IMPROVING READING COMPREHENSION THROUGH ACTIVATING STUDENTS' SCHEMATA
(A Classroom Action Research at Dian Nuswantoro University Semarang in the Academic Year of 2011-2012)

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Abstract: *This research investigated the improvement of reading comprehension through activating students' schemata. It was carried out on the first semester at Dian Nuswantoro University Semarang in the academic year 2011/2012. During the process of observation phase, some problems found in reading classroom activities, those are: most of students felt unmotivated in reading class, got bored, were confused to understand the content of the text, had less willingness, had limited number of vocabulary, had bad score in English subject from their UAN, and also had bad score from their English Subject when they were tested before entering the university. The first goal of this research is to discover the problems when Activating Schemata strategy implemented, the second goal is to describe the situation on the strategy applied, the third goal is to measure how far the improvement of students' reading comprehension during Activating Schemata strategy implemented. Classroom Action Research used in the research as a research methodology that classified into planning activity, acting, observing and reflecting. There were three cycles used in the research. The research findings showed that reading comprehension improved through Activating Schemata. It can be seen from the students' behavioral changes, such as: 1) they got easier to activate their schemata, 2) they got easier to do reading exercises, and 3) they realized that reading subject is intersting. The improvement also showed in their average score (60.33) pre test score, (66.25) test one, (71.42) test two, (77.33) post test score. This implied that students' reading comprehension improved through Activating students' Schemata.*

Keywords : *activating schemata, classroom action research, reading comprehension.*

People realize that teaching of English becomes very important now and needs much concern. In Learning English, there are four skills (listening, speaking, reading, and writing) and the complements, those are grammar, pronunciation, and

vocabulary for supporting the development of those skills. Besides the four skills, Grammar should also be mastered by students. According to students' opinion at Dian Nuswantoro University, those skills are not easy because English is not their first language and it is very different from their first language such as the pronounciation, the time marker, the spelling and many others. To solve this students' problem, teacher should think hard about the way how to make English subject as easy to learn as other subject.

In the level of university such as at Dian Nuswatoro University, four skills (listening, speaking, reading, and writing) are given both in English Department and non English Department (computer science, public health, economics and engineering), it is expected that all students will be able to communicate in English well. In fact, during the process of English teaching learning some problems came up, especially in reading class. The problems were: most of students felt unmotivated in reading class, got bored, were confused to understand the content of the text, had less willingness, had limited number of vocabulary, had bad score in English subject from their UAN, and also had bad score from their English Subject when they were tested before entering the university. That is why the researcher takes this class as the subject of the research.

According to Chastain (1988: 176), the reading process means an active cognitive system operating on printed material in order to comprehend the text. He states that during the writing process, the writer tries to active background and linguistic knowledge to create meaning; and then reader's task is to active background and linguistic knowledge to recreate the writer's intended meaning. Then reader should go beyond the printed material to get the writer's intended meaning.

To follow up the students' problem in reading class, activating students' schemata were used as a strategy to improve their reading comprehension. To activate students schemata, some strategies will apply in process of Classroom Action Research such K-W-L (Know What Learned) chart. K-W-L is an introductory strategy that provides a structure for recalling what students know about a topic, noting what students want to know, and finally listing what has been learned and is yet to be learned, it is composed in three stages that reflect a worksheet with the three letters and three coloumns. Other strategies are brainstorming, class discussion, semantic mapping, cloze procedure, text impression, visual aids, and picture book. Schemata describe the process by which readers combine their own background knowledge with the information in a text to comprehend that text. All readers carry different schemata (background information) and these are also often culture-specific. This is an important concept in ESL teaching, and pre reading tasks are often designed to build or activate the learner's schemata.

In the process of reading, "comprehension of a message entails drawing information from both the message and the internal schemata until sets are reconciled as a single schema or message" (Anderson et al. in Hudson 1982:187). Wallace 1992:33 states that "the first part of a text activates a schema... which is either confirmed or disconfirmed by what follows". But the process begins much earlier

than this: "The environment sets up powerful expectations: we are already prepared for certain genres but not for others before we open a newspaper, a scholarly journal or the box containing some machine we have just bought." (Swales 1990:88).

There are many researchers describing about the same topic that is about reading and schemata, such as a research conducted by Gilakjani, and Ahmadi in their Journal entitled The relationship between L2 reading comprehension and schema theory ; A Metter of Text Familiarity (International Journal of Information and Education Technology,VI 1 no.2 2 June 2011). Their research shows that the ability to understand a text is based on general knowledge of the world and the extent to which that knowledge is activating during processing.

The other research with the same topic which also done by Razi from Canakkale Onsekiz Mart University, Turkey entitled "The Effects of Cultural Schema and Reading Activities on Reading Comprehension" in 2001. His research shows the influence of cultural schema and reading activities on reading comprehension. Cultural familiarization to the text has a significant effect on reading comprehension and nativization contributes to reading comprehension since readers are provided with the cultural familiar text and also reading activities have an impact on reading comprehension and they can make up for the lack of cultural familiarity.

Although both researches have similar topics to my research, that is about reading and schemata, some differencies were clearly shown. Reseach done by Abbas and Syekh only discussed the relationship between reading comprehension and schema theory by using text familiarity, another research was done by Razi showed the effect of cultural schema on reading activities, and this research focused on how students activated their schemata to improve their reading comprehension.

In this research, the researcher hopes that activating student's schemata can improve student's reading comprehension especially for students at Dian Nuswantoro University on 1st semester academic year 2011/2012 as a place where the research is conducted. The reason of choosing this title "Improving Reading comprehension through activating students' schemata at the first semester of Dian Nuswantoro uiversity" is that because the researcher cares and wants to improve students' reading comprehension.

Previous Studies

Finding a topic in research is sometimes similar to the previous researchers; in order to compare with other reseach here are some similar topics are discussed in this section.

The first research was conducted by Gilakjani, and Ahmadi. In their journal Vl. 1, no 2, June 2011 the title is "The relationship between L2 reading comprehension and schema theory : A Metter of Text Familiarity". They use Iranian EFL (English as a Foreign Language) as the object of the research consisting of 30 students from Lahijan University. In their research it is showed that the ability to understand the text is based on the reader's linguistic knowledge of the world and the extent to which that knowledge is activated during processing. The unfamiliar content of a text

has an effect on reading comprehension, then it must be considered a criterion in the selection of reading materials and in the evaluation of reading comprehension. A schema theory influences the way how students understood the text of reading comprehension, the result of this research is by using text familiarity and schema theory most of students could comprehend any kind of text more easily.

The second research done by Ramzi in Cannakkale Onzekiz Mart University turkey in 2001. In his research he investigated the influence of cultural schema and reading activities on reading comprehension. It was carried out at Cannakale Onzekiz Mart University, Turkey with 3rd grade students at the department of ELT through a 2x2 experimental research design where the participants were homogenously placed in different group according to their GPA. The first group was given original story, second group with nativized story. To find out the effect of reading activities on the comprehension of nativized and original story, the third group was given the original story with reading activities and fourth group nativized story with similar activities as his study result indicates that cultural schema appears to have a significant effect on the comprehension of short stories. Nevertheless, the treatment groups supported with reading activities out performed the other who did not have any activity. It ndicates that the lack of cultural knowledge can be compensated through the use of reading activities.

The first research emphasized on reading comprehension and schema theory by using text familiarity and the second research emphasized on the influence cultural schema in reading comprehension. Although this research topic is similar to both previous researches, my thesis emphasizes on activating student's schemata to improve reading comprehension, completed by KWL chart to help activating student's schemata easier.

Definition of Reading

Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al., 1985). Older, mechanistic definitions of reading as the translation of printed symbols into oral language equivalents are incomplete, given the progress made in understanding the nature of the reading process. There is widespread agreement that without the activation of relevant prior knowledge by a cognitively active reader and the melding of that prior knowledge with the text information, there can be no reading of text.

Even definitions of reading that emphasize meaning indicate that reading is activated by print. The reader must be able to translate the written words into meaningful language. Virtually all four- and five-year-old children can communicate with and learn from oral language, but very few can read, because they lack the ability to identify printed words. While simply being able to recognize or "say" the printed words of text without constructing the meaning of that text is not reading, constructing meaning from written text is impossible without being able to identify the words.

Models of Reading

Models of reading are classified into two parts: (1) metaphorical models of reading and (2) specific models of reading. Metaphorical models of reading can be broken into: bottom up models, top down models, and interactive models. Specific models of reading are broken into psycholinguistic guessing game model, interactive compensatory model, word recognition models, and simple view of reading model. (Grabe,1999,2000; Urquhart and Weir, 1998). Buttom up model suggest that all reading follows a mechanical pattern in which the reader creates a piece by piece mental translation of the information in the text with the little iterference from the reader's own backgroud knowledge. Top down models assume that reading is primarily directed by reader goals and exception. This models characterize the reader as someone who has a set of expectations about the text information and samples enough information from the text to confirm or reject these expectations. Both models of reading bottom up and top down models are usually used in research.

Reading techniques

According to Grellet (2001:14-19) reading techniques have three major important things, those are sensitizing, improving reading speed and from skimming to scanning.

Sensitizing provides exercises that will develop the strategies that students need to cope with unfamiliar words and complex or apparently obscure sentences. Sensitizing inference is useful because inferring itself has a meaning of making use of syntactic, logical and cultural clues to discover the meaning of unknown elements. If these are words, then words formation and derivation will also play an important part. Inability to infer the meaning of unknown elements often causes discouragement and apprehension in students when they are faced with a new text.

One of the most common ways of increasing reading speed is to give students passages to read and to ask them to time themselves. A conversation table, taking the length of the text and the reading time into account, will tell them what their reading speed is and will make it easier for them to try and read a little faster every time.

One of the most important points to keep in mind when teaching reading comprehension is that there is not one type of reading but several according to one's reason for reading. By reading all texts in the same way, students would waste time and fail to remember points of importance to them because they would absorb too much non essential information.

Predicting is not a real technique but a skill which is basic to all the reading techniques practiced in this part and to the process of reading generally. It is faculty of predicting or guessing what is to come next, making use of grammatical, logical and cultural clues.

Previewing unlike predicting, previewing is a very specific reading technique which involves including the table contents, the appendix, the chapter and paragraph headings in order to find out where the required information is likely to be.

Anticipation is motivation of great importance when reading. Partly because most of what we usually read is what we want to read such as books, novels, etc. but also because being motivated means that we start reading the text prepared to find a number of things in it, expecting to find answer to a number of question and specific information or ideas we are interested in.

Both skimming and scanning are specific reading techniques necessary for quick and efficient reading. Skimming goes through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of a tone or the intention of the writer. When scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so.

Phases of reading

According to Avery & Graves (1997) phases of reading clasified into three parts, those are pre reading, while reading and post reading. The first phase of reading is pre-reading. Pre- reading phase tries to introduce and arouse interest in the topic, to motivate learners by giving a reason for reading, and to provide some language preparation for the text.

While-reading, this phase draws on the text, rather than the learner's previous reading to reading. The aim of this phase is to help understanding writing's purpose, to help understanding of the text structure and to clarify text context.

Post-reading (perhaps some passages) deserves to be finished with an erased from the memory as soon as possible but certainly not all. This aim of this phase is to consolidate or reflect upon what has been read and to relate the text to the leaners' own knowledge, interests, or views.

Schema Theory

Schema theory deals with the reading process, where readers are expected to combine their previous experiences with the text they are reading. Since each reader has different background knowledge, it is culture specific. Schema theory was developed by the gestalt psychologist Bartlett "…who observed how people, when asked to repeat a story from memory, filled in details which did not occur in the original but conformed to their cultural norms" (Cook 1997:86). Carrel and Eisterhold (1983: 557) formalise the role of background knowledge in language comprehension as schema theory, and claim that any text either spoken or written does not itself carry meaning. The very important role of background knowledge on reading comprehension is noted by Carrel and Eisterhold (1983:122) and anderson (1999), that a reader's comprehension depends on her ability to relate the information that she gets from the text with her pre existing background knowledge.

R.C. Anderson in 1977, a respected educational psychologist, developed schema theory. This learning theory views organized knowledge as an elaborate network of abstract mental structures that represent one understands of the world. The term schema was first used by Piaget in 1926, so it was not an entirely new concept. Anderson, however, expanded the meaning.

Schema

Background knowledge – also prior knowledge – is supposed to consist of two main components: "our assimilated direct experiences of life and its manifold activities, and our assimilated verbal experiences and encounters" (Swales 1990: 83).

Schemata are accepted as interlocking mental structures representing readers' knowledge (Perkins 1983; Zaher 1987; Anderson and Pearson 1988; Cook 1997; Alderson 2000; Brown 2001; Harmer 2001) of ordinary events (Nassaji 2002). In the reading process, readers integrate the new information from the text into their pre-existing schemata (Nuttall 1996; Wallace 2001). Not only do schemata influence how they recognise information, but also how they store it. According to Harmer (2001), only after the schema is activated is one able to see or hear, because it fits into patterns that she already knows. The notion of schema is related with the organisation of information in the long-term memory that cognitive constructs allow (Singhal 1998).

Schema types

Many reading researchers intend to subcategorise the term *schema*, with the most popular categorisation being the distinction between *formal* and *content* schema. Nevertheless, there is no single categorisation for schema.

In order to understand the impact of background knowledge on reading comprehension, Carrell and Eisterhold (1983:80), Carrell (1987; 1988b) and Alderson (2000:128) draw a distinction between schemata types. By *formal schema*, they point to background knowledge relating to the formal and rhetorical organisational structures of different types of texts. Carrell (1985: 727-752) says reading comprehension is affected by the reader's formal schemata interacting with the rhetorical organisation of a text.

Content schemata is defined as background knowledge of the content area of the text that a reader brings to a text (Carrell and Eisterhold 1983; Carrell 1987; Alptekin 1993; 2002; 2003; Singhal 1998; Stott 2001). Carrell and Eisterhold propose that appropiate content schema is accessed through textual cues.

Yule (1996: 87) points out that *cultural schemata* are developed "...in the context of our basic experiences". Bedir (1992: 8) mentions cultural schemata and he defines it as "…the background knowledge about cultural aspects of the language being learned…" Ozyaka (2001) defines cultural schema as culture-specific world knowledge. To comprehend a text, appropriate culture schemata and scripts are considered to be necessary.

Research by schema theorists indicates that abstract concepts are best understood after a foundation of concrete, relevant information has been established (Schallert 1982:26). The general knowledge provides a framework into which the newly-formed structure can be fitted.

According to Anderson (1977: 418-419), there are some characteristics of schemata, (1)Schemata are always organized meaningfully, can be added to, and, as an individual gains experience, develop to include more variables and more specificity.(2)Each schema is embedded in other schemata and itself contains subschema.(3)Schemata change moment by moment as information is received.(4)They may also be reorganized when incoming data reveals a need to restructure the concept.

The mental representations used during perception and comprehension, and which evolve as a result of these processes, combine to form a whole which is greater than the sum of its parts.

K-W-L Chart

The K-W-L strategy The K-W-L strategy stands for what I Know, what I Want to learn, and what I did Learn. By activating students' background knowledge/schemata, it improves comprehension of expository text KWL (Ogle, 1986) is an instructional reading strategy that is used to guide students through a text. Students begin by brainstorming everything they *Know* about the topic.This information is recorded in the *K* column of a KWL chart. Students then generate a list of questions about what they *Want to Know* about the topic. These questions are listed in the *W* column of the chart. During or after reading, students answer the questions that are in the *W* column. This new information that they have *Learned* is recorded in the *L* column of the KWL chart. The column can be seen as follows:

What we know	What we want to know	What we learned

The way how schemata is activated

According to Cook (69: 1989) there are two ways in activating schemata;

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

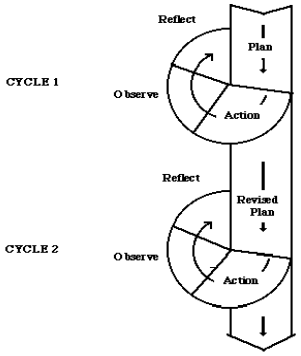
RESEARCH METHOD

This part presents the methods that have been used for conducting the research and for analysis of the data used in this research. It describes about the research design, location of the study, population and sample, instrument, and data analysis.

Research Design

Action research is part of qualitative research approach because in this approach a process is needed than the result. Action research is known by many other names, including participatory research, collaborative inquiry, emancipatory research, action learning, and contextural action research, but all are variations on a theme. Put simply, action research is "learning by doing" - a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again. While this is the essence of the approach, there are other key attributes of action research that differentiate it from common problem-solving activities that we all engage in every day. (Nunan, D.1992)

Stephen Kemmis has developed a simple model of the cyclical nature of the typical action research process (Figure 1). Each cycle has four steps: plan, act, observe, and reflect.



The researcher's Classroom Action Research used the model action research above by implementing planning, acting, observing, and reflecting. Before the first step done, first of all researcher conducted classroom observation, interviews, distributes the questioner and pre test in order to know and measure students' understanding in reading. Furthermore the four steps will be done step by step. The procedure of research can be seen as follows:

1) Planning the Action, according to students' problem that was observed before, researcher arranged several plan in improving students' reading comprehension through activating student's schemata. First, researcher designed lessons plans contains materials and strategies in activating students' schemata. Second, the researcher arranged time allocation, the meeting would be classified into pre teaching, main teaching, and post teaching. Third, the researcher prepares for post test. The post test will be given to the students at the end of cycle in order to check their improvement in reading comprehension.

2) Acting, in this phase, the researcher implements what previous planning are planned. Starting from cycle one, researcher begins to gave the materials by using a strategy in activating students' schemata. Then, observed the problems that emerged during cycle one. Next step is reflected the observation result the new planning and implements in next cycle. It could be done continually until the third cycle.
3) Observing, in this phase, the researcher gave post test to evaluate the students' improvement in reading comprehension through activating students' schemata. The researcher also interviewed students, submits student diary in order to know about what they feel, their suggestion about process of teaching learning.
4) Reflecting, this phase is used by researcher to analyze, check, and evaluate the result of the action. Reflecting is used in order to check the strengths and weaknesses, then it is used to make revision to get better in previous cycle.

Location of Study

The research conducted on students' of Dian Nuswantoro University. Then, researcher took students of computer science as an object of the research, they were on the first semester group A11.4103 academic year 2011/2012.

Dian Nuswantoro University is one of private university in Semarang. It is located at Jl. Nakula No. 5-11 Semarang Tengah, telp/fax (024) 3517261/3520165, URL WWW.DINUS.AC.ID. Dian Nuswantoro university has five study programs for undergraduate (Computer Science, Economic, Public Health, Engineering, Languages and Letters department) and two study programs for graduate (Computer Science and Economic department).

Population and Sample

Population for this research was taken from number of students at Computer Science faculty, and then took one class as a sample for the research which consisted of 30 students from group A11.4103.

Data Analysis

The research used qualitative and quantitative analysis technique. Qualitative data takes from classroom activities involves interviewing activities, students' diary, and researcher's notes. Meanwhile, quantitative data were taken from numerical data of students' improvement score.

FINDINGS AND DISCUSSION

The first step in doing Clasroom Action Research was observation activities. The observation was done on students of the first semester at Dian Nuswantoro University Semarang Academic in the academic year 2011/2012. Monday, 12 September 2011 at 08.40-10.20 AM was the first day and first meeting for them. Researcher planned that in the first meeting will be used as observation activities, therefore on the first meeting according to the syllabus the meeting only for

introduction activities, giving the Kontrak Kuliah, explaining the activities during one semester and also introduce some book references.

After all of the activities were implemented, it was the time to observe all of students about reading activity. The observation began by interviewing them one by one and then researcher took a note. The results showed that most of students were not interested in reading lesson, they found many difficulties in understanding the meaning of reading text, limitation of vocabulary, and during reading lesson process they wasted the time by chating with other friends.

To solve the problems, researcher used a startegy called schemata activation. It was hoped that by using the strategy students' reading comprehension will improve. In the Classroom Action Research, there were four activities done, beginning from planning, acting, observing and the last step called reflecting. The research was implemented three cycle activities.

The first meeting on the first cycle used three startegies in activating students schemata, those were brainstorming, class discussion, and K-W-L chart. In the process of brainstorming, students felt easy to describe about Humberger, then in class discussion students directed to share with other students about what they knew. In this activity they used bahasa than English language to explain and share with other students. In this case, first problem arose. Next activities were called filling the K-W-L chart. They filled K coloumn and some students did more quick, but around 15 students still left blank K coloumn because they felt difficult to recall the nformation they had stored in their memory. According to reseracher opinion it did not matter because it was the first time to activate students' schemata, it was the challange for the researcher to think how their schemata be activated.

On second meeting, a startegy called Anticipation Guide was used. The activity got result that some students still difficult in recalling their previous information wich they had stored in their memory, they also found some difficult word in the text, for the solution researcher gave the meaning of the word by questening them related to the word, and sometimes gave the synonim. Here researcher also used brainstorming in giving the difficult word meaning.

Meanwhile, on the third meeting Text Impression startegy was used, in this strategty the reseacher chose key words or phrases from 10-15 numbers about the topic and then students use the words or phrases in a paragraph that would reflect their understanding of the topic. This kind of startegy can also answer students' problem in understanding strange words or difficult words which rose in second meeting. This strategy stated that to answer the difficult word meaning they can read previous sentences or phrases and following sentences or phrases where the difficult word placed. 75% students understood the startegy and 25% students still difficult to use the strategy.

After some facts and problems were found in observing stage, reseacher gave post test and the result showed improvement. Their score in pre test had average 60,33 after first cycle conducted, their score rose to average 66,25. The questions test involved (1) prediction scoring, where the students can predict what the text talked

about (2) thematization scoring, students able to describes the theme of the text (3) connection scoring, students able to connect the text with their own experiencec, in this case they will recall their schemata. (4) topic and main idea scoring, where students can find the topic or main idea of the text (5) vocabulary scoring, students understanding in the meaning of the word. Those five questions included as elements in a reading comprehension.

To solve the problem which rose on the first cycle researcher arranged new step on the second cycle and hopefully it would be answered the problem. On the first meeting researcher used brainstorming and K-W-L chart, "Hello Matahari" used a title and discussion for the meeting. After the picture was distributed without any title and any information, students looked confused to describe about the picture and no one could answer during 10 minutes. Finally the researcher asked them by some questions to activate their schemata. Therefore the students just kept silent, at the last four or five students then answer about the picture. In brainstorming process there were no wrong answer got from students, their opinion was the same as another sudents answer. Only one student could guess the picture, that was Hello Matahari. More than 50 % students said that they knew the name Hello Matahari after the researcher explained it, and 50% already knew. So it was a a new schemata for them.

On second meeting of the second cyle brainstorming and K-W-L chart the researcher gave strategies in activating schemata. The text title was Eiffel Tower, during the activity a problem came in answering L coloumn, there were three questions that were no available answers from the text so researcher opened discussion to answer the problem. Finally all of the questions could be answered. Then, in third meeting Cloze Procedure startegy gave. There was no problem happened.

To check the improvement in reading comprehension a post test was given after second cycle finished. Their score in post test 1 had average 66.25 after second cycle conducted, their score rose to average 71.42 The questions test involved (1) prediction scoring, where the students can predict what the text talked about (2) thematization scoring, students able to describes the theme of the text (3) connection scoring, students able to connect the text with their own experiencec, in this case they will recall their schemata. (4) topic and main idea scoring, where students can find the topic or main idea of the text (5) vocabulary scoring, students understanding in the meaning of the word. Those five questions included as elements in a reading comprehension.

During the cycle two there were still problems so that for the last cycle on third cycle researcher used a picture books startegy in the first meeting. During the first meeeting there were no problem rising. On the second meeting researcher used brainstorming and K-W-L chart, the result showed that a new schemata would be stored in their memory because some students did not know the folktale. The last meeting used semantic mapping strategy and showed no problem arose. The last step in the last research was conducted a test in order to check students improvement, the post test result showed that the highest score obtain in the last post test, that was

77.32. It can be concluded that reading comprehension improved by activating students' schemata.

CONCLUSION

According to the results of the study, three conclusions can be drawn as follows:

First, during the process of activating students' schemata, problems arose on the research classroom activities. Most of students still difficult in activating their schemata, they felt unmotivated in reading class, got bored, felt confused to understand the content of the text, and had limited number of vocabulary. For that reasons, researcher applied some different strategies in activating students' schemata on the continual meeting. Therefore, the result showed that by giving different strategies in the process of activating students' schemata, students' habitually easy to activate their schemata. The researcher also gave different kinds of text and warm class circumstances in order to make students interested and not bored anymore during reading class. Besides that, researcher also gave some exercises, and trick to answer the meaning of strange words by looking phrases or sentences in the previous and after the strange word placed.

Second, when the process of activating schemata strategy implemented, students did not realize that they had schemata and unconsciously they used their schemata without knowing what schemata is. Their response for this strategy is very excited, students began to know what is schemata and how schemata is activated in reading comprehension. By applying different strategies in every meeting, students getting to know that there were many ways to activate schemata.

Third, activating students' schemata strategy improved students' reading comprehension. It was clearly shown the improvement students' reading average score on pre test (60.33), test one (66.25), test two (71.42) and post test (77.33).

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