

**THE EFFECT OF SCHEMATA ACTIVATION STRATEGY ON  
STUDENTS' READING COMPREHENSION OF EXTROVERT AND  
INTROVERT STUDENTS AT THE THIRD GRADE OF SMA NEGERI 1  
TUMIJAJAR WEST TULANG BAWANG**

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**Abstract:** This research investigated the significant difference on students' reading comprehension of extrovert and introvert students who were taught by schemata activation strategy. The research used one group pretest posttest design. There were 32 students as the sample of the research which were divided into extroverts and introverts (E = 16, I = 16). The data were elicited through reading test and questionnaire of personality. The results of the research showed that (1) there is significant difference of the students' reading comprehension of extrovert students who were taught by schemata activation strategy with  $t_{count} 10.22 > t_{tabel} = 2.04$ ; (2) there is significant difference on the students' reading comprehension of introvert students who were taught by schemata activation strategy with  $t_{count} 7.76 > t_{tabel} = 2.04$ ; (3) and, there is significant difference on the students' reading comprehension of extrovert students and introvert students who were taught by schemata activation strategy with  $t_{count} 2.09 > t_{tabel} = 2.04$ . This indicates that extrovert students have higher score compare to introvert students in reading comprehension.

**Keywords:** *schemata activation strategy, reading comprehension, extrovert, introvert.*

**Abstrak:** Penelitian ini menganalisis perbedaan yang signifikan pada aspek membaca siswa *ekstrovert* dan *introvert* dengan menggunakan *schemata activation strategy*. Penelitian ini menggunakan pretes and postes grup desain. Ada 32 siswa sebagai sampel penelitian yang dibagi menjadi kelompok *ekstrovert* dan *introvert*. Data penelitian ini adalah tes reading dan kuesioner. Hasil penelitian menunjukkan bahwa (1) ada perbedaan yang signifikan antara siswa *ekstrovert* yang diajar menggunakan *schemata activation strategy* dengan  $t_{hitung} 10,22 > t_{tabel} = 2,04$ ; (2) ada perbedaan yang signifikan siswa *introvert* yang diajar menggunakan *schemata activation strategy* dengan  $t_{hitung} 7,76 > t_{tabel} = 2,04$ ; (3) dan, ada perbedaan yang signifikan antara siswa *ekstrovert* dan *introvert* yang diajar menggunakan *schemata activation strategy* dengan  $t_{hitung} 2,09 > t_{tabel} = 2,04$ . Hal ini menunjukkan bahwa siswa *ekstrovert* mempunyai nilai yang lebih besar di bandingkan dengan siswa *introvert* dalam pemahaman membaca.

## INTRODUCTION

Reading is one of the necessary skills in learning English. It holds important role in building students receptive skill. Sometimes, students success in learning English depends on the greater part of their ability to read. Besides students will have a chance to learn new words, and structure of the sentences.

Nowadays, in teaching reading, the students face some problems. Firstly, for most them, reading an English text is a very difficult activity and considered to raise lots of problems for them. Secondly, when they are asked to read an English text, a number of students directly open their dictionary to find out the meaning of words they do not know yet. In contrast, the students who do not have any dictionary will do nothing with the text. Therefore, the teachers need to improve the ways or techniques in helping the students to solve such problems.

Based on the researcher's experience when teaching reading at SMAN 1 TUMIJAJAR, it was found that the students seem lack of skill in comprehending the text. The students' reading competence on the third grade of this school is still low due to their low motivation and uninteresting material. The English teacher said that the students still face some difficulties in determining the main idea, finding specific information, making reference and understanding features of the text forms. Some students' background knowledge seem poor, so they cannot follow reading process. The teacher has found that she is in fact

still poor in creativity concerning teaching technique. In teaching, the researcher still employs some techniques such as explaining the materials, giving examples, practices and assignments, and finally evaluating the students' works.

Regarding to the problems above, it surely needs an improvement in teaching reading skill in classroom in order to achieve the goals of learning that has been determined. To find the solution of these problems, the researcher used schemata activation strategy in teaching reading comprehension.

Schemata activation strategy is a way of reading where the readers are expected to activate his/her own prior knowledge when they read an English text or passage. Schema is the background knowledge stored by the readers which facilitates the understanding of the text. Ajideh (2003) indicates that schemata are important for English as a foreign language and English as a second language (EFL/ESL) readers. The background knowledge accumulated by the reader over a period of reading or as a result of cultural and linguistic interactions all combine to give meaning to what is read. If the readers are lack appropriate schemata or fail to activate them, comprehension may be hindered.

Meanwhile Khanam, Zahid and Mondol (2014) assert that the importance of background knowledge has three main implication for the teachers: first, the

teacher must take into account the knowledge in which any written text is based. Second, if a reader does not actively use his/her background knowledge, a significant part of the reading process is not taking a part. Third, teachers should have as their principal objective the development of problem solving, creative, interpretive strategies in which the students can exploit whatever knowledge or resources they may have. Teachers, in teaching students to activate and use their background knowledge, are helping them to become good reader.

To activate students' schemata, pre-reading activities were used. According to Chastain (1988) cited in Ajideh (2003), the purpose of pre-reading activities is to motivate the students to read the assignment and to prepare them to be able to read it. Ajideh states further that pre-reading activities may not just offer compensation for second language reader's supposed linguistic or socio-cultural inadequacies; they may also remind readers of what they do, know and think, that is to activate existing schematic knowledge. One of the schemata activation strategies which can be used in pre-reading stages is questioning. Zhao and Zhu (2012) say that questioning strategically is one of the best methods that can activate students' background knowledge and arouse their interest and curiosity. The researcher assumes through questioning at the pre-reading stages, teacher can create the active classroom atmosphere and arouse students' reading interest

which make students prone to use their previous knowledge.

Meanwhile, Ajideh (2006) cited in Mardianti (2014) argues that the best time to activate schemata is in the pre-reading stage. Alfaki & Siddiek (2013) state that pre-reading stage is important in building confidence and creating security within the learner before they approach a reading text.

Beside having schemata in reading, students' reading skill is influenced by the personality of the students. Personality is the first face of the intrinsic side in psycholinguistic factor. It is within in a person that contributes in some way to one's success in language learning. There are three general categories of personality factors; egocentric factors, transactional factors, and motivational factors (Suparman, 2010:64). Furthermore transactional factor is influenced by some variables which come up on language learning, they are imitation, modeling, identification, extraversion, aggression, and styles of communication. Among those variables, the researcher will elaborate more about extraversion.

Extraversion is one of the variables in classifying type personality. It refers to the relationship of extrovert-introvert personality. In this category, personality can be classified into two types, they are extrovert and introvert.

According to Sharp (1987) in the extraverted attitude, external factors are the pre-dominant motivating force for judgments, perceptions,

feelings, affects and actions. This sharply contrasts with the psychological nature of introversion, where internal or subjective factors are the chief motivation.

Amiri and Nakhaie (2013) also did the research related to personality and reading skill. They investigated comparing the performance of extrovert and introvert intermediate female EFL learners on listening and reading tasks. The results indicated that introverts perform significantly better in listening tasks than extroverts. But in reading section there was no significant difference between the two groups of students.

Shabani, Samarghandi & Bakhshi (2016) conducted a research to explore the effectiveness of content feedback embedded into reading strategies on L2 learners' reading comprehension ability across extrovert/introvert personality style. 35 pre-intermediate learners studying in a private language institute in Chaloos, Mazandaran, Iran. The overall result of the study showed that implementing reading strategies, combined with content feedback, positively resulted in improvement of comprehending different texts. It was also concluded the extroverted learners outperformed the introverted ones.

Regarding to the explanation above, the researcher investigated the research entitled "the effect of schemata activation strategy on students' reading comprehension of extrovert and introvert students. The study was done at the third grade of SMAN 1 Tumijajar West Tulang Bawang".

## **METHODS**

The design of this research was one group pretest posttest design. The population of this research was the third grade students of SMAN 1 Tumijajar West Tulang Bawang 2016/2017 academic year. The sample was taken from the students of XII science 1 which consists of 32 students.

The researcher used multiple choice reading test and questionnaires as the instrument of collecting the data. Reading test consists 40 items in the form of news item text. Questionnaire which consists of 24 items was used to classify the students into extrovert and introvert.

## **RESULTS**

Based on data that obtained it is found that there was significant difference on students' reading comprehension of extrovert students after being taught by schemata activation strategy. The details of the data can be seen on the following table:

**Tabel 1. Result of Students' Reading Comprehension of Extrovert Students**

	Paired Differences					t	df.	Sig.(2- tailed)
	M e a n	Std. Dev i a t i o n	St d. Err or M e a n	95% Confidence Interval of the Difference				
				Low er	Upper			
Pair 1 Pre-test – Post-test	9 . 5 6 2 5 0	3.74 110	.9 35 28	7.56 901	11.55599	10.224	15	.000

Based on the table above, the sig. (p) value obtained through SPSS was 0.000. Meanwhile, the significant level used in this research was 0.05. The hypothesis acceptance criteria was if sig. (p) value is less than significant level, it means that Ho is

rejected. From table above, it was obtained that sig. (p) value (0.000) was less than sig. level (0.05). It could be said that there was significant difference in reading comprehension of extrovert students between pretest and posttest.

**Table 2. Result of Students' Reading Comprehension of Introvert Students**

	Paired Differences					t	df.	Sig.(2- tailed)
	M e a n	Std. D e v i a t i o n	S t d. E r r o r M e a n	95% C o n f i d e n c e I n t e r v a l o f t h e D i f f e r e n c e				
				L o w e r	U p p e r			
Pair 2 P r e - t e s t - P o s t - t e s t	8. 8 7 5 0 0	4.57 347	.1. 14 33 7	6.43 797	11.3120 3	7.762	15	.000

Based on the table above, the sig. (p) value obtained through SPSS was 0.000. Meanwhile, the significant level used in this research was 0.05. The hypothesis acceptance criteria was if sig. (p) value is less than significant level, it means that Ho is rejected. From table above, it was obtained that sig. (p) value (0.000) was less than sig. level (0.05). It could be said that there was significant difference in reading

comprehension of introvert students between pre-test and post test.

The students' reading comprehension scores increased in both group. It can be said that there is significant difference in students' reading comprehension who were taught through schemata activation strategy. The comparison between pre test and post test score can be seen in the table below:

**Table 3. Result of Students' Reading Comprehension of Extrovert and Introvert Students**

	Paired Differences					t	df.	Sig. (2- tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test – Post-test	9.56250	3.74110	.93528	7.56901	11.55599	10.224	15	.000

Based on the table above, the result of analysis obtained the value of  $t_{count}$  (2.093)  $\square$   $t_{table}$  (2.04). It could be said that there was significant different between pretest and posttest of extrovert and introvert students. This means that schemata activation strategy is effective to increase students' reading comprehension.

### DISCUSSION

Based on the results of the research, it is found that there is significant difference on students' reading comprehension of extrovert and introvert students after being taught by schemata activation strategy. Pre reading activities helped the students to improve reading comprehension. It is in line with Mardianti, Ohoiwatun and Wahyudin (2014) in their research found that schemata

activation strategy was effective to improve students' reading comprehension.

After comparing the current research and those previous researches, it can be summarized that the result of the current research was similar with that the previous ones. By applying schemata activation strategy through pre-reading activities, the students were able to increase their reading comprehension. Hence, it can be said that schemata activation strategy gives positive influence toward the improvement of students' reading comprehension achievement.

However, several differences were recognized; firstly, the design of the research, secondly, the variables which were investigated. In the previous research, the design was pre-tes and post-test control group

study which consisted of two classes, experiment and control class, meanwhile the current research employed one class pre-test post-test design. It means that this research was conducted without using control class since the purpose of this research was to investigate whether the technique is effective or not. Then, the variables investigated in the previous research was reading comprehension of cultural text while the current research investigates reading comprehension of news item text and students' personality.

During the teaching learning process, the students were active and enthusiastic in following the lesson. It could be seen from their effort and activity in class. The researcher saw that in employing schemata activation strategy made the students easy in comprehending the reading material.

Moreover, students were more free in delivering their ideas and their opinion in the learning process. The stage of schemata activation strategy provided lot of chances for students to work together and interact directly among the members. Besides, they were helping each other among the members and they were really interactive. Those facts above made the students success in promoting their reading comprehension achievement through schemata activation strategy. The discussion above was in line with the statements from Maghsoudi (2012) that schemata activation strategy is effective to improve students' reading comprehension.

## CONCLUSIONS

The result of the research indicates that there is a significant difference on students' reading comprehension of extrovert and introvert students before and after being taught by schemata activation strategy. In short, it can be concluded that extrovert students are better reading than introvert students.

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