

## ABSTRACT

**Nadzihla Bilqis: “The Use of Prior Knowledge Activation Strategy to Improve Students’ Reading Comprehension.” (A Quasi-Experimental at Ninth Grade of SMPN 2 Cileunyi Bandung)**

Strategy of teaching uses to reach the goal of learning. In reading comprehension, knowledge is needed to understand the text, not only the information from the text, but also the other knowledge from out the text to support the framework of thinking. Students need to connect the topic on the text to real life. Prior knowledge activation strategy is one of the strategies which is used to make students learn and understand better. With prior knowledge activation strategy, students are be able to make a better inference.

The purposes of this research are 1) The students’ reading comprehension with prior knowledge activation strategy, 2) The students’ reading comprehension with bottom-up strategy, 3) The significant improvement of students’ reading comprehension with prior knowledge activation strategy.

This research uses quantitative research with experimental study form. It involves experimental class (teaching by using prior knowledge activation strategy) and control class (teaching by using bottom-up strategy). This research takes two classes from the ten classes of ninth grade of SMPN 2 Cileunyi Bandung. Further, quantitative data by using statistical analysis is applied in this research. The data were conducted by using test: Pre-Test and Post-Test.

The results of the research in experimental class are better than the control class. Students in experimental class got higher scores than students in control class after being applied by prior knowledge activation strategy. It can be seen from the result of the reading comprehension test. The class which is taught by using prior knowledge activation strategy gets 71 as the average score but the class which is taught by bottom-up strategy gets 51 as the average score. Also for the significance, the experimental class achieves significant difference. It is obtained from the hypothesis test.  $T_{table}$  on significance 1% with  $df = 62$  is 2.66, while  $T_{count}$  is 3.99. it means that  $T_{count} (3.99) > T_{table} (2.66)$ . It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. In other word, there is a significant difference of students’ reading comprehension after being taught by using prior knowledge activation strategy in reading comprehension.

Thus, the conclusion is prior knowledge activation strategy in teaching reading comprehension is considered as a strategy to improve reading comprehension. Students are able to master the text by guessing and making inference from their existing prior knowledge. The use of prior knowledge activation strategy is expected to help teacher in the process of teaching and learning.