

AN UNDERGRADUATE THESIS
THE INFLUENCE OF SCHEMA ACTIVATION STRATEGY
ON READING COMPREHENSION AT SMPN 02 METRO

By:

Aqhella Ayu Desfita

1901051007



TARBIYAH AND TEACHER TRAINING FACULTY ENGLISH
EDUCATION DEPARTEMENT
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2023 M

**THE INFLUENCE OF SCHEMA ACTIVATION STRATEGY
ON READING COMPREHENSION AT SMPN 02 METRO**

Presented as a Partial fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

By:

Aqhella Ayu Desfita

Student Number. 1901051007

Tarbiyah and Teacher Training Faculty

English Education Departement

Sponsor: Dr. Ahmad Subhan Roza, M.Pd.

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H / 2023 M



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

APPROVAL PAGE

Title : THE INFLUENCE OF SCHEMA ACTIVATION
STRATEGY ON READING COMPREHENSION AT
JUNIOR HIGH SCHOOL NEGERI 02 METRO

Name : Aqhella Ayu Desfita
Student Number : 1901051008
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of
Metro.

Head of English Education
Departement



Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 30 November 2023
Sponsor

Dr. Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Aqhella Ayu Desfita**

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Aqhella Ayu Desfita
Student Number : 1901051007
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : THE INFLUENCE OF SCHEMA ACTIVATION STRATEGY
ON READING COMPREHENSION AT JUNIOR HIGH
SCHOOL NEGERI 02 METRO


It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education Departement


Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 30th November 2023
Sponsor


Dr. Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqosyahkan Skripsi
Saudari Aqhella Ayu Desfita**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr. Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Name : Aqhella Ayu Desfita
Student Number : 1701070083
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : THE INFLUENCE OF SCHEMA ACTIVATION STRATEGY ON
READING COMPREHENSION AT JUNIOR HIGH SCHOOL
NEGERI 02 METRO

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr. Wb.

Head of English Education Departement



Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 30th November 2023
Sponsor

Dr. Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Kl. Hajar Dewantara Kampus 15 A Ringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimil (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah@metrouniv.ac.id

RATIFICATION PAGE

No. B-5836/111.23-1/D/PP-00-9/12/2023

An Undergraduate thesis entitled: "THE INFLUENCE OF SCHEMA ACTIVATION STRATEGY ON TRADING COMPREHENSION AT SMPN 02 METRO", written by Aqhella Ayu Desfita, student number 1901051007, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, December 08th 2023 at 13.00 – 15.00 p.m.

BOARD OF EXAMINERS:

Chairperson : Dr. Ahmad Subhan Roza, M.Pd

Examiner I : Dr. Much Deiniatur, M.Pd.B.I

Examiner II : Yeni Suprihatin, M.Pd

Secretary : Lenny Setyana, M.Pd

The Dean of Tarbiyah and Teaching Training Faculty,

Dr. Khairi, M.Pd
NIP: 19620612 1989903 1 006 87

THE INFLUENCE OF SCHEMA ACTIVATION STRATEGY ON READING COMPREHENSION AT JUNIOR HIGH SCHOOL N 02 METRO

ABSTRACT

Oleh:

Aqhella Ayu Desfita

The goal of this research is to find out whether the Schema Activation strategy can influence on reading komprehension at SMPN 02 Metro. The object of this research was totaling 56 students, was divided into 2 classes consisting of classes IX.2 as control class and IX.3 as experimental class.

This present research is an quantitative research which was conducted in the form of quasi- experimental design carried. The researcher gave reading test to gather the data. There were pre-test and post-test. The formula that was used analyze the data was t-test. The purposes of pre-test and post-test are to determine influence in reading comprehension before and given treatment. It can be seen that the result pre-test in the experimental class with an average score of 45,7 and in control class with an average score of 62,5. After pretest doing the treatment and the result post-test in experimental class with an average score of 65 and in control class with an average score of 84.

Based on the result, it can be concluded that if the probability or $\text{Sig.} > \alpha$ (0.05), the alternative hypothesis (H_a) is accepted. It means that there is a positive and significant effect of variable X on variable Y. In the other words, H_a is accepted and H_o is rejected. Based on the result, it could be said that Schema Activation Strategy can influence the students' reading comprehension of the nine grade of SMPN 02 Metro

Keywords: *Reading Comprehension, Schema Activation Strategy, Quantitative Research,*

THE INFLUENCE OF SCHEMA ACTIVATION STRATEGY ON READING COMPREHENSION AT JUNIOR HIGH SCHOOL N 02 METRO

ABSTRAK

Oleh:

Aqhella Ayu Desfita

Tujuan dari penelitian ini adalah untuk mengetahui apakah strategi Aktivasi Skema dapat berpengaruh terhadap pemahaman membaca di SMPN 02 Metro. Objek penelitian ini berjumlah 56 siswa, dibagi menjadi 2 kelas yang terdiri dari kelas IX.2 sebagai kelas kontrol dan IX.3 sebagai kelas eksperimen.

Penelitian kali ini merupakan penelitian kuantitatif yang dilakukan dalam bentuk quasi eksperimen dengan desain yang dilakukan. Peneliti memberikan tes membaca untuk mengumpulkan data. Ada pre-test dan post-test. Rumus yang digunakan untuk menganalisis data adalah uji-T. Tujuan dari pre-test dan post-test adalah untuk mengetahui pengaruh pemahaman membaca sebelum dan diberikan perlakuan. Terlihat hasil pre-test pada kelas eksperimen dengan skor rata-rata 45,7 dan pada kelas kontrol dengan skor rata-rata 62,5. Setelah pretest dilakukan treatment dan hasil posttest pada kelas eksperimen dengan skor rata-rata 65 dan pada kelas kontrol dengan skor rata-rata 84.

Berdasarkan hasil tersebut dapat disimpulkan bahwa jika probabilitas atau $\text{Sig.} > \alpha (0,05)$, maka hipotesis alternatif (H_a) diterima. Artinya terdapat pengaruh positif dan signifikan variabel X terhadap variabel Y. Dengan kata lain H_a diterima dan H_o ditolak. Berdasarkan hasil, dapat dikatakan bahwa Strategi Aktivasi Skema dapat mempengaruhi pemahaman membaca siswa kelas sembilan SMPN 02 Metro.

Kata kunci: *Penelitian Kuantitatif, Strategi Aktivasi Skema, Reading Comprehensif.*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

Name : Aqhella Ayu Desfita
NPM : 1901051007
Department : English Education
Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of researcher's research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, November 2023
The Researcher



Aqhella Ayu Desfita
St.ID. 1901051007

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Aqhella Ayu Desfita
NPM : 1901051007
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah Dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali pada bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, November 2023
Yang membuat pernyataan,



Aqhella Ayu Desfita
St. ID. 1901051007

MOTTO

وَاللَّهُ أَخْرَجَكُم مِّن بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ
السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ ۗ لَعَلَّكُمْ تَشْكُرُونَ

*And Allah brought you forth from the wombs of your mothers knowing nothing,
and gave you hearing and sight and hearts that haply ye might give thanks.*

(Q.s An-nahl: 78)

DEDICATION PAGE

This an undergraduated-thesis is special dedicated to:

My beloved parents Mr. Gunawan and Mrs. Resmi Sugianti who always support me with their endless love.

My Beloved Sister (Ririt Khoirun Nishawati and brother (Muhammad Iskandar) who always give me motivation and support.

My Beloved friends who always helped me, the Fighting Squad and all TBI ASPUR A.

My beloved lecturer of English Education Study Program of state Islamic Institute of Metro.

My beloved almamater.

ACKNOWLEDGEMENT

Praise thanks to Allah SWT, the lord of the worlds whom without his mercy and blessing, none of these would be possible. The researcher is very grateful for the change Allah has given he to accomplish this thesis proposal to be completed. Sholawat is also sent to prophet Muhammad SAW who had delivered the truth to human being in general and muslim in particular.

In this opportunities, the researcher would like to express her deepest gratitude especially to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag, as the Rector of IAIN Metro.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro.
3. Dr. Much Deiniatur, M. Pd, as the Head of English Education Study Program of IAIN Metro Lampung.
4. Dr. Ahmad Subhan Roza, M.Pd as the advisor who has given support and guidance for the research.
5. The Examiners who have given provided direction.
6. My beloved family and all my friends.

I am indebted to many people that I cannot mention one by one. I recognize the imperfection of this work; however, I hope that this work can contribute something to the advancement of teaching and learning English in general.

Therefore, critique and suggestion are needed to build up this undergraduate thesis to be better. It is Allah who bestows success and guides to the right path.

Metro, 27 November 2023

The Researcher



Aqhella Ayu Desfita

St.ID. 1901051007

TABLE OF CONTENTS

COVER	i
TITLE PAGE	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER	iv
NOTA DINAS	v
RETIFICATION PAGE	vi
ABSTRACT	vii
STATEMENT OF RESEARCH ORIGINALITY	viii
ORISINALITAS PENELITIAN	ix
MOTTO	x
DEDICATION PAGE	xi
ACKNOWLEDGEMENT	xii
TABLE OF CONTENTS	xiii
LIST OF TABLE	xv
FIGURE	xvi
CHAPTER I INTRODUCTION	1
A. The Background Of The Study	1
B. Problem Identification	4
C. Problem Limitation	4
D. Problem Formulation	4
E. Objectives and Benefit Of The Study.....	4
F. Significance of the Research.....	4
G. Prior Research.....	5
CHAPTER II THEORITICAL REVIEW	6
A. Reading and Reading Comprehension.....	6
1. The Definition of Reading.....	6
2. The Definition of Reading Comprehension.....	9
3. The Indicator Of Reading Comprehension	11
B. Activating Schema	13
1. The Definition of Schema.....	13
2. Schema Theory and Reading Comprehension.....	15
3. Schema Activation Strategy	17
C. Conceptual Framework	26
D. Hipotesis.....	26

CHAPTER III	RESEARCH METHOD	27
	A. Research Design.....	27
	B. The Operational Definition of Variables.....	27
	C. Population, sample and Sampling Technique	28
	D. Data collecting technique	29
	E. Research Instrument.....	30
	F. Data Analysis Technique	30
CHAPTER IV	RESULT AND DISCUSSION.....	35
	A. Research Result	35
	1. Profile at SMPN 02 Metro.....	35
	2. The Description Of Research Result.....	37
	B. Pre- Test Result	39
	C. Treatment by Using schema activation Strategy	41
	D. Post- Test Result.....	41
	E. Analysis Requirements Test Results	43
	F. Testing of Hypotesis.....	44
	G. Discussion	47
CHAPTER V	CONCLUSION AND SUGGESTION	51
	A. Conclusion.....	51
	B. Suggestion	51
BIBLIOGRAPHY		
APPENDIXES		
CURRICULUM VITAE		

LIST OF TABLE

Table 1.1	The pre-survey data	2
Table 1.2	Ribric Of Reading	12
Table 4.4	The Validity Result	37
Table 4.5	The Reliability result	38
Table 4.6	Classification Coefficient of Reliability	39
Table 4.7	The Normality Result.....	43
Table 4.8	Test of Homogeneity of Variances	43
Table 4.9	The SPSS Computation Result about the Effect of schema activation strategy	45
Table 4.10	Critical Value of T-table	46

FIGURE

Figure 4.2	The Pre-Test Result Of Experiment Class	40
Figure 4.3	The Pre-Test Result Of Control Class	40
Figure 4.4	The Post-Test Result Of Experiment Class	42
Figure 4.5	The Post-Test Result Of Control Class	42

FIGURE

Figure 2.1 Conceptual Framework.....	27
Figure 4.2 The Pre-Test Result Of Experiment Class.....	44
Figure 4.3 The Pre-Test Result Of Control Class	46
Figure 4.4 The Post-Test Result Of Experiment Class	49
Figure 4.5 The Post-Test Result Of Control Class.....	50

LIST OF APPENDIXES

- Appendixes 1 Pra-Survey Permit
- Appendixes 2 Pra-Survey Replay
- Appendixes 3 Thesis Guidance Letter
- Appendixes 4 Letter Of Assignment
- Appendixes 5 Research Permit
- Appendixes 6 Research Response Letter
- Appendixes 7 Thesis Guidance Consultation Card
- Appendixes 8 Syllabus
- Appendixes 9 Lesson Plans
- Appendixes 10 Reading Rubric
- Appendixes 11 Blue Print Of Reading Test
- Appendixes 12 Pre-Test Questions
- Appendixes 13 Post-Test Questions
- Appendixes 14 Blue Print Of Writing Test
- Appendixes 15 Table Of Profile SMPN 02 Metro
- Appendixes 16 Documentation Of Research Process
- Appendixes 17 Documentatio Sheet
- Appendixes 18 Free Certificate Of Head Of Study Program
- Appendixes 19 Library Free Certificate
- Appendixes 20 Plagiarism Pass
- Appendixes 21 Curriculum Vitae

CHAPTER I

INTRODUCTION

A. The Background Of The Study

Indonesia is one of the countries that declared English as a foreign language. Muriel explain “Foreign language is one not widely used in the learners’ immediate social context which might be used for future travel or other cross-cultural communication situation, or studied as a curricular requirement or elective in school, but with so immediate or necessary practical application”.¹ The proof, it could be known of the education in Indonesia that English is learned by the students as one of subjects at school from Elementary school until University. Moreover, English has become a constant curriculum of each education.

Reading is important in teaching and learning English, through reading the students can get some information and knowledge from the text that they read. In reading the students should know how to understand and comprehend the text because reading can influence their success in getting knowledge. In order to make the students comprehend the information of the text well, they can improve their reading skill at school.

Reading is a complex process in which the reader uses mental content to obtain the meaning from written materials. Reading skill become very

¹ Muriel Saville, Introduction Second Language Acquisition, New York: Cambridge University. 2019, P.4.

important in the education field, students need to be exercised and trained in order to have a complete reading skill. The data of the pre-survey related to students are presented in the following table:

Table 1.1

The Pre-Survey Data

The Score of Students' Reading of the nine grade of SMP N 02 Metro

No	Score	Frequency	Percentage
1.	≥ 75	21 Students	37,5%
2.	≤ 75	35 Students	62,5%
Total		56 Students	100%

(Source: Teacher's Document of Reading test result of the nine grade of SMP N 02 Metro)

Based on pra survey of the nine grade of students in SMP N 02 Metro the researcher found some problems. Researchers found several common problems in students' reading ability among 56 students.

The problems were: first the students are bored to read a text because it is not interesting. Second, the students have limited vocabulary so they are difficult to understand the reading text. Thirdly, the students are not able to find out the main idea of a paragraph or text.

Schema activation startegy is a way of reading where the readers are expected to use a strategy to activate their prior knowledge when the read an English text or passege Khemlani and lynne assert that the role of the reader and the knowledge they brings to bear on the text draw a great importance in

the reading process. Readers are expected to be accustomed with the text they read before they are going to understand and comprehend it.

Schema activation strategy is a strategy which focuses on activating students' background knowledge. The steps as follows: (1) building interest and attention, (2) assessing prior knowledge and 3 exploring keywords, (3) building connection between students' prior knowledge and the new material, and (4) comprehending the new material. Those all have to be implemented well in the teaching and learning process of reading, and it is expected to influence much on solve those problem stated previously and help to achieve the success of students' reading comprehension of English text.

This research will focus on Schema Activation Strategy in Narrative text to increase the students' literal comprehension at the nine grade students' of SMP N 02 Metro. Here means the students proficiency to understand narrative and answer the question about the text. It deals to identifying main idea and supporting details.

Considering the importance of schema for the success of understanding and comprehending an English text, the researcher was interested to conduct research which was able to influence students reading comprehension through schema activation strategy. Through schema activation strategy, the researcher hopes that the problems of teaching and learning reading in SMP N 02 Metro can be solved.

B. Problem Identification

Based on the background above, the research have identified several problems in this research, including:

1. Students do not interest in reading English text.
2. Students had low vocabularies.
3. They focused on the meaning of the words rather than the entire text.

C. The Limitation of the Problem

The research was only limited on how to influence students' reading comprehension by applying schema activation strategy.

D. The Formulation of the Problem

Based on the previous issues, the problem could be formulated as follows: "Is there any positive and significance influence of Schema Activation Strategy on reading comprehension of nine grade students of SMP N 02 Metro?"

E. Objectives Study

According to background of the study above, the objectives of the study is to know that Schema Activation Strategy can influence on reading comprehension of nine grade students of SMP N 02 Metro.

F. Benifit of the Study

The findings of this research were expected to be benefit for theoretical and practical developments.

1. Theoretically, the result of this research is expected to verify the previous theories dealing with teaching reading using schema activation strategy and to be used as a reference for further research.
2. Practically, the result of this research hopefully could inform the English teachers about the effectiveness of schema activation strategy can influence students' reading comprehension achievement.

G. Prior Research

Literature review is used as a comparison against existing research, both on the excess or shortage that existed before.

The differences between Muhamad Afif Fazri 's research and this research are conducted the research by classroom action research and the research still general. Though, my research uses quantitative research in conducting this research and my research more focus. It is about students' reading influence in narrative text.

Novelty on my research is schema activation strategy This has never been applied before in class. After I applied this strategy, it really influenced learning in class.

CHAPTER II

THEORICAL REVIEW

A. Reading and Reading Comprehension

1. The Definition of Reading

Snowling argues that reading is information-processing: transforming print to speech, or print to meaning.² Anyone who wants to succeed in reading a particular text, students should be able to catch the meaning conveyed through a bundle of words in the text.

Reading can be simply defined as making meaning from print and from visual information.³ However it is not as simple as what imagine. Reading is an active process that requires a great deal of practice and skill. It is a complex task which seems to go on inside people's heads. In order to be readers, learners must take their ability to pronounce words and to read pictures and then make the words and images mean something.

As reading is not a simple skill, it needs a complex act that involves the recognition and phonological decoding of visual patterns, their combination to access the meaning of individual words, and the integration of individual words into overall semantic patterns in a context

² Hoover, W.A., Tunmer, W.E. The Cognitive Foundations Of Reading Acquisition. In: The Cognitive Foundations Of Reading And Its Acquisition. Literacy Studies, 2020, Vol 20

³ Eric J. Paulson, Kenneth S. Scientific Realism In Studies Of Reading, Journal:Taylor & Francis Online, 2020, P. 24.

where these patterns have a particular importance and purpose. In simply way, reading process involves three activities.

Furthermore, Willis. adds that to understand how students learn to read, the teacher must first understand how the brain processes written information. The process of reading with comprehension appears to involve several essential and interrelated phases.⁴

- a) Information intake - focusing and attending to the pertinent environmental stimuli.
- b) Fluency and vocabulary - associating the words on the page with stored knowledge to bring meaning to the text.
- c) Patterning and networking - recognizing familiar patterns and encoding new information by linking it with prior knowledge.

Based on the statements above, Willis tries to associate reading with comprehension. He states that reading is comprehension itself and it needs some phases in the students' brain. The phases simply include: relating the text with the experience in the real world, understanding the words in the text by relating it with the knowledge that the students have in their head, and linking the new information in the text with the students' background knowledge.

Another view of reading categorized reading into three capacities or abilities: *reading as saying*, *reading as understanding*, and *reading as*

⁴ Willis, Juddy. Key Phrase Extraction For Generating Educational Question-Answer Pairs, Association For Computing Machinery: New York, NY, United States 2019, P.1-10.

(reflective) thinking.⁵ He, then, refers to these three fundamental competencies in the contemporary parlance of reading as *decoding*, *comprehension*, and *response*.

Still on the term *decoding* generally means converting printed language to spoken language whether it is understood or not, and whether it is converted to overt, oral speech or to covert, inner speech. In *decoding*, we produce the spoken analog of the printed language but not necessarily the thought analog.⁶ In a simply way, in decoding process, the readers only say the words in the text without necessarily understand it.

Next, *comprehension* means understanding something, getting its meaning. *Comprehension* involves producing a thought analog of printed language. Then the last is *response*. *Response* involves a personal reaction to what is read, the contemplation of the ideas and feelings evoked by the text, responding to the text both cognitively and affectively.

Based on the definitions above, it can be concluded that there were many steps done either by the reader's sensory perception or the reader's brain. In reading a particular text, firstly the readers use their sensory perception to identify the graphic display in the text, it can be the text itself or some pictures attached.

⁵ Sadoski, M., Lawrence, B. Abstract Vocabulary Development: Embodied Theory And Practice. *Educ Psychol Rev*, 2023. P.35.

⁶ L.B Daniels In Sadoski, *Conceptual Foundations Of Teaching Reading*, New York: The Guilford Press. 2004, P.59-72.

After that, the brain works. It starts to predict what the writer convey through the text. After that the readers match their prediction with the content of the text, this process is called as comprehension process. At the final stage of reading, the readers give the response to the text. It can be in the form of comment toward the writer's thought.

2. The Definition of Reading Comprehension

Reading comprehension is the process of matching Ideas readers find in text with writer's message expressed in the text. Argues that comprehension is the reconstruction of the author's message—the author constructs a message and encodes it in printed language, and the reader decodes the printed language and reconstructs the message.⁷ When all goes well, communication occurs— two minds with one thought and the implications of that thought. So, it is clear when the readers and the writer have the same thought, it means that the comprehension process is successful.

Who views comprehension as matching process between the writer's thought and the reader's thought, define comprehension as the identification of the intended meaning of written or spoken communication.⁸ Contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the

⁷ Sadoski, Mark. *Conceptual Foundations Of Teaching Reading*, New York: The Guilford Press.2004, P. 67.

⁸ Richards, J. C. And Richard Schmidt. *Longman Dictionary Of Language Teaching And Applied Linguistics*, London: Pearson Education Limited. 2002, P. 99.

message as well as background knowledge, information from the context and from the listener's and speaker's purposes or intentions.

In comprehending a text, the readers' background knowledge has a great role. Comprehension may be regarded as relating aspects of the world around us— including what we read—to the knowledge, intentions, and expectations we already have in our head.⁹ In addition, in comprehending a particular text, actually, there are two activities done by the reader. Those activities are recognizing the component of the text and understanding it.

More specifically, states that reading comprehension is the end game of learning to read and necessarily involves everything that comes before it: a complete vocabulary and complete oral comprehension skills, plus accurate and fluent decoding skills.¹⁰ Based on Mc Guinness, reading comprehension is the main purpose of reading process. The reader needs to have some requisites in order to comprehend a text well. The reader must have adequate vocabulary and reading comprehension skills, like scanning and skimming. These will be used by the reader to comprehend a text easily.

⁹ Kufakunesu Zano. Reading Comprehension Strategies Of The Efal Learners In The Fet Phase: Teacher Perspectives, *Journal Of Social Sciences And Humanities*. 2020, Vol.17.

¹⁰ Washburn, J. Reviewing Evidence On The Relations Between Oral Reading Fluency And Reading Comprehension For Adolescents. *Journal Of Learning Disabilities*, 2022, Vol. 55(1), P. 22-42.

Furthermore, classify reading comprehension based on the reader's purposes in reading and the type of reading used, those are¹¹:

- a. *Literal comprehension*: reading in order to understand, remember, or recall the information explicitly contained in a passage.
- b. *Inferential comprehension*: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring
- c. *Critical or evaluative comprehension*: reading in order to compare information in a passage with the reader's own knowledge and values
- d. *Appreciative comprehension*: reading in order to gain an emotional or other kind of valued response from a passage.

To sum up, reading is an activity done by the reader which involves psycholinguistic process aimed at understanding what the writer says through a written text. The readers who are able to synchronize their understanding with the writer's can be called as a successful reader. Comprehending a text is more important rather than understanding the meaning of each word in the text. However, comprehending an English text is not as easy as what imagine. It needs particular strategies that the second language learners should master.

¹¹ Cristina De-La-Peña, María Jesús Luque-Rojas, Levels Of Reading Comprehension In Higher Education: Systematic Review And Meta-Analysis, Frontiers In Psychologylimited. 2021, Vol.12

3. The Indicator Of Reading Comprehension

Indicators of reading comprehension can be related to

- a. Reading difficulties, such as the inability to decode words, follow instructions, or remember details of what they've read
- b. Reading interest, such as the fondness, awareness, benefit, frequency, quantity, pleasure, willingness, consciousness, and attention of reading
- c. Reading skills, such as the word recognition, expression, writing, listening, and language comprehension of the reader

A "rubric" is a structured format for evaluating some performance. Rubrics assist teachers in looking at students' talking about or writing about reading, as well as at the ways students use what they read.¹² There are many different ways to structure reading rubrics depending on what is to be evaluated. For example, a holistic rubric for evaluating how well student read to answer a question might look like the North Carolina Rubric developed by the faculty at Norwood Park School in Chicago is used to evaluate student reading logs. Many other state/provincial and local standards.

¹² Andrade, Heidi, And Ying Du. "Student Perspectives On Rubric-Referenced Assessment." Practical Assessment, Research, And Evaluation 10.1, 2019, P.3.

Table 1.2
Rubric Of Reading Comprehension

Criteria	4	3	2	1
Success Criteria Prediction	Student is able to anticipate almost all upcoming events in the text.	Student is able to anticipate most upcoming events in the text	Student is able to anticipate some upcoming events in the text	Student is able to anticipate few upcoming events in the text
Personal Response	Student Independently reacts to text content or characters in complete ways	Student reacts to text content or character in developed ways or with few teacher prompts.	Student reacts to text content or character in some ways or with some teacher prompts	Student reacts to text content or characters in limited ways or with teacher prompts
Self-Monitoring	Student almost always stops reading when comprehension is uncertain, or understanding is minimal.	Student usually stops reading when comprehension is uncertain. of understanding is minimal	Student sometimes stops reading when comprehension is uncertain, or understanding is minimal.	Student keeps reading when comprehension is uncertain, or understanding is minimal.
Story Retell	Student is able to retell and summarize all major events during or after reading	Student is able to retell and summarize most major events during or after reading	Student is able to retell and summarize some major events during or after reading	Student is able to retell and summarize major events during or after reading in limited ways or with teacher prompts

(Source: Camille Blachowicz and Donna Ogle. *Reading comprehension strategies for independent learners*, P 88)

B. Activating Schema

1. The Definition of Schema

Defines schema as a general idea about a set of similar or related concepts. For example, the schema the readers have for “Elephant”

consists of all the experiences they have ever had or learned about connected with Elephant.¹³

When the readers are confronted with a situation which they identify as a Elephant (or Elephant – like), the connection in their Elephant‘ schema apply, and they know what to expect and how to behave.

A schema (plural schemata) is a hypothetical mental structure for representing generic concepts stored in memory. It’s a sort of framework, or plan, or script. Schemata are created through experience with people, objects, and events in the world. It can be seen as the organized background knowledge, which leads us to expect or predict aspects in our interpretation of discourse.

Then classify schema into two types, those are; content schema and formal schema. Content schema refers to background knowledge about the content of a text, depending on whether it is a text about earthquake, economy, art or cooking.¹⁴ Furthermore, formal schema is knowledge about the formal, theoretical, organizational structure of different kinds of texts, such as whether the text is a simple story, a scientific text, a news report, etc. Knowledge of both types of schemata influence how a reader understands a text.

¹³ Mallery, David Michael. "The Ontopolitics Of Complexity: Toward Agonistic Democracy And Ecological Political Economy." 2023, P. 22.

¹⁴ Richards, J. C. And Richard Schmidt., Longman Dictionary Of Language Teaching And Applied Linguistics, London: Pearson Education Limited. 2002, P. 115.

In addition, also states that content schemata includes what we know about people, the world, culture, and the universe, while formal schemata consists of our knowledge about discourse structure.¹⁵ Gives a clearer definition about content schema. Content schema refers to the familiarity of the subject matter of the text.¹⁶ It includes an understanding of the topic of the text and the cultural specific elements needed to interpret it. Content schema is part of the individual's cultural orientation, and since culture affects all aspects of life, it certainly has a major impact on all elements of reading. Some of these elements include things such as what types of text people read? What is the purpose of reading? How reading is perceived? How readers of a text view themselves in relation to the writer of the text? Superior? Inferior? Active participants? Passive participant? What is the level of textual engagement people expect? What is the value of the spoken word in relation to the written word? And what topics are worthy of reading?

It is obvious that the readers should have content schemata in order to comprehend the text effectively. Based on the definitions above, content schema can be summarized as anything the readers know about the topic being discussed in the text. The more the readers know the topic of the text, the more they have content schema, so the more they easily comprehend the text. So, giving the students interesting and familiar

¹⁵ Hidayatullah, Rizky, Et Al. "Schema Activation Strategy In Reading Comprehension To Improve Student's Interest." *Jurnal Penelitian Ilmu Pendidikan* 12.2, 2019, P. 147-154.

¹⁶ Holi, A. L. I., Qasim Al Washahi, And Awad Ahmed Alhassan. "Unpacking The Challenges And Accommodation Strategies Of Omani English-Major Students On IELTS Academic Reading Tests." *Journal Of Language And Linguistic Studies* 16.3, 2020, P 1621-1636.

topic is an essential thing that the teacher should consider in teaching learning process of reading.

2. Schema Theory and Reading Comprehension

Schema theory is a theory of how knowledge is acquired, processed, and retrieved. Schema is the technical term used by cognitive scientists to describe how people process, organize, and store information in their heads. According to schema theory, comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's own knowledge.¹⁷

Also points out that schema theory is a theory in comprehending an English text in which the reader brings information, knowledge, emotion, experience, and culture - that is, schemata (plural) - to the printed word. The characteristic of schema theory, with regards to reading, is that a text does not carry meaning by itself.¹⁸ The reader brings information, knowledge, emotion, and culture – that is schemata, to the printed words.

According to Anderson in under certain conditions context-reliant reading is effective and accurate, especially when the reader possesses background knowledge and has a schema for the material. It means that when the students posses enough background knowledge or schema

¹⁷ Tavares Dacosta, Pedro, And Yerni Herrera Gutierrez. "Level Of Reading Comprehension Of Dominican EFL College Students." Online Submission, 2020, P 32.

¹⁸ Malmir, Ali, And Nasrin Vosooghi. "Resilience And Reflectivity As Predictors Of L2 Reading Comprehension: A Case Of Iranian EFL Learners." *Jordan Journal Of Modern Languages And Literatures (JJMLL)* 15.2 (2023): 425-446.

about the text being discussed, they will effectively comprehend the text.¹⁹

Believes that comprehension is the process of selecting the schema illustrating input information and variable constraints.²⁰ Reading comprehension is first of all inputting some amount of information and then searching for the schemata illustrating the information. Comprehension is generated when such schemata are found or some schemata are specified or slots are filled.

Based on the schema theory, the closer the match between the reader's schema and the text, the more comprehension occurs. Comprehension of any kinds depends on knowledge, that is, relating what we do not know (new information) to what we already know, which is not a random collection of facts but a theory of the world. In other words, our understanding of a text depends on how much related schema we, as readers, possess while reading.²¹

To sum up, in reading comprehension, it cannot be denied that schema or students' background knowledge give a big contribution for the success in comprehending an English text. The more schema the students have about the text, the more effective they comprehend the text. Considering the importance of activating students' background

¹⁹ Eliata, Ni Made Andreiya, And Fauzi Miftakh. "Emphasizing Text Structure Strategy Instruction To Scaffold 11th Grade Students' Reading Comprehension." *Journal Of Languages And Language Teaching* 9.4 (2021): 411-421

²⁰ Johnson, Bryan A., Et Al. "Nucleocapsid Mutations In SARS-Cov-2 Augment Replication And Pathogenesis." *Plos Pathogens* 18.6, 2022, P. 68.

²¹ Alotaibi, Ahmed M. "Reading Difficulties Among EFL Learners In Saudi Arabia." *Online Submission*, 2022, P.10.

knowledge, the teacher should be able to conduct some strategies which are able to recall and relate students' background knowledge with the text given.

3. Schema Activation Strategy

In helping readers build schemas for the success of comprehending an English text, suggest that readers make three types of connection: text-to-self, text-to-text, and text-to-world.²²

1) Text to self connection

Text to self connections require that educators know the children in their care and be familiar with students' home lives and local communities.²³ When modeling text-to-self connections, educators can use think-aloud questioning to share their thinking processes. Posing and answering questions can be an effective vehicle for making comprehension through background knowledge accessible to students. These sample questions center on three areas of text-to-self connection: feelings, experiences, and ideas:

- a) Have you ever felt like the character(s) in this story? Describe what happened and how you felt.
- b) Have you had a similar experience? Compare your experience to that of the character(s).

²² Benghezala, Ahmed. "Investigating Reading Comprehension Difficulties Using Third Year Middle School Coursebook: The Case Of Third Year Middle Schools Learners In Sidi Khaled, Biskra." 2020, P. 43.

²³ Hidayatullah, Rizky, Et Al. "Schema Activation Strategy In Reading Comprehension To Improve Student's Interest." *Jurnal Penelitian Ilmu Pendidikan* 12.2, 2019, P. 147-154..

- c) Have you heard or read this information before? What does this information mean to you?
- d) How does connecting a story or information to your own life experiences help you better understand it?

2) Text to text connection

When educators make effective connections between children's home and school lives, and as children build their school-based background knowledge, learners can be guided to make connections between texts. In a broad sense, a text can be any communication from which a person makes meaning. This includes all forms of paper-based documents as well as oral communication, visual images, and electronic resources.²⁴

The following sample questions center on making text-to-text connections. They can be used to guide educators' and students' thinking as they model and practice this strategy:

- a) Have you ever read another text or seen a movie in which the characters have feelings or experiences similar to the ones in this story? Describe how they are the same. In giving these questions to the students, the teacher may use picture media to give prompts to the students in answering the questions.

²⁴ Hidayatullah, Rizky, Et Al. "Schema Activation Strategy In Reading Comprehension To Improve Student's Interest." *Jurnal Penelitian Ilmu Pendidikan* 12.2, 2019, P. 147-154.

- b) Have you ever read another book or seen a movie in which a story element (setting, plot, conflict, theme, or style) is similar to the one in this story? Describe how they are the same.
- c) Have you read another text or seen a movie in which the writer used language or text structure similar to that in this story? Describe how these texts are similar.
- d) How does making connections to familiar texts help you comprehend the new text?

3) Text to world connections

With text-to-world connections, readers stretch their thinking beyond the particulars of what they read, hear, and view to connect story themes with larger life issues. These topics often include social and political problems related to historical or current events.²⁵

These are some questions that can be used to guide educators' or students' thinking as they practice making text-to-world connections:

- a) What do you think the author's message or purpose was in writing this story or presenting this information?
- b) Did the author suggest a message that connects with bigger ideas about the way things are in the world? What do you already know about these issues?
- c) What do you think was the author's opinion or perspective on the big ideas in his text? Do you agree? Why or why not?

²⁵ Hidayatullah, Rizky, Et Al. "Schema Activation Strategy In Reading Comprehension To Improve Student's Interest." *Jurnal Penelitian Ilmu Pendidikan* 12.2, 2019, P. 147-154.

d) How does making connections to larger issues help you comprehend this text?

Issa argues that for teaching reading comprehension, pre reading phase is the most important phase for building background knowledge in which the instructor has the opportunity to use pictures, slides, movies, games and other such devices to activate and build upon the students' schema.²⁶ In this phase, students might also be asked to write about their knowledge of the subject and, after writing, discuss their knowledge with other students.

Furthermore, clarifies that schemata are activated in one of two ways:

1. New information from the outside world can be cognitively received and related to already known information stored in memory through retrieval or remembering. In this case, new concepts are assimilated into existing schemata which can be altered or expanded and,
2. New information can be represented by new mental structures. In this case, in absence of already existing schemata, new knowledge builds up new schemata.²⁷

In addition, suggests two ways to activate the students' schemata. The first, he calls as *Free Voluntary Reading*, is to have the

²⁶ Khatooni, Kousha, And Shiva Khatoony. "The Impacts Of Using Schema Awareness On ESP Learners' Self-Esteem And Attitudes; The Case Study Of Using Schema Awareness In Technical English For Civil Engineering Students, 2019, Vol.1, P: 125 - 144

²⁷ Ajideh, Parviz, Schema Theory – Based Pre – Reading Tasks: A Neglected Essential In The ESL Reading Class, The Reading Matrix. Vol III No I. 2003, P. 5.

students select and read texts that are of interest to them, with no need to worry about accountability.²⁸ In other words, reading itself will help build the familiarity necessary to read more advanced books. His second suggestion is to have them read in their first language so as to build up the knowledge base necessary to understand the material in the second language. A student, for example, who has no familiarity with the subject of computers will have trouble understanding a book about computers in the target language (and may, through lack of familiarity with the subject matter, even have trouble understanding it in his/her first language). If, on the other hand, this same student has read a lot about computers in his/her first language, then, since the material would be familiar, the selection in the target language would be easier to understand. So, based on Krashen, first language reading also influence students' comprehension in foreign language reading. However, the theme or subject in both text should be same.

Specifically, proposes the experience-textrelationship (ETR) method to activate students' schema.²⁹ it consists of:

- a) First, students expressing their own experience of knowledge about the topic prior to reading.
- b) After the students have adequately shared their knowledge, the text becomes the focus of the class. During this segment of the

²⁸ Al- Issa, Ahmad, "Schema Theory And L2 Reading Comprehension: Implications Or Teaching, Journal Of College Teaching And Learning. 7. III. 2006, P. 45.

²⁹ Ajideh, Parviz, Schema Theory – Based Pre – Reading Tasks: A Neglecte Dessential In The ESL Reading Class, The Reading Matrix. Vol III No I. 2003, P.7.

lesson, the teacher asks the students to read short sections of the text and then questions about the content. The teacher must be sensitive to those text areas that could elicit misunderstandings and work through any difficulties that the students may have.

- c) In the final stage, the teacher aids the students to draw relationships between personal experiences and the material discussed in the text stage. This provides an opportunity for each student to make comparisons and contrasts with what they already know and to accommodate the new information into their preexisting schemata. Through this process, students' schemata become redefined and extended. The teacher has the responsibility of leading the students to the appropriate answers without giving them too much information, so the task becomes one of self-discovery and integration.

More clearly, Willis (2008: 129) also gives a set of strategies to activate prior knowledge as follows:

- a) Activate students' background knowledge through discussions about interesting topics that will be included in the text before they read it.
- b) Let students who already know something about the topic or author share their experiences and insights with classmates so these student experts feel engaged and their enthusiasm builds interest among their classmates.

- c) Continue to activate prior knowledge even after the book is started to sustain student goal-based and motivated reading. Use prereading sessions that include questions and prompts.³⁰

Previous reading of summary can also be used as a way to activate prior knowledge schemas about the incoming text.³¹ However, previous reading of summary may have a positive and a negative effect. The positive effect lies in the fact that the presence of a summary before reading a text increases the predictability of its content by activating world knowledge schemas. In other words, if the text organizational structure is known to the reader by means of the summary, the reader can retrieve a schema to make predictions about what will happen next in the text. The activation of previous knowledge will reduce computational demands because the reader will not have to activate all the possible interpretations about the incoming text. However, on the negative side, schema activation by the summary will impose both working memory demands and processing time costs since the summary has to be processed and maintained in working memory.

Auerbach and Paxton point out some strategies that the teacher may apply in pre reading phase. Those strategies are: accessing prior knowledge, writing your way into reading (writing about your experience

³⁰ Spagnoli, Dino, Et Al. "Designing Online Pre-Laboratory Activities For Chemistry Undergraduate Laboratories." *Teaching Chemistry In Higher Education: A Festschrift In Honour Of Professor Tina Overton*. Creathach Press, 2019. P. 315-32

³¹ Macizo, Pedro And Teresa Bajo, Schema Activation In Translation And Reading: A Paradoxical Effect, *Journal Of Psychology*. 2009, P. 62.

related to the topic), asking questions based on the title, semantic mapping, making predictions based on previewing, identifying the text structure, skimming for general idea, reading the introduction and conclusion, and writing a summary of the article based on previewing.³²

However, Auerbach and Paxton only suggest three points as a complete indication of schema-theory-based pre-reading tasks/strategies, those are:

- a) Accessing prior knowledge,
- b) Writing your way into reading (writing about your experience related to the topic),
- c) Asking questions based on the title In relation to the media which can be used to support schema activation strategy, Willis (2008: 130) proposes the importance of picture in helping students to activate their prior knowledge.

He states that before reading a text that will offer an achievable comprehension challenge, all students, and especially global learners, benefit from some preview of the big picture. This can serve to prompt prior knowledge, stimulate personal interest, demonstrate real world value to the reading, and guide students to develop personal goals that will keep them connected to the content of what they read so the information will go from working memory to long-term memory.

³² Ajideh, Parviz, Schema Theory – Based Pre – Reading Tasks: A Neglected Essential In The ESL Reading Class”, The Reading Matrix. Vol III No I. 2003, P. 8.

To sum up, it is clear that building schema is best done in the pre – reading phase. There are many ways that the teacher can do to activate students' schemata, such as asking the students to select and read texts that are of interest to them, asking the students to read related text in their first language, employing text to self connection, text to text connection , and text to word connection, conducting discussion related to the topic prior reading, and asking students to do previous reading of summary. There are also many media that can be used in activating students' schema, such as using pictures, slides, movies, games, and semantic mapping.

C. Conceptual Framework

Based on review of related above, the researcher designed conceptual framework as follow:

D. Hypothesis

Hypotheses may be precisely defined as a tentative proposition suggested as a solution to a problem or as an criterion of some phenomenon.

The researcher formulates the hypotheses as follows:

Ha : There is positive influence of Schema Activation Strategy on reading comprehension of ten grade students of SMP N 02 Metro.

Ho : There is no positive influence of Schema Activation Strategy on reading comprehension of ten grade students of SMP N 02 Metro.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design is a quasi-experimental design carried, with the design of the 9.2 grade experimental class consisting of 28 students and the 9.3 grade control class consisting of 28 students. In this study, the t-test was used to test the difference in the significance of students' reading comprehension before and after treatment. The diagram will give below:

Where :

Ha X Ho

Ha : Experimental class

X : Treatment

Ho : Control class

B. The Operational Definition of Variables

There are two variable in this research, namely independent variable and dependent variable.

1. Dependent variable of this research is Reading Comprehension. Where, reading comprehension is the process where the reader tries to recreate the meanings intended by the writer.
2. Independent variable of this research is Schema Activation Strategy. It is a strategy of how readers use prior knowledge to comprehend the text

with an interactive process between the readers background knowledge and the text.

C. Population, sample and Sampling Technique

1. Population

The population is defined meaning that the researcher can obtain a representative sample through random sampling.³³ The population of this study will be all students of class IX SMP N 02 Metro consisting 224 students.

2. Sample

Sample is a part of the research population that is selected to represent the research population.³⁴ This research is a pre-experimental research. Therefore, the sample in this study will be the single class of class IX.2 and IX.3 SMP N 02 Metro consisting 56 students.

3. Simple Random Sampling

Simple random sampling is an extensively used sampling method in scientific research. Simple random sampling is selected for populations which are highly homogenous where the members of the research are randomly selected to participate in the research³⁵

³³ Geoffrey Marczyk, David Dematteo, And David Festinger, *Essentials Of Research Design And Methodology*, Canada: John Wiley & Sons, Inc. All Rights Reserved. 2005, P. 70.

³⁴ Rajit Kumar, *Research Methodology A Step-By-Step Guide For Beginners*, London: This Third Edition Published. 2011, P. 22.

³⁵ Bhardwaj , *Types Of Sampling In Research*, *Journal Of The Practice Of Cardiovascular Sciences* 2019, P. 5.

D. Data collecting technique

In the collecting procedure, there are three steps that have to follow in this research:

1. Observation

An important component in any scientific investigation is observation. In the context of science, observation means much more than observing the world around us to come up with ideas for research. This strategy is expected to be useful for obtaining information about the learning process, the facilities there and others. In this study the participant is class nine students of SMPN 02 Metro.

2. Test

Test is the tool used for assessment most commonly used in education.³⁶ The pre-experiment test is only found in 1 experimental class. Before the test questions are used, the researcher will test the validity and reliability of the test items.

There are two tests that will be used in this study as follow:

a. Pre-test

Prior to treatment, a pre-test will be given to measure students' reading skill. The pre-test is in the form of a reading test in the form of multiple choice test where students are presented with a text and several question.

³⁶ Dickson Adom, Jephthar Adu Mensah And Dennis Atsu Dake, "Test Measurement And Evaluation: Understanding And Use Of The Concepts In Education", International Journal Of Evaluation And Research In Education No.1/March 2020, P. 3.

b. Post-test

After giving the treatment, the researcher will administer a post-test to find out the result of treatment whether the use of schema activation technique is effective or not to find out the effect of students' reading.

3. Documentation

Documentation will help the uses of the research to understand the boundaries of deviance in the tern of any wider conclusion that can be drawn. The researcher uses this method to get the data about:

- a. The history of SMP N 02 Metro
- b. The condition of teacher and officials SMP N 02 Metro.
- c. The quantity of the students in SMP N 02 Metro
- d. Organization structure of SMP N 02 Metro

E. Research Instrument

Research instruments in this study were held tes. The authors used pre-test before treatment as a control instrument and post-test after treatment as experimental. Research on reading comprehension in conversion texts. So, the research instrument used in this study is in the form of a reading test and answering questions consisting of 10 questions.

F. Data Analysis Techniqu

Data analysis technique is a method used to classify data according to the problem raised to make it easier to understand. Meanwhile, data analysis

in quantitative research aims to provide categories, systematize, and produce meaning and find out what is the center of research.

1. Test requirements analysis

Prerequisite analysis test is a test performed before carrying out the hypothesis test. The analysis prerequisite tests carried out in this study included the normality test and homogeneity test

a. Normality test

The normality test aims to determine whether the data from the residual values of the two variables are normally distributed or not. The method used to test the normality of the data in this study is by using the Lilliefors test in the IBM SPSS Statistics 22 application program, with the criterion if the Asymp.Sig. (2-tailed) is greater than 0.05, namely $p > 0.05$, then the data is declared normally distributed. The Lilliefors normality test steps are as follows:

- 1) Enter data in Data View.
- 2) Click Analyze, then select Descriptive Statistics then select Explore.
- 3) Enter the variable to be tested for normality in the Explore window.
- 4) Then click Plots, then in the Boxpot box select Factor levels together, in the Descriptive box select Stem-and-leaf and Histogram, then select Normality plots with tests, in the Spread vs Level with Levene Test box select None, then click Continue.

5) Finally click OK.

b. Homogeneity test

Homogeneity test is a test of whether the variances of two or more distributions are the same. The homogeneity test aims to test whether the variance of the group average in variable X and variable Y is homogeneous or not. The homogeneity test formula in this study uses the Levene Test in the IBM SPSS Statistics 22 application program. Homogeneity test was conducted to find out whether two or more groups 44 of sample data from populations have the same variance with a significance level greater than 0.05 ($p > 0.05$). The following are the Levene Test homogeneity test steps:

- 1) Enter data in Data View.
- 2) Then click Analyze, select Compare Means then select One-Way ANOVA.
- 3) Enter the variable being tested (dependent variable) in the Dependent List box. Then enter the variables that will differentiate the groups (independent variables) in the Factor box.
- 4) Click Options, then in the Statistics box select Homogeneity of variance test. Then click Continue.
- 5) Finally click OK.

2. Data Analysis Test

To investigate whether the effect of Schema Activation Strategy on Reading Comprehension at the nine grade of SMPN 02 Metro. The researcher apply inferential statistic to find out the significant different between post-test in experimental group and post-test in control group.

The formula as follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n} + \frac{S_2^2}{n}}}$$

Notes:

□1 = Mean score of experimental group

□2 = Mean score of control group

s1 = Standar deviation of experimental group

s2 = Standar deviation of contol group

s1 2 = Varians of experimental group

s2 2 = Varians of control group

N = The total of sample

In addition, in testing the effects of an variable to another variable SPSS (statistical package for the social science) is outer native way to computer the effect. In this case, in investigating the effect variable x to variable y in pre-experimental study the researcher will use SPSS applications. t-test is use to compare the means of the same participants

in two conditions or at two points in time by using the following steps

SPSS:

1. Opening SPSS applications for windows
2. Loading the excel file with all the data.
3. Opening Show data view.
4. Copying the grades of pre-test and post-test in the data view
5. Opening variable view by changing VAR. 1 to be pre-test and VAR-2 to be post-test.
6. Editing label VAR.1 to be pre-test and VAR.2 to be post-test.
7. Selecting analyze, compare means, independent sample T-Test.
8. Moving pre-test and post-test to the right
9. Selecting OK.

Independent Sample T-Test Guidelines;

- a. If the probability or Sig. $< \alpha$ (0.005), then the null hypothesis(H_0) is rejected.
- b. If the probability or Sig. α (0.05), then the alternative hypothesis (H_a) is accepted.

CHAPTER IV
RESULT AND DISCUSSION

A. Research Result

1. History at SMPN 02 Metro

SMP Negeri 2 Metro is one of the state junior high schools in Lampung Province, Indonesia. The following is the school's identity profile:

1. School Name : SMP Negeri 2 Metro
2. Accreditation Status : A
3. NPSN : 10807602
4. NSS : 201120904002
5. School Address
 - a. Road : Jl. Ki Hajar Dewantara 91/15A
 - b. Village : Iringmulyo
 - c. District : East Metro
 - d. Regency/City : Metro City
 - e. Province : Lampung
 - f. No. Telephone : (0725) 41016 / Fax. 0725-41016
 - g. Postal Code : 34112
6. No. Decree on Establishment of Operational Permit: No. 0364/O/1977
7. Ownership Status : Regional Government
8. NPWP : -

9. Land area : 7,850 M2

10. Building area : 2,753 M2

SMP Negeri 2 Metro was originally a filial school of SMP Negeri 1 Metro which became a definitive state school with the Decree of the Minister of Education and Culture of the Republic of Indonesia Number: 0364/O/1977, dated 25 August 1977. This school is one of the leading schools in the community of Metro City .

In 2007 SMP Negeri 2 Metro was verified as the organizer of the National Standard School Pilot (SSN) based on the Decree of the Director of SMP Development, Directorate General of National Education Management Number: 818a/C3/KEP/2007, April 24 2007, this provided motivation and enthusiasm new for all school members to be more active in efforts to improve quality, learning innovation and school achievement.

Since becoming the SSN organizer, SMP Negeri 2 Metro has implemented an emphasis on school activity programs that refer to the fulfillment of eight standards as mandated by Government Regulation Number: 19 of 2005 concerning National Education Standards (SNP), including standards for content, process, competency of graduates, educators and staff. education, management, infrastructure, financing, and assessment standards. Quantitatively, to see the development of SSN, it can be seen from the development of several indicators, including:

1. SKL and Content development trends,

2. HR preparation,
3. Completeness of facilities and infrastructure,
4. Process and assessment standards,
5. Management standards, and
6. Financing standards.

2. The Description Of Research Result

The Result of this research deal with students' score of pre-test and post-test, the frequency and rate percentage of the students' scores and hypothesis testing of the paired samples The result of the data findings found that teaching reading by using schema. In the further interpretation of data analysis were given below. For the data see in Appendict, To describe the result of this research, the researcher explained the following parts :

a. Analysis of Research Instrument Trial Results

1. Validity result

Table 4.4

The Validity Result

		Scp	Mi	Sm	Sr	Total
Success criterfa prediction	Pearson Correlation	1	.679**	.806**	.767**	.872**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	25	25	25	25	25
Main idea	Pearson Correlation	.679**	1	.695**	.759**	.890**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	25	25	25	25	25
Self- monitoring	Pearson Correlation	.806**	.695**	1	.928**	.915**
	Sig. (2-tailed)	.000	.000		.000	.000

	N	25	25	25	25	25
Story retell	Pearson Correlation	.767**	.759**	.928**	1	.950**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	25	25	25	25	25
Total	Pearson Correlation	.872**	.890**	.915**	.950**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	25	25	25	25	25
** . Correlation is significant at the 0.01 level (2-tailed).						
* . Correlation is significant at the 0.05 level (2-tailed).						

Based on the table it can be seen that the results of the validity test are all variables greater than r table 0.396, namely r observed > 0.396 . So, it can be said that the results of the validity test calculation above, the statement variables are all valid. Thus, all of these items can be used for actual data collection.

2. Reliability Test

Table 4.5

The Reliability result

Cronbach's Alpha	N of Items
.932	4

Based on the table it can be seen that the reliability test results are greater than the r table of 0.396, namely r observed > 0.396 . So, it can be said that the results of the reliability test calculations above are in the moderately reliable category so that

the indicators in this study are said to be reliable. The benchmark level of reliability is presented in the following table:

Table 4.6
Classification Coefficient of Reliability

r Value	Level of confidence
0.00- 0.199	Very low
0.20-0.399	Low
0.40-0.599	Currently
0.60 -0.966	Tall
0.80-1.00	Very high

Based on the table, it can be concluded that the indicators in this study are said to be reliable with a very high category.

B. Pre- Test Result

The researcher conducted a Pre-test on september 12 th, 2023 by giving reading test to the nine graders in SMPN 02 Metro. The type of reading test is composition text in the form of narative text in English. In the the pre-test process, the researcher asked the students to answer the questions of reading test in order to know to their reading comprehension.

Figure 4.2
The Pre-Test Result Of Experiment Class

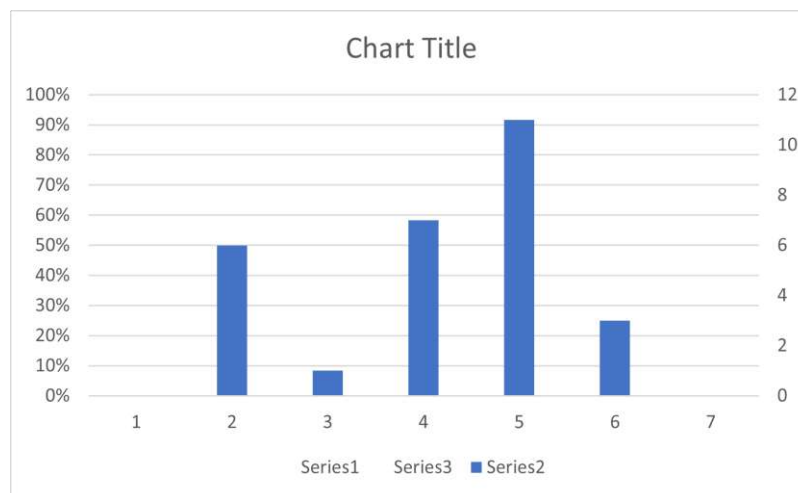
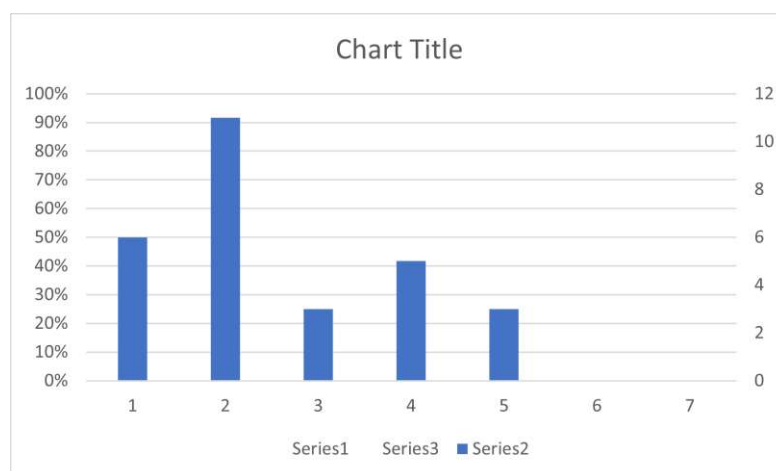


Figure 4.3
The Pre-Test Result Of Control Class



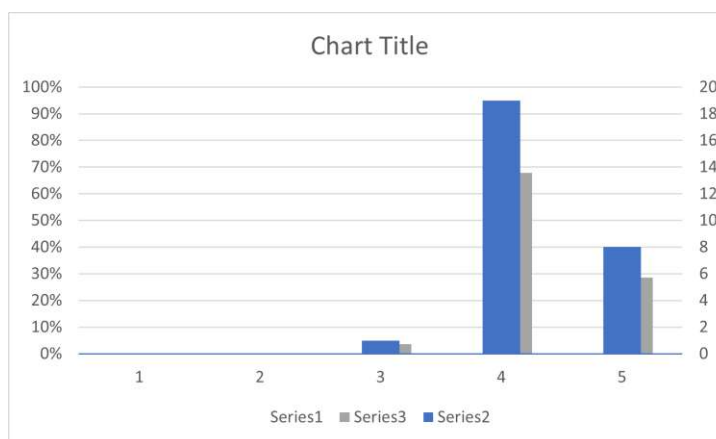
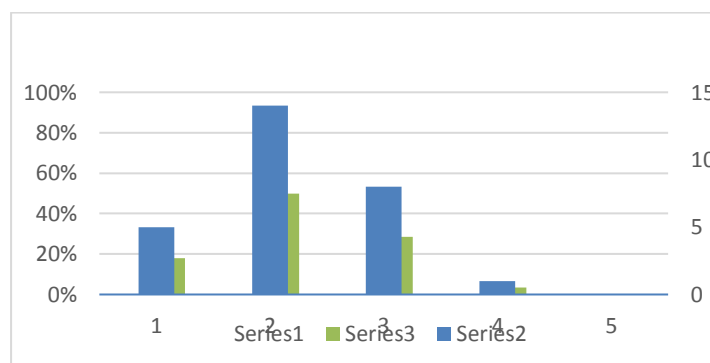
Based on the result of pre-test above, it was investigated that the average grade in experimental class is 62,6 and the average grade in control class is 45,7. It shows the students' reading before the treatment. To follow up the pre-test, the researcher had done the teaching treatment using Schema Activation Strategy.

C. Treatment by Using schema activation Strategy

In this research, the researcher conducted the treatment by applying schema activationStrategy in the process of the research. In do the treatment, the research did it in 3 meetings. For the first meeting, this research was conducted on september 12th, 2023. Then the second research was conducted on september 13th, 2023 and the third research was conducted on september 14th, 2023. It was also carried out directly by researcher who were directly at SMPN 02 Metro to the nine grade to carry out treatment with schema activation Strategy.

D. Post- Test Result

The researcher conducted a Post-test on september 14th, reading test to the nine graders in SMPN 02 Metro. The type of reading test is composition text in the form of narrative text in English. In the the post-test process, the researcher asked the students to answer the questions of reading test in order to know to their reading comprehension. The post-test results are illustrated in the following table:

Figure 4.4**The Post-Test Result Of Experiment Class****Figure 4.5****The Post-Test Result Of Control Class**

Based on the result of post-test above, it was investigated that the average grade in experimental class is 84 and the average grade in control class is 65. It shows the students' writing ability after the treatment. After getting the complete data, the researcher investigated the effect of schema activation Strategy reading comprehension by using SPSS

E. Analysis Requirements Test Results

1. Normality Result

Table 4.7

The Normality Result

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
kelas 9.3	.153	28	,200*	.956	28	.278
kelas 9.2	.163	28	,200*	.931	28	.064

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, it is shown that the data is normally distributed with a significance level of more than 0.05

2. Homogeneity Test

Table 4.8

Test of Homogeneity of Variances

Levene			
Statistic	df1	df2	Sig.
3.461	1	54	.068

Based on the table it can be seen that the results of the homogeneity test were 0.068 which means greater than 0.05, namely $p = 0.68 > 0.05$.

So, it can be said that both variables are homogeneous.

F. Testing of Hypotesis

In testing of hypothesis of this research, the researcher refers to two hypothesis, as follow:

1. Ha : There is positive and significant of using Schema Activation Strategy can influence the students' reading comprehension and at the nine Grade Students of SMPN 02 Metro.
2. Ho: There is no positive and significant effect of using Schema Activation Strategy can influence the students' reading comprehension and at the nine Grade Students of SMPN 02 Metro.

This is the statistical hypothesis:

1. If the sign.2-tailed is lower than 0.05 and t-value is higher than f-table, so the null hypotesis (Ho) is rejected, and alternative hypotesis (Ha) is 61 accepted. While, if sig.2-tailed is higher than 0.05 and t-value is lower than f-table, so the null hypostesis (Ho) is accepted and alternative hypotesis (Ha) is rejected.
2. If mean score in experimental and control group to be compared. If the mean score in experimental group is higher than the mean score in control group, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. While, if the mean score in experimental group is lower than the mean score in control group, so the null hypothesis (Ha) is accepted and the alternative hypothesis (Ha) is rejected.

After performing a series of SPSS calculations in variable X (Schema Activation Strategy) tests to variable Y (reading comprehension), the researcher obtained the results described as follows

Table 4.9

The SPSS Computation Result about the Effect
of schema activation strategy

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
hasil post test	3.461	.068	12.389	54	.000	19.536	1.577	16.374	22.697	
Equal variances assumed										
Equal variances not assumed			12.389	46.748	.000	19.536	1.577	16.363	22.708	

Based on the SPSS result, it is clear that if the probability or $\text{Sig.} > \alpha$ (0.05), the alternative hypothesis (H_a) is accepted. It means that there is a positive and significant effect of variable X on variable Y. In other words, H_a is accepted and H_o is rejected. Therefore, it is concluded that this research successfully proves that there is a positive and significant effect of Schema Activation Strategy on Reading Comprehension.

In addition, the table above illustrated that t observed was 12.389 with degree of freedom was 54 to confidence interval of the difference 95%. After considering the t-test table by using df 54. It can be found that:

Table 4.10
Critical Value of T-table

Level of significant	5%	1%
Df	4,02	7,13

1. The critical value of t-test (table) for the 5% level is 4.02
2. The critical value of t- test (table) for the 1% level is 7.13

From all the data analysis above, it can be found that :

- a. “t-observed” = 12.389
- b. “f-table” level of significant 5% = 4.02
- c. “f-table” level of significant 1 % = 7.13

It means that” t-observed” is higher than “f-table” or it can be written as $4.02 < 12.389 > 7.13$. It means that from the value above there was any positive and significant effect of Schema Activation Strategy on reading comprehension among the nine grade at SMPN O2 Metro. It can be seen from the result of the students’ pre-test and post-test.

- a. If $t\text{-observed} > f\text{-table}$, H_a is accepted and H_o is rejected.
- b. If $t\text{-observed} < f\text{-table}$, H_a is rejected and H_o is accepted.

The researcher has formulated the alternative Hypothesis (H_a) such as: “There is a positive and significant effect of of Schema Activation Strategy on reading comprehension among the nine grade at SMPN O2 Metro”.

Finally, the data confirmed that” t-observed” = 12.389 was higher than “f-table” level of significant 5% = 4.02 and “f-table” level of significant 1 %

= 7.13. Therefore, it can be concluded that H_a is accepted and H_o is rejected. It means that there was a positive and significant the effect of effect of of Schema Activation Strategy on reading comprehension among the nine grade at SMPN O2 Metro.

G. Discussion

The section deals with the interpretation of students' reading comprehension of both pre-test and post-test result and present the description of data gained from the reading test that consisted of 10 question of narrative text at pre-test and at post-test.

The description of the data collected through pre-test and post-test as explained in the previous section shows that the students' reading comprehension was influence. It was supported by the frequency and rate percentage of the result of the students' pre-test and post-test. Students' score after presenting materials by using narrative text in teaching reading comprehension was better than before the treatment was given to the students.

Before giving treatment, the researcher conducted pre-test. The description of the data collected in pre-test shown that the students' reading comprehension was poor. Most of students were difficult to comprehend the content of the text and answer the reading test.

After conducting the pretest, the researcher conducted treatment. The treatments were given fourth times.

1. first treatment, the researcher began to explain what reading comprehension, Schema Activation Strategy , Narrative Text, main idea and supporting details was. The researcher presented the material; assesses the students' comprehension by giving them the material which was narrative text. In this treatment, the researcher found out many students still had the same problem like the pretest. They did not know how to find main idea and supporting details.
2. second treatment, the researcher helped the students to solve their problem by giving some ways.
3. The third until the fourth treatment. The researcher gave the same kind of text with different title like the first and the second treatment.

The students' reading comprehension was increased significantly because in using Schema activation strategy, the students were enthusiasm to know the contents of the text. While the treatment, some ways that the researcher gave to the students. The researcher taught some technique in reading to the students. They were taught how to find out main idea and supporting details quickly, find new vocabularies. When the students were asked to read the text, the researcher asked them to apply the technique that have been taught. They always tried to understand the information such as main idea, supporting details and the meaning of new vocabularies. Usually the students guess the topic of the text by see the picture before.

In addition, the mean score of students' presents the average grade in experimental class is (62,5) and control class is (45,7) categorized as poor and

post-test results showed the average student grade in experimental class was (84) and control class was (65). It shows that the mean score of the students' post-test was greater than the mean score of pre-test. The differences between the mean score of pre-test and post-test were caused by the treatment. It indicates that the use of Schema Activation Strategy give positive effect to the students' reading comprehension.

Based on the calculating of the students' pretest and posttest before, it was obtained that t-test value was greater than t-table $4.02 < 12.389 > 7.13$ for the level of significance (0.05) and degree of freedom (df) = N - K - 1, in this case $56 - 1 - 1 = 254$ from the result, the researcher found that there was significance difference between the result of pre-test and post-test.

Therefore it can be concluded that H_a is accepted and H_o is rejected. This means that there is a positive and significant influence of the Schema Activation Strategy on reading comprehension in nine grade students at SMPN 02 Metro.

The influence of the Schema Activation Strategy on reading comprehension is shown by the reading comprehension indicator on the test questions having a significant effect through the application of the Schema Activation Strategy. An indicator of positive and significant influence is that students are able to write English compositions using the correct language structure. Students are able to write English compositions using correct English vocabulary. Apart from that, students are able to read English Composition which contains aspects of reading mechanics. In addition,

students are able to write English compositions using the correct organizational structure.

Furthermore, the reasons for the significant influence of Schema Activation Strategy on reading comprehension are caused by the implementation of Schema Activation Strategy that guides the students to read text.

Moreover, by implementing Schema Activation Strategy in the treatment, the students can transfer their knowledge from the real life story. By using Schema Activation Strategy, the students are encouraged to form personal meaning and evaluation of perception. In addition, the students' level knowledge can be developed.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, it can be concluded that the use of the Schema Activation Strategy can influence students' reading comprehension. This is proven by the average post-test score of students in the experimental class is (84) and the control class is (65) which is greater than the average pre-test score of students in the experimental class is (62.5) and the control class. (45.7). So, the increase is 95%. So the tcount value (12.389) is greater than the ttable value (4.02). This shows that there is a significant difference between students' achievements in learning English reading comprehension through the Schema Activation Strategy. This means that teaching English reading comprehension using Schema Activation Strategy can influence students' reading comprehension.

B. Suggestion

Based on the result, the researcher puts some suggestion as follows:

1. In teaching reading comprehension, the teacher can use Schema Activation Strategy as one of the alternative strategy among after teaching strategy.
2. The teacher could give guidance and motivation to their students to read English materials a lot.
3. The students should read a lot of English reading material to increase their reading comprehension.

BIBLIOGRAPHY

- Ajideh, Parviz, Schema Theory – Based Pre – Reading Tasks: A Neglected Essential In The ESL Reading Class, The Reading Matrix. Vol III No I. 2003.
- Al- Issa, Ahmad, “Schema Theory And L2 Reading Comprehension: Implications Or Teaching, Journal Of College Teaching And Learning. 7. III. 2006.
- Alotaibi, Ahmed M. "Reading Difficulties Among EFL Learners In Saudi Arabia." Online Submission, 2022.
- Andrade, Heidi, And Ying Du. "Student Perspectives On Rubric-Referenced Assessment." Practical Assessment, Research, And Evaluation 10.1, 2019.
- Benghezala, Ahmed. "Investigating Reading Comprehension Difficulties Using Third Year Middle School Coursebook: The Case Of Third Year Middle Schools Learners In Sidi Khaled, Biskra." 2020.
- Bhardwaj , Types Of Sampling In Research, Journal Of The Practice Of Cardiovascular Sciences 2019.
- Cristina De-La-Peña, María Jesús Luque-Rojas, Levels Of Reading Comprehension In Higher Education: Systematic Review And Meta-Analysis, Frontiers In Psychology limited. 2021.
- Dickson Adom, Jephthar Adu Mensah And Dennis Atsu Dake, “Test Measurement And Evaluation: Understanding And Use Of The Concepts In Education”, International Journal Of Evaluation And Research In Education No.1/March 2020.

Eliata, Ni Made Andreiya, And Fauzi Miftakh. "Emphasizing Text Structure Strategy Instruction To Scaffold 11th Grade Students' Reading Comprehension." *Journal Of Languages And Language Teaching* 9.4, 2021.

Eric J. Paulson, Kenneth S. Scientific Realism In Studies Of Reading, *Journal: Taylor & Francis Online*, 2020

Geoffrey Marczyk, David Dematteo, And David Festinger, *Essentials Of Research Design And Methodology*, Canada: John Wiley & Sons, Inc. All Rights Reserved. 2005.

Hidayatullah, Rizky, Et Al. "Schema Activation Strategy In Reading Comprehension To Improve Student's Interest." *Jurnal Penelitian Ilmu Pendidikan* 12.2, 2019.

Holi, A. L. Ī., Qasim Al Washahi, And Awad Ahmed Alhassan. "Unpacking The Challenges And Accommodation Strategies Of Omani English-Major Students On IELTS Academic Reading Tests." *Journal Of Language And Linguistic Studies* 16.3, 2020.

Hoover, W.A., Tunmer, W.E. *The Cognitive Foundations Of Reading Acquisition*. In: *The Cognitive Foundations Of Reading And Its Acquisition*. Literacy Studies, 2020.

Johnson, Bryan A., Et Al. "Nucleocapsid Mutations In SARS-Cov-2 Augment Replication And Pathogenesis." *Plos Pathogens* 18.6, 2022.

Khatooni, Kousha, And Shiva Khatoony. "The Impacts Of Using Schema Awareness On ESP Learners' Self-Esteem And Attitudes; The Case

- Study Of Using Schema Awareness In Technical English For Civil Engineering Students, 2019.
- Kufakunesu Zano. Reading Comprehension Strategies Of The Efl Learners In The Fet Phase: Teacher Perspectives, Journal Of Social Sciences And Humanities. 2020.
- L.B Daniels In Sadoski, Conceptual Foundations Of Teaching Reading, New York: The Guilford Press. 2004.
- Macizo, Pedro And Teresa Bajo, Schema Activation In Translation And Reading: A Paradoxical Effect, Journal Of Psychology. 2009.
- Mallery, David Michael. "The Ontopolitics Of Complexity: Toward Agonistic Democracy And Ecological Political Economy." 2023.
- Malmir, Ali, And Nasrin Vosooghi. "Resilience And Reflectivity As Predictors Of L2 Reading Comprehension: A Case Of Iranian EFL Learners." Jordan Journal Of Modern Languages And Literatures (JJMLL) 15.2, 2023.
- Muriel Saville, Introduction Second Language Acquisition, New York: Cambridge University. 2019.
- Rajit Kumar, Research Methodology A Step-By-Step Guide For Beginners, London: This Third Edition Published. 2011.
- Richards, J. C. And Richard Schmidt. Longman Dictionary Of Language Teaching And Applied Linguistics, London: Pearson Education Limited. 2002.
- Sadoski, M., Lawrence, B. Abstract Vocabulary Development: Embodied Theory And Practice. Educ Psychol Rev, 2023.

Spagnoli, Dino, Et Al. "Designing Online Pre-Laboratory Activities For Chemistry Undergraduate Laboratories." Teaching Chemistry In Higher Education: A Festschrift In Honour Of Professor Tina Overton. Creathach Press, 2019.

Tavarez Dacosta, Pedro, And Yerni Herrera Gutierrez. "Level Of Reading Comprehension Of Dominican EFL College Students." Online Submission, 2020.

Washburn, J. Reviewing Evidence On The Relations Between Oral Reading Fluency And Reading Comprehension For Adolescents. Journal Of Learning Disabilities, 2022.

Willis, Juddy. Key Phrase Extraction For Generating Educational Question-Answer Pairs, Association For Computing Machinery: New York, NY, United States 2019.

APPENDIXES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kola Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1091/In.28/J/TL.01/03/2023

Kepada Yth.,

Lampiran :-

Perihal : **IZIN PRASURVEY**

Kepala Sekolah SMPN

02 Metro

di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	: AQHELLA AYU DESFITA
NPM	: 1901051007
Semester	: 8 (Delapan)
Jurusan	: Tadris Bahasa Inggris
Judul	: THE INFLUENCE OF SCHEMA ACTIVATION STRATEGY ON READING COMPREHENSION OF THE NINE GRADE AT JUNIOR HIGH SCHOOL NEGRI 02 METRO

untuk melakukan prasurvey di SMPN 02 Metro, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranyaprasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 10 Maret 2023

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



PEMERINTAH KOTA METRO SMP NEGERI 2 METRO

Jl.Ki Hajar Dewantara 91/15A ☐ 0725-41016 Kotak Pos 138 Kota Metro 34112
NIS/NSS/NPSN : 200020/201120904002/10807602
E-Mail : smpnegeri2.metro@yahoo.co.id



Nomor : 422/228/UPTD.SMP.02/2023
Lamp. : -
Hal : Izin Prasurey

Kepada Yth.

Dekan Akademik dan Kelembagaan Institut Agama Islam Negeri (IAIN) Metro

Di
Metro

Dengan Hormat,

Menindaklanjuti surat saudara, Nomor : B-1091/In.28/J/TL.01/03/2023 Tanggal 10 Maret 2023 Hal : Izin Prasurey, pada dasarnya kami tidak keberatan/mengizinkan mahasiswa Saudara yaitu :

No	Nama	NPM	Jurusan
1.	Aqhella Ayu Desfita	1901051007	Tadris Bahasa Inggris

untuk melaksanakan Izin Research Data di sekolah kami.

Demikian surat ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Metro, 15 Maret 2023
Kepala SMP Negeri 2 Metro,

M. A. R. I. A. L. I. S. Pd, M. Pd
REMBINA, Tk. I/IV.b
NIP. 197002161995122002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1695/In.28.1/J/TL.00/04/2023
Lampiran :-
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)(Pembimbing
2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **AQHELLA AYUU DESFITA**
NPM : 1901051007
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **THE INFLUENCE OF SCHEMA ACTIVATION STRATEGY ON
READING COMPREHENSION AT JUNOIR HIGH SCHOOL
NEGERI 02 METRO**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.
Wassalamu'alaikum Wr. Wb.

Metro, 25 Juni 2023
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode dan pastikan diarahkan ke alamat <https://sismik.metrouniv.ac.id/v2/cek-suratbimbingan.php?npm=1901050022>.
Token = 1901050022



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-4275/ln.28/D.1/TL.01/08/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : AQHELLA AYU DESFITA
NPM : 1901051007
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 02 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF SCHEMA ACTIVATION STRATEGY ON READING COMPREHENSION AT JUNIOR HIGH SCHOOL NEGERI 02 METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 29 Agustus 2023

Mengetahui,
Pejabat Setempat

Metro, 1 September 2023
Kepala SMP Negeri 2 Metro,



Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

11/27/23, 11:01 AM

IZIN RESEARCH



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4274/In.28/D.1/TL.00/08/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP NEGERI 02 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4275/In.28/D.1/TL.01/08/2023, tanggal 29 Agustus 2023 atas nama saudara:

Nama : **AQHELLA AYU DESFITA**
NPM : 1901051007
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP NEGERI 02 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 02 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF SCHEMA ACTIVATION STRATEGY ON READING COMPREHENSION AT JUNIOR HIGH SCHOOL NEGERI 02 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 29 Agustus 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH KOTA METRO SMP NEGERI 2 METRO

Jl. Ki Hajar Dewantara 91/15A □ 0725-41016 Kotak Pos 138 Kota Metro 34112
NIS/NSS/NPSN : 200020/201120904002/10807602
E-Mail : smpnegeri2_metro@yahoo.co.id



Nomor : 422/228/UPTD.SMP.02/2023
Lamp. : -
Hal : Izin Penelitian

Kepada Yth.

Dekan Akademik dan Kelembagaan Institut Agama Islam Negeri (IAIN)

Metro

Di

Metro

Dengan Hormat,

Menindaklanjuti surat saudara, Nomor : B-4274/In.28/D.1/TL.00/08/2023 Tanggal 29 Agustus 2023, Hal : Izin Research, pada dasarnya kami tidak keberatan/mengizinkan mahasiswa Saudara yaitu :

No	Nama	NPM	Jurusan
1.	Aqhella Ayu Desfita	1901051007	Tadris Bahasa Inggris

untuk melaksanakan Izin Research Data di sekolah kami.

Demikian surat ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Metro, 1 September 2023
Kepala SMP Negeri 2 Metro,

MARIATI, S.Pd, M.Pd
PEMERINTAH KOTA METRO
NIP. 197001181995122002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47286; Website: www.tarbiyah.metro.univ.ac.id; e-mail: tarbiyah.ian@metro.univ.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Aghella Ayu Desfita
NPM : 1901051007

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Selasa 11/05 2023		Chapter I Revisi Background of study Table Pro-survey	
2	Selasa 16/05 2023		Chapter II Revisi Tambahkan footnote	
3	Senin 22/05 2023		Chapter III Revisi Observation	
4	Selasa 23/05 2023		Mc Summary	

Mengetahui
Ketua Program Studi TBI



Agung, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Ahmad suharn roza M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telpon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Aqhella Ayu Desfita
NPM : 1901051007

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Selasa 29/06/2023		Me Instrument	

Mengetahui
Ketua Program Studi TBI



Andjanto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Aqhella Ayu Desfita
NPM : 1901051007

Program Studi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Senin 20/11 2023		Chapter IV Revisi Profile	
2	Rabo 22/11 2023		Chapter IV Revisi Rubrik data Result	
3	Jumat 24/11 2023		Chapter V Revisi	
4	Rabo 29/11 2023			

Mengetahui,
Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd B.I
NIP. 198803082015031006

Dosen Pembimbing

Dr. Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

SILABUS

Satuan Pendidikan : SMPN 02 Metro
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X / 2 (Genap)
 Tahun Pelajaran : 2023/2024

Kompetensi Inti

- KI-1 dan KI-2** : Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara dan kawasan regional.
- KI-3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> Orientasi Komplikasi Resolusi Orientasi ulang Unsur Kebahasaan <ul style="list-style-type: none"> Kalimat-kalimat dalam <i>simple past tense, past</i> 	<ul style="list-style-type: none"> Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang dianyakan Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat 	<ul style="list-style-type: none"> Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerja sama 	<ul style="list-style-type: none"> Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya Didikatkan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi 	8 JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016 Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjukkerja Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Pembelian
<p>4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>	<p><i>continuous</i>, dan lainnya yang relevan</p> <ul style="list-style-type: none"> - Kosak kata: terkait karakter, watak, dan setting dalam legenda - Adverbial menghubungkan dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> • Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi 		<ul style="list-style-type: none"> - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar. 			

English Teacher of The Nine
Grade of SMPN 02 Metro


Syarifah, S.Pd.

NIY. 196409191986012002

Metro, September 2023
The Researcher


Aghella Ayu Desfita
ST.ID. 1901051007

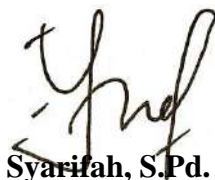
	<i>dari teks naratif (Sangkuriang) dan peserta didik lain diberi kesempatan untuk menjawabnya.</i>
REFLEKSI DAN KONFIRMASI	
<ul style="list-style-type: none"> • Guru dan siswa menyimpulkan materi yang telah dibahas • Guru bertanya pada siswa tentang kesulitan yang dialami siswa pada materi yang telah diajarkan. • Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. • Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa. 	

C. PENILAIAN PEMBELAJARAN (ASESMEN)

No	Aspek yang dinilai	Bentuk Penilaian	Instrumen Penilaian	Waktu Penilaian
1	Sikap	Observasi dan Jurnal	Pengamatan sikap (jurnal)	Selama KBM
2	Pengetahuan	Tes tertulis	Soal tes	Setelah KBM
3	Keterampilan	- Unjuk kerja - Lap oran tertulis	- Pengamatan unjuk kerja - Penilaian laporan tertulis	- Pada saat presentasi - Pengumpulan tugas

Guru Kelas 9 SMPN 02 Metro

Metro, September 2023
Peneliti



Svarifah, S.Pd.
NIY. 196409191986012002



Aghella Ayu Desfita
ST.ID. 1901051007

Kepala SMP Negeri 2 Metro,



MARTATI, S.Pd, M.Pd
PEMBINA TK. I/IV.b
NIP. 197003161995122002

	<i>dari teks naratif (Sangkuriang) dan peserta didik lain diberi kesempatan untuk menjawabnya.</i>
REFLEKSI DAN KONFIRMASI	
<ul style="list-style-type: none"> • Guru dan siswa menyimpulkan materi yang telah dibahas • Guru bertanya pada siswa tentang kesulitan yang dialami siswa pada materi yang telah diajarkan. • Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. • Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa. 	

C. PENILAIAN PEMBELAJARAN (ASESMEN)

No	Aspek yang dinilai	Bentuk Penilaian	Instrumen Penilaian	Waktu Penilaian
1	Sikap	Observasi dan Jurnal	Pengamatan sikap (jurnal)	Selama KBM
2	Pengetahuan	Tes tertulis	Soal tes	Setelah KBM
3	Keterampilan	- Unjuk kerja - Lap oran tertulis	- Pengamatan unjuk kerja - Penilaian laporan tertulis	- Pada saat presentasi - Pengumpulan tugas

Guru kelas 9 SMPN 02 Metro

Syarifah, S.Pd.

NID. 196409191986012002

Metro, September 2023
Peneliti

Aghella Ayu Desfita

ST.ID. 1901051007

Kepala SMP Negeri 2 Metro,



MARTATI, S.Pd, M.Pd

PEMBINA TK. I/IV.b

NIP. 197002161995122002

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMPN 02 METRO
Mata pelajaran : Bahasa Inggris
Materi : Teks Naratif (*The Golden Star Fruit Tree*)

Kelas / Semester : X / Genap
Pertemuan Ke- : 3
Alokasi Waktu : 45 Menit JP

A. TUJUAN PEMBELAJARAN

We will learn:

- *to listen to a folktale,*
- *to read a folktale for myself,*
- *to read out a folktale to other people, and*
- *to get a moral lesson from a folktale*

B. MEDIA PEMBELAJARAN & SUMBER BELAJAR

- Media : Worksheet Atau Lembar Kerja, Lembar Penilaian
- Alat/Bahan : Penggaris, Spidol, Papan Tulis, Leptop & Infocus
- Sumber Belajar : Buku Penunjang Kurikulum 13 Mata Pelajaran Bahasa Inggris

C. LANGKAH-LANGKAH PEMBELAJARAN

KEGIATAN PENDAHULUAN	
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa. • Guru membuka kelas dengan apersepsi dan motivasi serta cek kehadiran • Menyampaikan tujuan pembelajaran pertemuan hari ini. • Apersepsi materi yang akan disampaikan 	
KEGIATAN INTI	
<i>Stimulus</i>	❖ Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca atau rangsangan untuk memusatkan perhatian pada topik materi : <i>komunikasi, struktur teks, dan unsur kebahasaan dari teks naratif (The Golden Star Fruit Tree)</i>
<i>Identifikasi masalah</i>	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin yang belum dipahami dan bertanya yang berkaitan dengan materi : <i>komunikasi, struktur teks, dan unsur kebahasaan dari teks naratif (The Golden Star Fruit Tree)</i>
<i>Pengumpulan data</i>	<ul style="list-style-type: none"> • Mengamati dengan seksama materi : <i>komunikasi, struktur teks, dan unsur kebahasaan dari teks naratif (The Golden Star Fruit Tree)</i> dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya • Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi : <i>komunikasi, struktur teks, dan unsur kebahasaan dari teks naratif (The Golden Star Fruit Tree)</i> • Mengajukan pertanyaan berkaitan dengan materi : <i>komunikasi, struktur teks, dan unsur kebahasaan dari teks naratif (The Golden Star Fruit Tree)</i>
<i>Pembuktian</i>	<ul style="list-style-type: none"> • Berdiskusi tentang data dari materi : <i>komunikasi, struktur teks, dan unsur kebahasaan dari teks naratif (The Golden Star Fruit Tree)</i> • Peserta didik mengerjakan beberapa soal mengenai materi : <i>komunikasi, struktur teks, dan unsur kebahasaan dari teks naratif (The Golden Star Fruit Tree)</i>
<i>Menarik kesimpulan</i>	<ul style="list-style-type: none"> • Menyampaikan hasil diskusi tentang materi : <i>komunikasi, struktur teks, dan unsur kebahasaan dari teks naratif (Sangkuriang)</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan • Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <i>komunikasi, struktur teks, dan unsur kebahasaan dari teks naratif (The Golden Star Fruit Tree)</i> • Mengemukakan pendapat atas presentasi yang dilakukan tentang materi : <i>komunikasi, struktur teks, dan unsur kebahasaan dari teks naratif (The Golden Star Fruit Tree)</i> dan ditanggapi oleh kelompok yang mempresentasikan

	<ul style="list-style-type: none"> Bertanya atas presentasi tentang materi : <i>komunikasi, struktur teks, dan unsur kebahasaan dari teks naratif (The Golden Star Fruit Tree)</i> dan peserta didik lain diberi kesempatan untuk menjawabnya.
REFLEKSI DAN KONFIRMASI	
<ul style="list-style-type: none"> Guru dan siswa menyimpulkan materi yang telah dibahas Guru bertanya pada siswa tentang kesulitan yang dialami siswa pada materi yang telah diajarkan. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa. 	

C. PENILAIAN PEMBELAJARAN (ASESMEN)

No	Aspek yang dinilai	Bentuk Penilaian	Instrumen Penilaian	Waktu Penilaian
1	Sikap	Observasi dan Jurnal	Pengamatan sikap (jurnal)	Selama KBM
2	Pengetahuan	Tes tertulis	Soal tes	Setelah KBM
3	Keterampilan	- Unjuk kerja - Lap oran tertulis	- Pengamatan unjuk kerja - Penilaian laporan tertulis	- Pada saat presentasi - Pengumpulan tugas

Guru Kelas 9 SMPN 02 Metro



Syarifah, S.Pd.

NID. 196409191986012002

Metro, September 2023
Peneliti



Aqhella Ayu Desfita

ST.ID. 1901051007

Kepala SMP Negeri 2 Metro,



M A R I A T I, S.Pd, M.Pd

REMBINA FK. I/IV.b

NIP. 197003161995122002

READING RUBRIC

Data Of Validity Result

No	Nama	Meaning	Main Idea	Self-Monitoring	Story Retell	Total
1	MRJ	3	2	1	2	60
2	MAT	4	4	2	2	70
3	MRY	2	4	3	4	75
4	NZP	4	2	1	3	60
5	NNA	3	2	3	4	80
6	NKN	2	4	3	2	75
7	RRP	2	1	2	2	40
8	PJS	4	3	2	3	70
9	DAP	2	2	1	2	40
10	RM	3	2	3	4	80
11	SR	2	3	3	3	75
12	SAM	2	4	3	3	75
13	SN	4	4	3	3	70
14	IK	1	3		2	40
15	KA	2	1	1	1	30
16	ADF	2	2	1	2	40
17	DRP	3	2	2	3	60
18	AFW	2	1	2	2	40
19	DNW	2	2	2	3	50
20	MA	1	1	1	1	30
21	NNA	3	4	2	3	70
22	NPF	4	3	3	2	70
23	NZP	3	3	2	1	60
24	QAPP	2	2	1	2	40
25	RRP	2	2	2	2	50

READING RUBRIC

The Post Test Result Of Control Class

No	Nama	Meaning	Main Idea	Self-Monitoring	Story Retell	Total
1	ACW	4	4	3	3	70
2	AFW	3	3	3	3	65
3	ANZ	2	3	3	3	60
4	ADF	4	3	3	4	75
5	ACOAZ	3	4	3	3	65
6	AJK	4	2	3	3	58
7	BF	4	3	3	3	65
8	CSH	4	4	4	2	70
9	CA	3	4	3	4	80
10	DRP	2	2,4	3	3	67
11	IK	4	3	2	3	75
12	KA	2	2	3	3	65
13	LARS	2	2	2	3	60
14	LA	4	3	3	2	70
15	MAR	3	4	1	2	60
16	MRJ	4	1	1	2	55
17	MA	2	3	2	3	65
18	NNA	2	2	3	4	70
19	NPF	2	4	3	2	75
20	NZP	4	1	3	2	60
21	QAPP	3	2	2	3	65
22	RRP	2	2	2,4	2	57
23	RAE	3	2	1,6	2	53
24	SCR	3	2	2	3	60
25	SPA	2	3	2	4	65
26	SAF	4	4	3	3	75
27	SS	2	3	2	3	55
28	YTR	2	3	2	3	65

READING RUBRIC

The Post Test Result Of Experimental Class

No	Nama	Meaning	Main Idea	Self-Monitoring	Story Retell	Total
1	ACW	4	4	4	2	85
2	AFH	4	3	3	4	90
3	ANZ	3	4	3	3	85
4	ADF	4	3	4	2	80
5	ACOAZ	4	4	4	3	90
6	AJK	2	4	4	4	85
7	BF	4	4	4	3	90
8	CSH	4	4	4	3	85
9	CA	4	4	4	2	80
10	DRP	3	3	3	4	85
11	IK	4	3	4	4	90
12	KA	4	3,4	3	3	82
13	LARS	3	3	3	4	80
14	LA	4	3	4	4	85
15	MAR	3	4	3	4	80
16	MRJ	3	3	4	4	82
17	MA	2	4	4	3	80
18	NNA	4	4	3	3	83
19	NPF	3	3	3	4	85
20	NZP	4	2	3	3	80
21	QAPP	3	3	3	3	75
22	RRP	4	4	3	4	95
23	RAE	3	4	3	4	90
24	SCR	4	3	4	4	90
25	SPA	3	4	2	4	80
26	SAF	3	4	4	2	85
27	SS	4	3	4	4	90
28	YTR	3	4	3	3	85

The Blueprint Of Reading Test

Construct	Indicators	Kind Of Test	Item Number	Total
Reading comprehension is the process of receiving and interpreting information to understand language message in written or printed form which involves reader, text. And the interaction between the reader and the text. The indicators of reading	Meaning of the context	Multiple choice	7,8,3	3
	Main Idea	Multiple Choice	1,2	2
	Self-Monitoring	Multiple Choice	10,4,6	3
	Story Retell	Multiple Choice	5,9	2
Total				10

Pre-test

Name: _____

Class: _____

Dayang Sumbi was a _____ and kind-hearted princess, but _____ she was very lazy. Her hobby was _____ cloth. _____ her weaving tool fell. Tumang, a _____ dog, came to bring her _____ back to her. As she had promised, she _____ him. Tumang was actually a _____ who had been cursed by a _____ to become a dog. But sometimes he could _____ back to a normal man. Dayang Sumbi and Tumang got one _____. His name was Sangkuriang. He did not know that Tumang was his _____ because he was a dog _____ he was with him. Tumang always accompanied _____ whenever he went hunting in the _____.

Choice

Sangkuriang	Witch	Turn
Whenever	One Day	Father
Male	Weaving	Tool
Married	Dog	Son
Woods	Beautiful	Sometimes
Man	Sadly	

POST TEST

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting, Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang went to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived. at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tried to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat. Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, later, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

Name : _____

Class : _____

1. What is the story about?
 - A. A wrath son
 - B. West java's tales
 - C. Tumang a Dog husband
 - D. The legend of Tangkuban Perahu
 - E. Dayang Sumbi's rejection to marry Sangkuriang

2. According to he story, Tumang was....
 - A. actually a handsome prince
 - B. married to Dayang Sumbii
 - C. Sangkuriang pet dog
 - D. good at hunting deer
 - E. in fact Dayang Sumbi's father

3. What did Dayang Sumbi look like?
 - A. She liked weaving clothers
 - B. She looked for the heart of a deer
 - C. She was beautiful
 - D. She was looking at her fallen tool
 - E. She and her son were alike

4. What made Dayang Sumbi stay young?
 - A. She set up conditions in doing things
 - B. A young man fall in love with her
 - C. She married a dog
 - D. She knew how to take care her body
 - E. God gave her an eternal beauty

5. Who are the main caracters in the story?
 - A. Dayang Sumbi and Sangkuriang
 - B. The king Dayang Sumbi, the dog and Sangkuriang
 - C. The king, Dayang Sumbi, the dog, Sangkuriang, the ganie, and the spiritis
 - D. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spiritis
 - E. The king, Dayang Sumbi, sister, daughter, the dog, a young man, Sangkuriang, the mount, the boat, the genie, the spiritis and God

6. What moral value can we learn from the story?
 - A. People must keep their words all the time
 - B. Do not make a promise to easily
 - C. Never be reluctant to do good things
 - D. We should not hate our decendants
 - E. Just do what we have planned

7. "He brought her the falling tool". The underline word "He" refers to.....
 - A. Samgkuriang
 - B. Tumang
 - C. Dayang Sumbi

- D. The king
- E. Father

8. “if you are male, I will marry you’
(paragraph 2). the sentence mean that
the one who helped Dayang Sumbi
became her....

- A. Husband
- B. Maid
- C. Boss
- D. Son
- E. King

9. The complication starts when....

- A. Sangkuriang arrived at his own
village
- B. Tumang came bringing Dayang
Sumbi fallen thing
- C. Dayang Sumbi asked Sangkuriang to
find deer’s heart
- D. Dayang Sumbi and Sangkuriang
fellinlove and decided to marry
- E. Dayang Sumbi asked Sangkuriang to
build a lake and a boat in one night

10. “once upon a time, in west java,
Indonesia lived a wise king who had
beautiful daughter.” (paragraph

1). What is the function of the above
sentence?

- A. A crisis
- B. A complication
- C. An orientation
- D. A reorientation
- E. A resolution

ANSWER**Pre-test**

- | | | |
|---------------------|-------------------|------------------------|
| 1. Beautiful | 6. Tool | 11. Son |
| 2. Sometimes | 7. Married | 12. Father |
| 3. Weaving | 8. Man | 13. Whoever |
| 4. One Day | 9. Witch | 14. Sangkuryang |
| 5. Male | 10. Turn | 15. Woods |

Post-test

- 1. D. The legend of tangkuban perahu**
- 2. B. Married to dayang sumbi**
- 3. C. She was beautiful**
- 4. E. God gave her an eternal beauty**
- 5. A. Dayang sumbi and sangkuriang**
- 6. A. People must keep their words all the time**
- 7. B. Tumang**
- 8. A. Husban**
- 9. E. Dayang sumbi asked sangkuriang to build a lake and a boat in one night**
- 10. C. An orientation**

9.3

No. _____

Date: _____

Nama kelompok : - Alfir Diaz.F 1
 - Andrian Farid.W 2
 - Damayana Rasika.P 3
 - Dihyanrasmi Nugraha.W 4
 - Mutiara Amanda 5

Paragraf 1 :

Dayang Sumbi was a beautiful and kindhearted Princess, but one day she was very lazy. Her hobby was to tool cloth. Sometimes her weaving tool feel tumang, a man dog, came to bring her weaving back to her. As she had Promise, she married him. Tumang was actually a man who had been cursed by a dog to become a dog. But sometimes he could turn back to a normal man. Dayang sumbi and tumang got one son. His name was sangkuriang. He did not know that tumang was his father because he was a dog whenever he was with him. Tumang always accompanied which whenever he went hunting in the woods.

	Pron	Grim	Vocab	Flue	Comp	
1	2	2	1	2	1	40
2	2	2	1	2	1	40
3	3	2	2	3	2	60
4						50
5	1	2	1	1	1	30

POST-TEST

Name : Adhika Fawzi Halim (90)
 Class : X.2

1. What is the story about?
 A. A wrath son
 B. West java's tales
 C. Tumang a Dog husband
 D. The legend of Tangkuban Perahu
 E. Dayang Sumbi's rejection to marry Sangkuriang

2. According to he story, Tumang was....
 A. actually a handsome prince
 B. married to Dayang Sumbi
 C. Sangkuriang pet dog
 D. good at hunting deer
 E. in fact Dayang Sumbi's father

3. What did Dayang Sumbi look like?
 A. She liked weaving clothers
 B. She looked for the heart of a deer
 C. She was beautiful
 D. She was looking at her fallen tool
 E. She and her son were alike

4. What made Dayang Sumbi stay young?
 A. She set up conditions in doing things
 B. A young man fall in love with her
 C. She married a dog
 D. She knew how to take care her body
 E. God gave her an eternal beauty

5. Who are the main caracters in the story?
 A. Dayang Sumbi and Sangkuriang
 B. The king Dayang Sumbi, the dog and Sangkuriang
 C. The king, Dayang Sumbi, the dog, Sangkuriang, the ganie, and the spiritis
 D. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spiritis
 E. The king, Dayang Sumbi, sister, daughter, the dog, a young man, Sangkuriang, the mount, the boat, the genie, the spiritis and God

6. What moral value can we learn from the story?
 A. People must keep their words all the time
 B. Do not make a promise to easily
 C. Never be reluctant to do good things
 D. We should not hate our decendantis
 E. Just do what we have planned

7. "He brought her the falling tool". The underline word "He" refers to.....
 A. Sangkuriang
 B. Tumang
 C. Dayang Sumbi
 D. The king
 E. Father

8. " if you are male, I will marry you" (paragraph 2). the sentence mean that the one who helped Dayang Sumbi became her....
 A. Husband
 B. Maid
 C. Boss
 D. Son
 E. King

9. The complication starts when....
 A. Sangkuriang arrived at his own village
 B. Tumang came bringing Dayang Sumbi fallen thing
 C. Dayang Sumbi asked Sangkuriang to find deer's heart
 D. Dayang Sumbi and Sangkuriang fellinlove and decided to marry
 E. Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night

10. "once upon a time, in west java, Indonesia lived a wise king who had beautiful daughter." (paragraph 1). What is the function of the above sentence?
 A. A crisis
 B. A complication
 C. An orientation
 D. A reorientation
 E. A resolution

P	G	V	F	L	
4	3	3	4	4	$\frac{18}{20} \times 100 = 90$

Name: Cantita SyaraClass: IX.3.

- What is the story about?
 - A wrath son
 - West java's tales
 - Tumang a Dog husband
 - The legend of Tangkuban Perahu
 - Dayang Sumbi's rejection to marry Sangkuriang
- According to he story, Tumang was....
 - actually a handsome prince
 - married to Dayang Sumbi
 - Sangkuriang pet dog
 - good at hunting deer
 - in fact Dayang Sumbi's father
- What did Dayang Sumbi look like?
 - She liked weaving clothers
 - She looked for the heart of a deer
 - She was beautiful
 - She was looking at her fallen tool
 - She and her son were alike
- What made Dayang Sumbi stay young?
 - She set up conditions in doing things
 - A young man fall in love with her
 - She married a dog
 - She knew how to take care her body
 - God gave her an eternal beauty
- Who are the main caracters in the story?
 - Dayang Sumbi and Sangkuriang
 - The king Dayang Sumbi, the dog and Sangkuriang
 - The king, Dayang Sumbi, the dog, Sangkuriang, the ganie, and the spiritis
 - The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spiritis
 - The king, Dayang Sumbi, sister, daughter, the dog, a young man, Sangkuriang, the mount, the boat, the genie, the spiritis and God
- What moral value can we learn from the story?
 - People must keep their words all the time

80

P	G	V	F	C
3	4	3	4	2

$$\frac{16}{20} \times 100 = 80$$

- Do not make a promise to easily
 - Never be reluctant to do good things
 - We should not hate our decendants
 - Just do what we have planned
7. "He brought her the falling tool". The underline word "He" refers to.....
- Sangkuriang
 - Tumang
 - Dayang Sumbi
 - The king
 - Father
8. "if you are male, I will marry you" (paragraph 2). the sentence mean that the one who helped Dayang Sumbi became her....
- Husband
 - Maid
 - Boss
 - Son
 - King
9. The complication starts when....
- Sangkuriang arrived at his own village
 - Tumang came bringing Dayang Sumbi fallen thing
 - Dayang Sumbi asked Sangkuriang to find deer's heart
 - Dayang Sumbi and Sangkuriang fellinlove and decided to marry
 - Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night
10. "once upon a time, in west java, Indonesia lived a wise king who had beautiful daughter." (paragraph 1). What is the function of the above sentence?
- A crisis
 - A complication
 - An orientation
 - A reorientation
 - A resolution

Table Of Profile SMPN 02 Metro

The Condition of Teachers and Official Employers

in SMPN 02 Metro

No	Name	23	Liya Panji Kesuma, S.Pd.
1	Martati, S.Pd,M.Pd	24	Farida Trisati, S.Pd.
2	Syarifah, S.Pd.	25	Dra. Nursilah, M.M.
3	Irawati Fadilah, S.Pd.	26	Elly Yuniarsih, S.Pd.
4	Dahliawati, S.Pd.	27	Devi Kartinawati, S.Pd.
5	Tiarmaida Hutabarat, S.Pd	28	Tri Wiyanto, S.Pd.
6	Dra. S.Haryani	29	Nur Salamah, S.Ag.
7	Dra.Endang Puji Astuti	30	Murtati,S.Pd., M.Pd.
8	Dra. Rohima	31	Cicuk Sugiyarto, S.Pd.
9	Hadi Suyoto, S.Pd.	32	Dwi Indriyani, S.Pd.
10	Dra. Herni Wijaya	33	Marina Hindayanti, S.Si.
11	Tiwi Anggarini, S.Pd.	34	Asdi Suhendra, S.Pd.
12	Basirun, S.Pd.	35	Mayda Fitriana, S.Pd.
13	Sudarwo	36	Dedi Setyawan, S.Pd.
14	Demsi Marpaung, S.Pd.	37	Imron Kurniawan, S.Pd.
15	Eni Widarti, S.Pd	38	Deki Prabowo, S.Pd.
16	Kardiman Sulisto, S.Pd.	39	M. Kurniawan, S.Pd.
17	Dra. Yusfa Erlia	40	Saiful Bahri, S.Pd.I.
18	Sri Nartini, S.Pd.	41	Rizky Triana Puspa,S.Psi.
19	Bainah, S.Pd.	42	Asmaul Husna, A.Pd.
20	Agustina Widiastuti,S.Pd.	43	Izatih Hani Mirza
21	Sulastri, S.Ag.	44	Yulinar, S.Pd.I.
22	Zulhia Prasetyo, S.Pd.	45	Roswisuni, S.Pd.

Total Students of SMPN 02 Metro

No	Grade	Total Of Students
1	Class VII	252 Students
2	Class VIII	247 Students
3	Class IX	240 Students

The total of classroom SMPN 02 Metro

Class	Total of classroom
VII	8
VIII	8
IX	8

Location Of SMPN 02 Metro



The Documentation of Research Proses

Pre-test



Treatment



Post-test



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Aqhella Ayu Desfita
NPM : 1901051007
Program Studi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 30 November 2023

Ketua Program Studi TBI



Dr. Much Deinlatur, M.Pd.B.I

NIP. 1988308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1340/In.28/S/U.1/OT.01/12/2023**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : AQHELLA AYU DESFITA
NPM : 1901051007
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901051007

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 04 Desember 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

Aqhella Ayu Desfita
1901051007 (THE INFLUENCE
OF SCHEMA ACTIVATION
STRATEGY ON READING
COMPREHENSION AT JUNIOR
HIGH SCHOOL NEGERI 02
METRO)

by TBI IAIN Metro


Submission date: 01-Dec-2023 04:54PM (UTC+0700)

Submission ID: 2241720979

File name: 14_Aqhella_Ayu_Desfita_1901051007.docx (373.72K)

Word count: 11203

Character count: 56896

Mengesetujui,
Metro, 4 Desember 2023

Mekki Deiniatur

AN UNDERGRADUATE THESIS
THE INFLUENCE OF SCHEMA ACTIVATION STRATEGY
ON READING COMPREHENSION AT JUNIOR HIGH
SCHOOL NEGERI 02 METRO

By:

Aqhella Ayu Desfita

1901051007



TARBIYAH AND TEACHER TRAINING FACULTY ENGLISH
EDUCATION DEPARTEMENT
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2023 M

Aqhella Ayu Desfita 1901051007 (THE INFLUENCE OF SCHEMA ACTIVATION STRATEGY ON READING COMPREHENSION AT JUNIOR HIGH SCHOOL NEGERI 02 METRO)

ORIGINALITY REPORT

25% SIMILARITY INDEX	26% INTERNET SOURCES	7% PUBLICATIONS	15% STUDENT PAPERS
--------------------------------	--------------------------------	---------------------------	------------------------------

PRIMARY SOURCES

1	eprints.uny.ac.id Internet Source	12%
2	digilibadmin.unismuh.ac.id Internet Source	4%
3	123dok.com Internet Source	3%
4	repository.metrouniv.ac.id Internet Source	1%
5	Submitted to Sultan Agung Islamic University Student Paper	1%
6	repository.unibos.ac.id Internet Source	1%
7	docshare.tips Internet Source	1%
8	Submitted to Southeast Community College Student Paper	1%

Submitted to LL Dikti IX Turnitin Consortium

9

Student Paper

1%

Exclude quotes OnExclude matches < 1%Exclude bibliography On

CURRICULUM VITAI



The name of the researcher is Aqhella Ayu Desfita. She was born in way kanan on december 27th,2000. She is the first child of the happy couple, Mr. Gunawan and Mrs. Resmi Sugianti. She has an young sister named Ririt Khoirun Nishawati and has a young brother named Muhammad Iskandar.

She was attended SDN Negara Harja in 2007-2010 and SDN Tanjung Serupa in 2011-2013. She continued her schooling at MtsN Serupa Indah 2013-2016. She continued her schooling at SMAS Al-falakhussaa'dah in 2016-2019. In 2019, she was registrated as a students of S1 English Education Department State Institute for Islamic (IAIN) Metro. Furhermore, the researcher takes as an S1 Student of English Education Department of State Institute for Islamic Studies of (IAIN) Metro.