaeni Agustina,² conducted an action research that focused on schemata teaching technique to improve the students' reading comprehension. Based on the result, the students' achievement increased significantly from pretest to posttest. There were 66 % to 75.75%. which is 9.75% students improvement. It means that the students' the range between students' highest score and lowest score is narrower. This means that the reading comprehension ability of the students improved generally.

Meanwhile, in this research, the CAR conducted the research into two cycles. The result showed that the students who passed the *Minimum Mastery Criteria* in first cycle were 69.18% and it increased to 74.17% in the second cycle. This percentage showed the improvement of students in reading comprehension by using Schemata Teaching technique.

Based on the review of related findings above, the researcher also found the result of Schemata improve the students' reading comprehension at grade VIII SMP N 1 Panyabungan. It proved by increasing the mean of students' reading comprehension score from 65.83 in the cycle I to 82.16 in the cycle II. Schemata can be said effective way to use in teaching learning process, especially in reading comprehension and proved theory that taken by the researcher from Janette K.

² Isnaeni Agustina, "Schemata Teaching Technique to Improve the Students' Reading Comprehension", http://e-repository.perpus.iainsalatiga.ac.id/1178/1/skripsi_isnaini.pdf on Wednesday 20th 2017 at 20.37 p.m.

Sharon vaughn and Alison Boardman Klinger that stated Schemata is knowledge and experiences help students understand a text easier.³

Based on the evidences above, the using Shemata Technique had been proven could achieve a good result in teaching reading comprehension. It was one of Technique that could be used by English teacher in teaching reading.

D. Threats of the Research

The researcher had some threats in this research. In the second meeting, the students' learning process was not effectively. At that day, the students sport outside class. Many students entered the classroom lately. It disturbed the teaching learning process and the time allocation that had been planned before was not certain.

Furthermore, the teaching learning process also was disturbed by circumstances outside the classroom. First, in the middle of teaching learning process, the chief of OSIS entered the classroom to inform the chief class to meeting after the lesson finished. Besides, there were students who did sport outside the classroom.

Based on the explanation above, there were three disturbances that made teaching learning process was not effective. First, the students entered the classroom lately because that sport outside classroom. Second, the chief of OSIS came to class to inform the chief of class to meeting after lesson finished. Last, the

³ Janette K. Sharon vaughn and Alison Boardman Klinger, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: Guilford press, 2007), p.3.

noise was caused by the other students from side class who did sport outside the classroom.

Moreover, Schemata technique gave chance to the students to use target language for meaningful purposes. Schemata technique developed the students' reading comprehension and also improved their concentration in reading a text so that they could be more active and interested in learning reading comprehension. Additionally, by using Schemata technique the students could organize the information from short-term memory up to long-term memory so that they could remember the information from the text. By applying Schemata technique, the students' reading comprehension at grade VIII, especially class of VIII-1 SMP Negeri 1 Panyabungan would improve. Schemata technique also created an interactive process between students and the teacher, because in applying Schemata technique both of them associated in teaching learning process, especially in reading comprehension. Therefore, the researcher hoped Schemata technique can be used in the classroom as one of the best strategies in teaching reading comprehension at grade VIII SMP Negeri 1 Panyabungan.

CHAPTER V

CONCLUSION AND SUGGESTION

After finishing the Classroom Action Research (CAR), the researcher gives some conclusions based on the result of this research. Furthermore, the researcher also gives some suggestions related to the conclusion.

A. Conclusion

After researcher was done research, the researcher find the data and researcher got conclusion as follow:

1. Based on the result of the classroom action research had done, it could be concluded that Schemata Technique indeed improve the students' reading comprehension in Recount text at grade VIII SMP Negeri 1 Panyabungan. It based on the students' reading comprehension score, the mean score in the cycle I was 65.83(26.66%) and second cycle it was 82.16(80%).
2. There were two internal factors which influencing the students' reading comprehension in recount text. They were: exclude facts and vocabulary. Then, the external factors were students noisy and students not active in asking question. All of this problems had been solved by the first and second cycle. Moreover, the researcher concluded that Schemata Technique good improvement to students' reading comprehension at gradeVIII SMP Negeri 1 Panyabungan.

B. Suggestion

The researcher would give some suggestions of this research to give the good input for the next researcher who want to do the related action. These suggestion were:

1. For the teacher, become the reference to teach reading comprehension even if it in the different kind of text. Schemata Technique is able to improve the student's reading comprehension. Therefore, the researcher are suggested to apply various activities and strategies in Schemata Technique to improve the quality of the English teaching and learning process.
2. For the other researcher this research was focused on implementing activities in Schemata Technique for teaching and learning process of reading. Specifically, this research concerns about the improving students' reading comprehension by Recount text. Therefore, the another researcher may conduct the action research through Schemata Technique also in the other aspects of study.
3. For the Students, it hope that by Schemata Technique students more interest in teaching reading comprehension.

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CURRICULUM VITAE

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4. Institute : IAIN Padangsidempuan (2019)



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Penyelesaian Skripsi.

15 Maret 2019

Yth. Kepala SMP Negeri 1 Panyabungan
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Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Mhd. Riski
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Program Studi : Tadris/Pendidikan Matematika
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Panyabungan Tonga

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpunan yang sedang menyelesaikan Skripsi dengan Judul "Improving Students' Reading Comprehension by Using Schemata Technique at Grade VIII SMP Negeri 1 Panyabungan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Dekan

Dr. Lelya Hilda, M.Si.
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PEMERINTAH KABUPATEN MANDAILING NATAL
DINAS PENDIDIKAN
UPTD SMP NEGERI 1 PANYABUNGAN



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Akreditasi : A

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SURAT KETERANGAN PELAKSANAAN PENELITIAN

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Jabatan : Kepala SMP Negeri 1 Panyabungan

Berdasarkan surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan Nomor: B-306/In.14/E/TL.00/03/2019 Tanggal 15 Maret 2019 untuk mengumpulkan data dalam rangka penyelesaian skripsi, menerangkan dengan sebenarnya bahwa:

Nama : MHD. RISKI
NIM : 1420300085
Program Studi : Tadris/Pendidikan Bahasa Inggris
Tempat Penelitian: SMP Negeri 1 Panyabungan

Judul Penelitian : Improving Students' Reading Comprehension by Using Schemata Technique at Grade VIII SMP Negeri 1 Panyabungan"

Telah selesai melaksanakan penelitian tersebut di SMP Negeri 1 Panyabungan Kabupaten Mandailing Natal Tahun Pelajaran 2018/2019 dengan baik.

Demikian Surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Panyabungan, 08 April 2019

UPTD SMP Negeri 1 Panyabungan



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KEMENTERIAN AGAMA
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Lamp : -
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Padangsidimpuan, 8 September 2017

Kepada Yth:
Bapak/Ibu:
1. Eka Sustrī Harida, M.Pd
2. Zainuddin, S.S., M.Hum
Di-
Padangsidimpuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, Disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil Sidang Tim Pengkaji Kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut:


Nama : **MHD RISKI**
Nim : **1420300085**
Fak/Jurusan : **FTIK/Tadris Bahasa Inggris-2**
Judul Skripsi : **IMPROVING STUDENTS' READING COMPREHENSION
BY USING SCHEMATA TECHNIQUE AT GRADE VIII
SMP NEGERI 1 PANYABUNGAN**

Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi pembimbing I dan Pembimbing II penelitian penulisan skripsi yang dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.

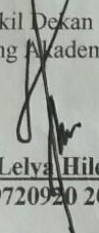
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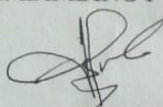
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PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

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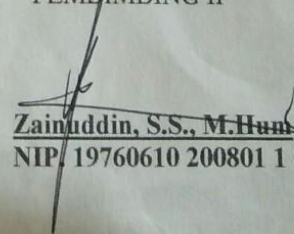

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Foto penelitian



APPENDIX I

SIKLUS I (CYCLE I) RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMP NEGERI 1 PANYABUNGAN
Kelas/Semester	: VIII/ Genap
Subjek	: Bahasa Inggris
Jenis teks	: Monolog <i>Recount Text</i>
Aspek/ skill	: Membaca
Alokasi Waktu	: 2 × 40 menit

A. Standar Kompetensi :

Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

B. Kompetensi Dasar :

Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

C. Indikator :

- Membaca dengan nyaring dan bermakna teks fungsional pendek berbentuk teks *recount*.
- Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk teks *recount*.

D. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa dapat :

- Membaca dengan baik teks *recount*
- Mengenali intonasi di dalam membaca teks *recount*
- Mengenali tanda baca dalam teks *recount*

E. Materi

Fungsi social

Menguraikan pengalaman, peristiwa dan kejadian untuk melaporkan, meneladani dan membanggakan berbagi pengalaman.

Struktur teks/ Generic structure

1. Orientation: dalam orientasi berisi pengenalan seperti, menyebutkan karakter, tujuan, kejadian, kegiatan dan peristiwa/ pengalaman secara umum.
2. Even; uraian tindakan peristiwa secara berurut dan beruntut
3. Re-orientation (penutup) ; kesimpulan yang berisi komentar atau penilaian umum

Recount teks adalah salah satu jenis teks dalam bahasa ingris yang menceritakan kembali tentang kejadian-kejadian atau pengalaman-pengalaman di masa lampau.

F. Kegiatan Pembelajaran :

No	Langkah	Kegiatan Guru	Kegiatan Siswa	Waktu
1	Awal	<ul style="list-style-type: none"> Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar sesuai agama dan kepercayaannya masing-masing Guru mengecek kehadiran peserta didik. 	<ul style="list-style-type: none"> Siswa menjawab salam dan doa sesuai dengan kepercayaan masing-masing. Siswa mendengarkan guru mengabsen 	10 menit
2	Inti	<ul style="list-style-type: none"> Guru Menyampaikan indikator dan tujuan pembelajaran yang akan dicapai Guru bertanya kepada siswa tentang materi yang berkaitan 	<ul style="list-style-type: none"> Siswa mendengarkan dan memahami indikator dan tujuan pembelajaran yang dijelaskan oleh guru Siswa menjawab pertanyaan dari guru tentang materi yang berkaitan. 	50 menit
3	Penutup	<ul style="list-style-type: none"> Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/teks yang akan dipelajari Guru membagikan teks bacaan kepada siswa Guru menampilkan gambar-gambar yang berhubungan dengan teks yang akan diberikan. Guru memberikan beberapa pertanyaan terutama yang berhubungan dengan gambar untuk membangkitkan pengetahuan yang tersimpan. Guru meminta siswa menebak topik teks yang akan dibahas. Guru 	<ul style="list-style-type: none"> Siswa mendengarkan penjelasan dari guru Siswa membaca teks bacaan yang diberikan guru Siswa melihat gambar yang di tampilkan oleh guru. Siswa menjawab pertanyaan yang di berikan oleh guru. Siswa menebak topik yang di berikan oleh guru. Siswa membaca teks yang di berikan oleh guru. Siswa menjawab tugas yang di berikan oleh guru. 	

	<p>memberikan teks dan meminta siswa untuk membacanya dengan cermat.</p> <p>Guru memberikan beberapa tugas kepada siswa yang terdiri dari beberapa pertanyaan yang berhubungan dengan menemukan rincian informasi eksplisit dalam teks.</p> <ul style="list-style-type: none"> • Membahas soal bersama siswa. • Menyimpulkan materi bersama siswa. • Memberikan <i>feedback</i> kepada siswa. <p>Mengakhiri pelajaran dengan hamdalah dan salam</p>	<ul style="list-style-type: none"> • Membahas soal bersama guru. • Menyimpulkan materi. <p>Mengucapkan hamdalah dan salam</p>	20 menit
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G. Media, Metode dan Pendekatan :

Media : Whiteboard and a pieces of paper.

Metode : Diskusi

Pendekatan : Kontekstual

H. Sumber Belajar

1. Artono Wadirman, dkk. 2008. English in Focus for Grade VIII Junior High School (SMP/MTs). Depok: CV. Arya Duta.
2. Teks yang berkaitan dengan bahan ajar
3. Kamus Bahasa Inggris
4. Internet

I. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
<ul style="list-style-type: none"> • Mengidentifikasi gagasan utama dalam teks fungsional • Mengidentifikasi gagasan pendukung dalam teks fungsional 	Tes Tulis	Pilihan Ganda	<i>Choose the best answer based on text. (a, b, c, or d)</i>

<ul style="list-style-type: none"> • Mengidentifikasi kesimpulan dalam teks fungsional • Mengidentifikasi fakta-fakta yang berkenaan dengan teks fungsional • Mengidentifikasi kosakata yang sesuai dengan konteks teks fungsional 			
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Rubrik Penilaian:

- Untuk tiap nomor, tiap jawaban benar skor 1
- Jumlah skor maksimal x 5 = 100
- Nilai maksimal = 100
- Nilai siswa = $\frac{SkorPerolehan}{SkorMaksimal} \times 100$

- Menghitung nilai rata-rata siswa

$$M = \frac{\sum fX}{N}$$

Explanation:

M : the mean of the students
 $\sum fX$: the total score
N : the number of the students

Padangsidempuan, Maret 2019

Mengetahui,

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APPENDIX II

SIKLUS I (CYCLE I) RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMP NEGERI 1 PANYABUNGAN
Kelas/Semester	: VIII/ Genap
Subjek	: Bahasa Inggris
Jenis teks	: Monolog <i>Recount Text</i>
Aspek/ skill	: Membaca
Alokasi Waktu	: 2 × 40 menit

A. Standar Kompetensi :

Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

B. Kompetensi Dasar :

Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

C. Indikator :

- Membaca dengan nyaring dan bermakna teks fungsional pendek berbentuk teks *recount*.
- Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk teks *recount*.

D. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa dapat :

- Membaca dengan baik teks *recount*
- Mengenali intonasi di dalam membaca teks *recount*
- Mengenali tanda baca dalam teks *recount*

E. Materi

Fungsi social

Menguraikan pengalaman, peristiwa dan kejadian untuk melaporkan, meneladani dan membanggakan berbagi pengalaman.

Struktur teks/ Generic structure

1. Orientation: dalam orientasi berisi pengenalan seperti, menyebutkan karakter, tujuan, kejadian, kegiatan dan peristiwa/ pengalaman secara umum.

2. Even; uraian tindakan peristiwa secara berurut dan beruntut

3. Re-orientation (penutup) ; kesimpulan yang berisi komentar atau penilaian umum

Recount teks adalah salah satu jenis teks dalam bahasa ingris yang menceritakan kembali tentang kejadian-kejadian atau pengalaman-pengalaman di masa lampau.

F. Kegiatan Pembelajaran :

No	Langkah	Kegiatan Guru	Kegiatan Siswa	Waktu
1	Awal	<ul style="list-style-type: none"> Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar sesuai agama dan kepercayaannya masing-masing Guru mengecek kehadiran peserta didik. 	<ul style="list-style-type: none"> Siswa menjawab salam dan doa sesuai dengan kepercayaan masing-masing. Siswa mendengarkan guru mengabsen Siswa mendengarkan dan memahami indikator dan tujuan pembelajaran yang dijelaskan oleh guru 	10 menit
2	Inti	<ul style="list-style-type: none"> Guru Menyampaikan indikator dan tujuan pembelajaran yang akan dicapai Guru bertanya kepada siswa tentang materi yang berkaitan 	<ul style="list-style-type: none"> Siswa menjawab pertanyaan dari guru tentang materi yang berkaitan. 	50 menit
3	Penutup	<ul style="list-style-type: none"> Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/teks yang akan dipelajari Guru memberikan daftar kalimat berdasarkan rangkaian gambar bingkai demi bingkai Guru memberikan urutan gambar tetapi dengan gambar acak. Guru memberikan memberikan kartu, masing-masing berisi kalimat terpisah yang 	<ul style="list-style-type: none"> Siswa mendengarkan penjelasan dari guru siswa menuliskan daftar kalimat berdasarkan rangkaian gambar bingkai demi bingkai Siswa menuliskan gambar mana yang benar dengan topik Siswa mencocokkan kalimat dengan bagian dari gambar dan mengatur kalimat secara berurutan. Siswa membaca teks yang di berikan oleh guru. Siswa menjawab tugas yang 	

	<p>menggambarkan gambar-gambar.</p> <ul style="list-style-type: none"> • Guru memberikanteksdanmemintasis wauntukmembacanyadengancermat. <p>Guru memberikan beberapa tugas kepada siswa yang terdiri dari beberapa pertanyaan yang berhubungan dengan menemukan rincian informasi eksplisit dalam teks.</p> <ul style="list-style-type: none"> • Membahassoalbersamasiswa. • Menyimpulkanmateribersamasiswa. • Memberikanfeedbackkepadasiswa <p>Mengakhiripelajarandenganhamdalahdansalam.</p>	<p>di berikan oleh guru.</p> <ul style="list-style-type: none"> • Membahas soal bersama guru. • Menyimpulkan materi. • Mengucapkan hamdalah dan salam 	<p>20 menit</p>
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G. Media, Metode dan Pendekatan :

Media : Whiteboard and a pieces of paper.

Metode : Diskusi

Pendekatan : Kontekstual

H. Sumber Belajar

5. Artono Wadirman, dkk. 2008. English in Focus for Grade VIII Junior High School (SMP/MTs). Depok: CV. Arya Duta.
6. Teks yang berkaitan dengan bahan ajar
7. Kamus Bahasa Inggris
8. Internet

I. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
<ul style="list-style-type: none"> • Mengidentifikasi gagasan utama dalam teks fungsional • Mengidentifikasi 	Tes Tulis	Pilihan Ganda	<i>Choose the best answer based on text. (a, b, c, or d)</i>

<p>gagasan pendukung dalam teks fungsional</p> <ul style="list-style-type: none"> • Mengidentifikasi kesimpulan dalam teks fungsional • Mengidentifikasi fakta-fakta yang berkenaan dengan teks fungsional • Mengidentifikasi kosakata yang sesuai dengan konteks teks fungsional 			
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Rubrik Penilaian:

f) Untuk tiap nomor, tiap jawaban benar skor 1

g) Jumlah skor maksimal x 5 = 100

h) Nilai maksimal = 100

i) Nilai siswa = $\frac{SkorPerolehan}{SkorMaksimal} \times 100$

j) Menghitung nilai rata-rata siswa $M = \frac{\sum fX}{N}$

Explanation:

M : the mean of the students

$\sum fX$: the total score

N : the number of the students

Padangsidempuan, Maret 2019

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APPENDIX III

FIRST TEST

Class : VIII

Petunjuk :

1. Tulis nama dan kelas pada lembar jawaban yang tersedia.
2. Jawablah pertanyaan- pertanyaan berikut ini.
3. Bacalah dengan teliti petunjuk mengerjakan soal.
4. Pilihlah jawaban yang tepat dengan memberi tanda silang (X) pada salah satu jawaban.
5. Periksa pekerjaan anda sekali lagi sebelum anda serahkan kepada pengawas.
6. Test ini disertakan dengan teksnya secara langsung.
7. Test ini bertujuan untuk mengetahui data dari murid- murid tentang kemampuan dalam menguasai pemahaman membaca (reading comprehension).
8. Waktu yang tersedia 40 menit.

Nama :

kelas :

Question

This text below is for questions number 1 up to 3. Choose the best answer based on the text.



Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.

The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.

On Monday, we packed our bags and got ready to go home.

1. What was amazing according to the writer of the text?

- A. The location of the campsite
- B. The fresh air of the mountain
- C. The scenery around the campsite
- D. The small river in the mountain

2. What did the writer do on the second day of their camping activity?
- A. They chatted and played guitar
 - B. They had a greet and meet activity
 - C. They hiked with the other campers
 - D. Spent time observing plantation and insects while the girls were preparing meals.
3. “...spent our time observing plantation and insects while the girls were preparing meals.” (paragraph 2)

What does the underlined word mean?

- A. Camping through to learn about it
- B. Going backward and forward to watch something
- C. Observing carefully to examine something
- D. Looking for something in surrounding area

This text below is for questions number 4 up to 6. Choose the best answer based on the text.

Last week, MrDamiri’s wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, “Help! Help!” he ran to the kitchen. His mother had burnt herself withsome hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to the office. The other children had gone to school. Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbour’s house and asked his neighbor to come and help hismother. The neighbor soon put out the fire and took Yusuf’s mother to the clinic. When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, “When you are a man, you will be just like your father,”she said.

4. Who took Mrs. Damiri to the clinic?
- A. Her son
 - B. Her husband
 - C. Her neighbour
 - D. Her children

5. The main idea of the first paragraph is
- A. Mrs. Damiri got accident
 - B. Mr. Damiri was proud of his son
 - C. Yusuf asked his neighbour to help
 - D. Mr. Damiri and his other children had gone
6. How did the neighbour help Mrs. Damiri?
- A. He called Mrs. Damiri's husband and ran to the kitchen
 - B. He called the fireman and put out the fire
 - C. He put out the fire and took Mrs. Damiri to the clinic
 - D. He called the fireman and advised Mrs. Damiri to stay calm

This text below is for questions number 7 up to 9. Choose the best answer based on the text.

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice, I had to walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

7. The text above is about
- A. An embarrassing day
 - B. Shopping with mother
 - C. The writer and his friend
 - D. My friend and his motorcycle
8. The writer couldn't contact his friend because
- A. He went home alone
 - B. His cell phone was broken
 - C. He was in the parking area
 - D. His friend was still choosing a shirt
9. From the story above we can conclude that there was a problem because
- A. The writer couldn't contact his friend
 - B. The writer's friend was in the clothes section
 - C. The writer and his friend couldn't ride the motorcycle
 - D. The writer and his friend decided to go to the department store

This text below is for questions number 10 up to 12. Choose the best answer based on the text.

It was the beginning of July, My parents and I were in a plane heading home from our vacation. A crew announced the passengers that we were going to land in the airport in a few minutes. While listening to the announcement, I was looking outside through the window and saw how dark the sky was. It was raining heavily and lightnings sparked here and there.

Suddenly, I felt the plane went bumpy. The impact was low at the beginning, however it gradually became terrible. Everything shook terribly. People started to scream in fear. I hold my parents' hands. I heard my Dad was praying while Mom tried to soothe me.

Fortunately, our plane landed safely at the airport under that extreme weather. I thanked God for saving my parents and I.

10. What was the writer's mother doing during the turbulence?
- A. She was holding her husband's hand
 - B. She was calming the writer down
 - C. She was praying for help
 - D. She was crying for fear
11. The turbulence was caused by
- A. The bad weather
 - B. The size of the plane
 - C. The height of the flight
 - D. The damage on one of the machines
12. What is the main idea of paragraph 2?
- A. The writer saw that it was raining heavily and lightning outside
 - B. The writer was enjoying the announcement made by the crew
 - C. A crew was announcing that they were going to land soon
 - D. The lightning outside scared the writer

This text below is for questions number 13 up to 15. Choose the best answer based on the text.

Last summer, when mum and dad weren't feeling well, Tom was taking his dog, Paddy, for a walk. Suddenly there was a rabbit running across the path they were taking. Paddy barked very loud and the scared rabbit ran into the bushes. Although Tom was trying hard to grip the collar, Paddy was running after the rabbit. That was the last time he saw Paddy.

He tried to look for him for days. Finally, five weeks later, when Tom was out for a coffee at Motorway Cafe, his parents called. They were having lunch when they heard a dog barked outside the house. They hurriedly went out and there was Paddy wagging his tail.

13. "That was the last time he saw Paddy"
The word "he" refers to
- A. Father
 - B. Tom
 - C. Rabbit
 - D. Paddy

14. How did Paddy get lost?
- A. He was hungry and searched for a food
 - B. He followed motorbike riders away
 - C. He saw a rabbit and ran after it
 - D. He felt bored and took a walk

15. The text generally talks about
- A. The coming back of the lost dog
 - B. A long journey of the dog
 - C. A holiday experience in Scotland
 - D. The disappearance of a dog

This text below is for questions number 16 up to 18. Choose the best answer based on the text.

I've got a painful experience that I went through last semester. I joined the cross country. We were running this race competing against several I other schools. The entire race was long and dreadful. It took place in the desert so it was really hot and humid. We ran up and down the hills.

It was getting awful after 10 minutes of the race. People who ran in front of me made me breathe the dust they created. It wasn't so bad until my throat started to hurt. It was very painful. I had a hard time to catch my breath and I sweat a lot. I really hated it.

In the end I managed to finish the race. I felt really good after that. I felt fully alive again. That race was a horrible experience. That is the reason why I quit the team a week later.

16. What does the second paragraph tell us about?
- A. A cross country race
 - B. An awful place in the mountain
 - C. A good feeling after completing the race
 - D. Painful incidents during the cross country
17. From the text, we know that

- A. The writer quitted and never made it to the finish line
 - B. Although he had a painful throat, the writer could finish the race
 - C. The race was a competition between students in the writer's school
 - D. The race route was so mountainous that the weather was cool and windy
18. Why was the writer's throat painful?
- A. He sweat a lot
 - B. He couldn't breathe
 - C. It was really hot and humid
 - D. People in front of him created dust

This text below is for questions number 19 up to 20. Choose the best answer based on the text.

Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard.

At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year.

19. What is the text about?
- A. The writer's activities of watching Chicago marathon contest.
 - B. The writer's wonderful feeling after watching marathon.
 - C. The writer's good achievement in marathon.
 - D. The changing of the writer's feeling after joining the marathon.
20. To improve his achievement, the writer ...
- A. Asked for advice how to run well

- B. Practiced hard with other participants
- C. Planned to join another marathon
- D. Ran faster and faster

Padangsidempuan, 2019

Mengetahui,

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Key words test I

1. C
2. D
3. A
4. C
5. C
6. C
7. C
8. B
9. A
10. B
11. A
12. C
13. B
14. C
15. A
16. D
17. B
18. D
19. D
20. C

APPENDIX IV

SECOND TEST

Class : VIII

Petunjuk :

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Jawablah pertanyaan- pertanyaan berikut ini.
3. Bacalah dengan teliti petunjuk mengerjakan soal.
4. Pilihlah jawaban yang tepat dengan memberi tanda silang (X) pada salah satu jawaban.
5. Periksa pekerjaan anda sekali lagi sebelum anda serahkan kepada pengawas.
6. Test ini disertakan dengan teksnya secara langsung.
7. Test ini bertujuan untuk mengetahui data dari murid- murid tentang kemampuan dalam menguasai pemahaman membaca (reading comprehension).
8. Waktu yang tersedia 40 menit.

Nama :
kelas :

Question

This text below is for questions number 1 up to 5. Choose the best answer based on the text.

Once upon a time, there was a prince. He lived in a castle in France. One day a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away.

After the prince sent the woman away, she turned into a beautiful fairy. She cursed the prince and his castle. The prince became a beast. He was very ugly now. All his servants became furniture. The prince could be a human again if a woman fell in love with him.

Meanwhile, on the other side of a mountain, there lived a girl. Her name was Belle. She lived with her father, Maurice. One day Maurice traveled past the castle. It was raining very hard. He came into the castle. When the Beast saw him, he captured him. Belle was so worried because her father didn't come back. She began to look for him. She arrived in the castle and she found her father could go home. First Belle didn't like the Beast because he was mean. Then slowly he changed. He was not mean anymore. Belle began to like him and finally she fell in love with him.

Right after she declared her love to the Beast the spell was broken. The Beast and his servants became human again. The Beast and Belle got married. They lived happily ever after.

1. What is the purpose of the text?
 - A. To describe the Beast and Belle.
 - B. To retell the experience of Belle.
 - C. To guide readers how to perform like Belle.
 - D. To entertain readers and friends.

2. How many main characters are mentioned in the story?

- A. Two
- B. Three
- C. Four
- D. Five

3. Where was the setting of the story?

- A. In the forest
- B. At home
- C. In palace
- D. In the mountain

4. Why did the prince become the Beast? Because ____ .

- A. He sent an ugly woman away
- B. A beautiful fairy cursed him
- C. A woman fell in love with him
- D. He captured Maurice

5. First, Belle didn't love him because he was mean.

The underlined word means ____ .

- A. Generous
- B. Unbelievable
- C. Humorous
- D. Unkind

This text below is for questions number 6 up to 10. Choose the best answer based on the text.

We had a three-day camp in Tawangmangu resort last week. The location was on the slope of Mount Lawu. There was a river with clear water not far from our camp site. We brought cooking and eating utensils. We also had food supply. There were noodles, eggs, fish, some canned food, mineral water and biscuits.

On the first day, we set up the tents and cooked food for our lunch. After taking a rest for a while, we walked around to see the surrounding area. The scenery was very

beautiful. The weather was cold all day long so we had to wear thick jackets. We inhaled fresh air which we hardly got in town. We all were very happy.

In the evening, we had dinner together. We had hot lemon tea and boiled noodles. After that, we made a camp fire. We played guitar and sang songs together. We did enjoy our good time that night.

At the second day, we went tracking until 11 a.m. After having lunch and taking a rest, we had competitions, such as tug-of-war, futsal and a guessing game. My team was a runner up in the tug-of-war and the champ in the guessing game. Unfortunately, my team lost in the futsal. Then, in the evening, we performed some dramas.

On the third day, we packed our stuff and went home. We planned to have another camp activity at the end of this semester.

6. When did the campers have a camp fire?
 - A. On the first day
 - B. On the second day
 - C. On the third day
 - D. On the last day
7. The following statements are TRUE about the text, except _____.
 - A. The camp activity was held for two days
 - B. There was a clean river near the camp site
 - C. The campers had to bring their own stuffs and food
 - D. The writer had to wear thick jackets because it was cold
8. The following food supply that the campers brought, except _____.
 - A. Egg
 - B. Fish
 - C. Candy
 - D. Biscuits
9. “My team was a runner up in the tug-of-war and” (Paragraph 5)
What does the underlined word mean?

- A. The first winner
- B. The second winner
- C. The third winner
- D. The loser

10. What kind of the text above?

- A. Report
- B. Recount
- C. Narrative
- D. Procedure

This text below is for questions number 11 up to 12. Choose the best answer based on the text.

Last week, my school had a study tour to SaungAngklungMangUdjo in Bandung. We started our journey very early in the morning. There are six buses to take our groups. We stopped in the rest area before went directly toward Bandung.

When we arrived at SaungAngklungMangUdjo, we were welcome by hot Sundanese drinks known as Bandrek It was very unique. After that, we went around the gallery that sells the Sundanese handicrafts. We then walked to the hall, it was a rounded stage. Everybody sat anxiously.

The Angklung shows soon began with a performance of a large group of dancers and Angklung players. Then, the master of ceremony introduced herself and offered the audience a short course to play Angklung. She then taught the audience to play the Angklung, each rhythm. Soon after the audience knew the basic sound, we all played popular songs together. The master ceremony spoke in English too because there foreigners among the visitors. At the end of the show, we were asked to join the performing children to dance together.

We really enjoyed the performance of bamboo musical instruments combined with the wonderful dances and nice master of ceremony. We were all very cheerful and refreshed after the show.

11. What is the main idea of the first paragraph?
- A. The trip to SaungAngklungMangUdjo started very early
 - B. The audience was cheerful and refreshed after the show
 - C. The master of ceremony taught the audience to play Angklung
 - D. The visitors were asked to join the performing children to dance
12. What did the students do before the show?
- A. Playing popular songs on Angklung
 - B. Making Sundanese hot drink Bandrek
 - C. Learning how to do traditional dances
 - D. Going around the gallery that sells Sundanese handicraft
13. Why did the master of ceremony speak in English?
- A. The audience was all foreigners
 - B. To make the performance more attractive
 - C. It would encourage the audience to join the performance
 - D. There were foreigners among the audiences in the hall

This text below is for questions number 11 up to 15. Choose the best answer based on the text.

Last weekend I and my classmates went to the countryside to have a picnic. Before leaving, we made some sandwiches for lunch. We left quite early to avoid the traffic jam.

After driving for two hours, we arrived at a very nice place. It was near a river with some big trees around it. The driver parked the car under the tree. Seeing the clear and cool water of the river, my friends and I decided to swim. After having lunch together, we went around the area to enjoy the scenery. We saw some beautiful birds and butterflies.

After walking for about an hour, we decided to return to the car and go home. Unfortunately, we could not start up the car. Finally after sometime, we could make

the car start up by pushing it. We were happy although we felt a bit tired when we got home.

14. What is the main idea of the second paragraph?

- A. The writer made sandwiches for lunch
- B. The writer did some fun activities during their picnic
- C. After doing some activities, the writer went home by car
- D. Last weekend the writer prepared to have a picnic in the countryside

15. Why did the writer and his friends decide to swim in the river?

- A. They felt hot after having lunch
- B. They felt tired after having a walk
- C. The water was cool and clear
- D. It was a tiring day

16. Because of the trouble they had at the end of their picnic, they probably

- A. Got home a bit late
- B. Decided to swim again
- C. Had to spend the night there
- D. Decided not to have a picnic again

This text below is for questions number 16 up to 17. Choose the best answer based on the text.

To: Liz

Sorry honey, I can't keep my promise to go with you to the Mall tonight. I've to meet Mrs. Cathy at 07.00 pm. Please, don't be angry.

Sender

Mom+625281227990

17. How is Liz's mother feel about her promise?

- A. Impressed
- B. Confused
- C. Relieved
- D. Guilty

18. Mom writes the text in order to ...
- A. Apologize for not keeping the promise
 - B. Remind Liz that she has a promise with her
 - C. Tell Liz that she has to go to the meeting
 - D. Say that she cannot meet her in the Mall

This text below is for questions number 18 up to 19. Choose the best answer based on the text.

19. Keep the distance

this big vehicle brings flammable fluid

What does the text mean?

- A. The truck is big
 - B. The truck brings electronic devices
 - C. Other vehicles should run faster than the truck
 - D. Other vehicles should be far enough from the truck
20. Choose the correct grammar for question below!

My mother a cupcake and brownies right now.

- A. Is make
- B. Is making
- C. Make
- D. Made

Mengetahui,
Validator

Padangsidempuan, 2019

Researcher

MISLAN HASIBUAN, S.Pd
NIP. 19770624 200701 2 002

MHD RISKI
NIM. 14 203 000

Key words test II

- 21. D
- 22. A
- 23. C
- 24. B
- 25. D
- 26. A
- 27. A
- 28. C
- 29. B
- 30. B
- 31. A
- 32. B
- 33. D
- 34. C
- 35. A
- 36. A
- 37. D
- 38. A
- 39. D
- 40. B

APPENDIX V

INDICATOR LIST OF TEACHER IN TEACHING LEARNING PROCESS (FIRST MEETING)

No	Activities	Checklist		Notes
		Yes	No	
1.	Physic appearance and written			The researcher performances in teaching reading comprehension by using Schemata Technique still had weaknesses. The teacher did not write face to students and the teacher could not control the noise in the classroom.
	a. Dressing cleanly and neatly	√		
	b. Standing and writing face to students		√	
	c. Energetic and enthusiasm	√		
	d. Writing is nice and readable	√		
	e. Writing is read from the all room side	√		
2.	f. Having certain sequence system	√		
	Sound and classroom management			
	a. Loud voice	√		
	b. Talking intelligibly	√		
	c. Talking fluently	√		
	d. Rhythm: it is clear in important part	√		
3.	e. Class noise control		√	
	f. Class formation arrangement	√		
	Teacher's procedure			
	a. Explaining reading material by using Schemata Technique			
	1) Teacher Showing the pictures dealing with the text that will be given	√		
	2) Teacher giving some leading question dealing with the pictures arouse the stored knowledge.	√		
	3) Teacher asking the students to guess the topic of the text	√		

	that will be discussed.		
	4) Teacher giving the text and asking students to read it carefully.	√	
	b. Giving the suitable example in reading material	√	
	c. Guiding students to practice the using of Schemata Technique with additional questions		√
4.	Reinforcement and interaction with students		
	a. Individual performance reward	√	
	b. Stimulating students' questions	√	
	c. Stimulating students' responses	√	
	d. Responding students' questions	√	

Padangsidempuan, 19th March 2019

Researcher

MHD RISKI

Reg.Number: 14 203 00085

APPENDIX VI

INDICATOR LIST OF TEACHER IN TEACHING LEARNING PROCESS (SECOND MEETING)

No	Activities	Checklist		Notes
		Yes	No	
1.	Physic appearance and written			The researchers' performance in teaching reading comprehension by using Schemata Technique was done well. All of the activities were improved by the researcher.
	g. Dressing cleanly and neatly	√		
	h. Standing and writing face to students	√		
	i. Energetic and enthusiasm	√		
	j. Writing is nice and readable	√		
	k. Writing is read from the all room side	√		
	l. Having certain sequence system	√		
2.	Sound and classroom management			
	g. Loud voice	√		
	h. Talking intelligibly	√		
	i. Talking fluently	√		
	j. Rhythm: it is clear in important part		√	
	k. Class noise control		√	
	l. Class formation arrangement	√		
3.	Teacher's procedure			
	d. Explaining reading material by using Schemata technique			
	5) Teacher Showing the pictures dealing with the text that will be given	√		
	6) Teacher giving some leading question dealing with the pictures arouse the stored knowledge.	√		
	7) Teacher asking the students to guess the topic of the text that will be discussed.	√		

	8) Teacher giving the text and asking students to read it carefully.	√		
	e. Giving the suitable example in reading material	√		
	f. Guiding students to practice the using of Schemata technique with additional questions	√		
4.	Reinforcement and interaction with students			
	e. Individual performance reward	√		
	f. Stimulating students' questions	√		
	g. Stimulating students' responses	√		
	h. Responding students' questions	√		

Padangsidempuan, 30th March 2019
 Researcher

MHD RISKI

Reg.Number: 14 203 00085

APPENDIX VII

LIST OF INTERVIEW

Interview to the Students
(First Cycle)

1. Apakah kesulitan Anda dalam mengidentifikasi gagasan utama? Mengapa?

(What are your difficulties in identifying main idea? Why?)

Answer:

Kesulitan saya dalam mengidentifikasi gagasan utama adalah orientasi cerita karena tidak mengetahui tempat dan kapan cerita itu di buat.

2. Apakah kesulitan Anda dalam mengidentifikasi kalimat pendukung?

Mengapa?

(What are your difficulties in identifying supporting sentence? Why?)

Answer:

Karena terlalu banyak teks dalam kalimat tersebut dan tidak terlalu paham pada teks tersebut

3. Apakah kesulitan Anda dalam mengidentifikasi kesimpulan dalam paragraf?

Mengapa?

(What are your difficulties in identifying conclusion from the text? Why?)

Answer:

Kesulitan saya dalam mengidentifikasi kesimpulan dalam paragraf adalah banyaknya baris paragraf karena setiap paragraf ada yang 4 baris dan 5 baris.

4. Apakah kesulitan Anda dalam mengidentifikasi fakta- fakta dari teks?

Mengapa?

(What are your difficulties in identifying exclude facts from the text? Why?)

Answer:

Kesulitan saya dalam mengidentifikasi fakta-fakta dari teks adalah barang yang di ceritakan karena belum tahu apabila itu fakta atau mitos.

5. Apakah kesulitan Anda dalam memahami kosakata yang berhubungan dengan konteks/teks? Why?

(What are your difficulties in identifying vocabulary in context/text? Why?)

Answer:

Karena tidak terlalu banyak kosakata yang saya tau dalam bahasa inggris

6. Mengapa kamu jarang menanyakan pertanyaan berkenaan dengan materi pembelajaran di dalam kelas?

(Why do you rarely ask questions about learning material in the classroom?)

Answer:

Terkadang saya malu untuk bertanya dan sering juga guru menerangkan pelajaran sangat cepat

7. Mengapa Anda membuat keributan di kelas?

(Why do you make disturbance in the classroom?)

Answer:

karena materi yang guru berikan tidak menarik dan sulit di pahami

8. Mengapa Anda sering berpindah- pindah tempat duduk di dalam kelas?

(Why do you often move to another chair in the classroom?)

Answer:

Karena guru tidak terlalu perhatian terhadap siswa dan materi yang diajarkan tidak dapat di pahami

9. Mengapa Anda sering permisi?

(Why do you often ask permission?)

Answer:

Tidak terlalu suka dengan materi yang di ajarkan guru

10. Mengapa Anda tidak menyelesaikan tugas yang diberikan oleh guru?

(Why don't you finish the task assigned by the teacher?)

Terkadang saya lupa dan juga tidak mengerti tugas yang di berikan guru

APPENDIX VIII

**OBSERVATION NOTE SHEET
STUDENTS' ACTIVITY IN TEACHING LEARNING PROCESS
CLASSROOM ACTION RESEARCH**

Subject Matter : English
Class / Semester : VIII-1 / II
Days / Date Of : Maret 19th, 2019
Cycles : I
Observant :Mrs. Mislal as Co-Teacher

No	Activities	Students																											Total Students				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27		28	29	30	
1.	Students are active to use of pictures	√		√			√		√			√		√	√	√			√		√		√		√		√	√				15	
2.	Students are active to use of short stories	√	√				√				√		√	√		√		√		√		√			√		√	√				13	
3.	Students are active to use of brainstorming	√			√	√					√	√		√		√	√		√				√	√			√	√				13	
4.	Students are active to use of previewing	√	√			√		√			√			√		√		√		√		√		√		√		√	√				14
5.	Students's reading comprehension (read the text material)	√	√	√		√		√			√			√		√		√	√		√		√			√		√	√	√			15

Padangsidempuan, maret 2019

Researcher

MHD RISKI
Reg. No 14 203 00085

APPENDIX IX

**OBSERVATION NOTE SHEET
STUDENTS' ACTIVITY IN TEACHING LEARNING PROCESS
CLASSROOM ACTION RESEARCH**

Subject Matter : English
Class / Semester : VIII-1 / II
Days / Date Of : Maret 30th, 2019
Cycles : II
Observant :Mrs. Mislana as Co-Teacher

No	Activities	Students																										Total Students				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		27	28	29	30
1.	Students are active to use of pictures	√	√	√		√	√	√	√		√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√			25
2.	Students are active to use of short stories	√	√	√	√		√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		27
3.	Students are active to use of brainstorming	√	√		√	√		√	√	√	√	√		√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	25	
4.	Students are active to use of previewing	√	√		√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	27	
5.	Students's reading comprehension (read the text material)	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	28	

Padangsidempuan, maret 2019

Researcher

MHD RISKI
Reg. No 14 203 00085

APPENDIX IX

STUDENTS' READING SCORE OF THE FIRST TEST

No	Name of Students	Indicators					Test Score
		Main Idea	Supporting Sentence	Summarizing Main Point/ Conclusion	Excludes Facts	Vocabulary in Context	
1	Abdul Rasid	4	2	3	3	3	75*
2	Abdurrahman Saleh	4	2	3	2	1	60
3	Afni Warsiah	4	3	4	2	3	80*
4	Alif Sukhri	3	3	3	2	3	70
5	Arpan Roji	3	2	2	2	2	55
6	Cahaya Adinda	3	3	2	2	2	60
7	Fani Azizah	4	4	3	3	3	85*
8	Luqman Harun	3	3	3	2	2	65
9	Masdalifah	3	3	4	2	2	70
10	Muhammad Huzaifi	4	4	3	3	2	80*
11	M. Zainir Husein	3	3	4	3	2	75*
12	Muhammad Zulhan	3	2	2	2	1	50
13	Nasiroh	3	3	3	1	1	60
14	Nia Masniari Nasution	4	3	3	3	3	80*
15	Nur Afifah	3	3	4	3	3	80*
16	Nur Asifah	3	3	3	2	2	65
17	Nurul Fadilah Batubara	3	3	2	2	2	60
18	Nurul Fadilah Siregar	3	3	3	2	1	60
19	Nurul Hidayah	4	3	3	2	2	70
20	Rahmad Hidayat	2	2	2	2	2	50
21	Rini Safitri	3	3	2	2	2	65
22	Riska fadilah	3	3	3	3	3	75*
23	Robiatul Adawiyah	3	3	3	3	2	70
24	Ummi Sahara	3	3	3	2	1	60
25	Wahidin Surya Darma	3	3	2	3	3	70
26	Wandi Afrianzah	2	2	2	2	2	50
27	Wardiah Ulfah	3	3	2	2	2	60
28	Zufina Saputri	3	3	3	3	2	70
29	Aulia Rahman	3	2	2	2	1	50
30	Husni Abdillah	2	3	2	2	2	55
SUM							1975
MEAN SCORE							65.83

*: The students who passed the KKM (75) in first cycle

In analyzing the data of first test, the researcher calculated the mean score of the class and also calculating the percentage of first test in first cycle. It was calculated as following:

$$M = \frac{\Sigma fX}{N}$$

$$M = \frac{1975}{30}$$

$$M = \mathbf{65.83}$$

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{8}{30} \times 100\%$$

$$P = \mathbf{26.66\%}$$

APPENDIX X

STUDENTS' READING SCORE OF THE SECOND TEST

No	Name of Students	Indicators					Test Score
		Main Idea	Supporting Sentence	Summarizing Main Point/ Conclusion	Excludes Facts	Vocabulary in Context	
1	Abdul Rasid	4	3	3	3	3	80
2	Abdurrahman Saleh	4	3	3	4	3	85
3	Afni Warsiah	4	3	4	3	3	85
4	Alif Sukhri	4	3	3	3	3	80
5	Arpan Roji	3	3	3	2	3	70*
6	Cahaya Adinda	4	4	3	3	3	85
7	Fani Azizah	4	4	4	3	3	90
8	Luqman Harun	3	3	4	2	4	80
9	Masdalifah	3	3	4	4	3	85
10	Muhammad Huzaifi	4	4	4	3	2	85
11	M. Zainir Husein	4	4	4	3	2	85
12	Muhammad Zulhan	3	3	3	3	2	70*
13	Nasiroh	3	4	3	4	4	90
14	Nia Masniari Nasution	4	4	4	4	3	95
15	Nur Afifah	4	4	4	3	3	90
16	Nur Asifah	3	4	4	3	2	80
17	Nurul Fadilah Batubara	4	4	3	4	3	90
18	Nurul Fadilah Siregar	4	3	3	3	3	80
19	Nurul Hidayah	4	3	4	3	3	85
20	Rahmad Hidayat	3	4	3	3	2	75
21	Rini Safitri	4	4	3	2	3	80
22	Riska fadilah	3	4	3	3	4	85
23	Robiatul Adawiyah	4	4	4	3	3	90
24	Ummi Sahara	3	3	4	3	3	80
25	Wahidin Surya Darma	3	4	3	3	4	85
26	Wandi Afrianzah	3	3	3	2	2	65*
27	Wardiah Ulfah	4	3	3	4	3	85
28	Zufina Saputri	4	4	3	3	3	85
29	Aulia Rahman	3	3	4	2	3	75
30	Husni Abdillah	3	3	2	3	3	70*
SUM							2465
MEAN SCORE							82.16

*: The students who didn't passed the KKM (75) in second cycle

In analyzing the data of second test, the researcher calculated the mean score of the class and also calculating the percentage of first test in first cycle. It was calculated as following:

$$M = \frac{\Sigma fX}{N}$$

$$M = \frac{2465}{30}$$

$$M = \mathbf{82.16}$$

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{26}{30} \times 100\%$$

$$P = \mathbf{86.66\%}$$