

ABSTRACT

RATIH ANDANAWARI PERMANI (2019): “ACTIVATING STUDENTS’ BACKGROUND SCHEMATA TO PROMOTE THEIR READING INTEREST AND COMPREHENSION SKILL: A CASE STUDY AT 8th GRADE OF MTS AR-ROUDLOH.”

Reading is an interactive process between reader and text. It is essential, especially for students of junior high school. Besides, reading is a multilevel process in which readers construct a meaningful representation of text using their schemata. When students are interested in learning reading, they will likely perform positively. Interest exists as an expression of likes and dislikes in learning a language. Therefore, the students have their passion for reading and they are motivated to achieve the goals of reading.

This research focused on activating students’ background schemata to promote their reading interest and comprehension skill. The purposes of study were (1) to find out the students’ reading comprehension skill before their background schemata are activated, (2) to find out the students’ reading comprehension skill after their background schemata are activated, (3) to find the significance of activating of students’ reading comprehension skill before and after their background schemata are activated, and (4) to find the students’ interest in reading activity when their background schemata are activated.

Furthermore, this research employed both quantitative and qualitative methods. The data collection was carried out by using tests, pre and post-tests, and questionnaires. This research was conducted at MTS Ar-Roudloh Cileunyi involving 35 students of the 8th grade. The students were also given treatments three times. The research found that students’ reading comprehension test score before their background schemata were activated was fair. It was seen from the mean score which was 58.17. Students’ reading comprehension test score after their background schemata were activated was good. It was seen from the mean score, which was 71.60. Furthermore, there was a significant difference between the students’ reading comprehension test score before and after their background schemata were activated. The result of N-gain is medium at 0.32. Furthermore, the t-test data showing that $t_{\text{count}} = 10.66$ and $t_{\text{table}} = 2.03$. It means that $t_{\text{count}} > t_{\text{table}}$ meaning that H_0 is rejected and H_a is accepted showing that activating background schemata was effective in improving students’ reading comprehension skills. Meanwhile, students had different reading interest particularly to things they read. Moreover, their intention of reading frequency mostly was caused by their needs on the subject matters at school.

This research concluded that activating background schemata is effective in improving their reading comprehension skills. In addition, students had their preferences in reading. Therefore, teachers are suggested to activate their background schemata, grow their reading interest and facilitate them.