

**IMPROVING READING COMPREHENSION ACHIEVEMENT OF 8<sup>TH</sup> GRADE  
STUDENTS THROUGH SCHEMA ACTIVATION STRATEGY IN SMPN 3 PUDING  
BESAR**



**A THESIS**

**Submitted to the Undergraduate School in Partial Fulfillment of the Requirements for  
Degree of Sarjana Pendidikan (S.Pd) in English Education**

**By**

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**2023**



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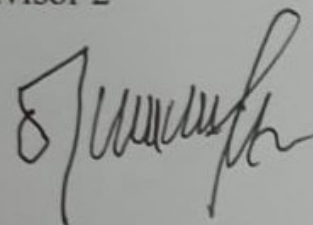
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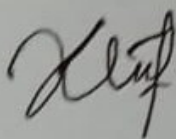
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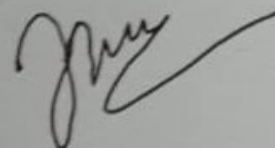
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## MOTTO

“What is not Started  
Will never get finished”

If Allah knows {any} good in  
your hearts. He will give you  
{something} better than what  
was taken from you  
zQUR'AN (8:70)

## **DEDICATION**

Bismillahirrohmanirrohim....

From the deepest of my heart, I dedicate this thesis to:

- ❖ The Greatest and All my praises to You, Allah SWT. Thank you for strengthening my belief to You, the glory faith and perfect religion. I am without your help, I am nothing. This life is useless without your blessing.
- ❖ My Prophet Muhammad SAW (peace be upon you) You are the greatest human not only for me, but for all creation in the world, best example in all affairs of my life. May Allah always guide me to follow the ways of your life.
- ❖ My beloved mother Azami and my beloved father Amat who always encourage and motivate me to finish this thesis and who have given me your endless and eternal loves, care, pray and understanding. You are everything for me. I just want to say THANK YOU SO MUCH.....I DO LOVE YOU.
- ❖ My beloved sisters (Siti Sarah and Tri Agus Tini) and my beloved younger brother Muhammad Iqbal Ramadhan. Thank you a lot for all of you, living with you is enjoyable life for me. Knowing your each life story is a big motivation for my life.
- ❖ My beloved husband Ms. Hamzah Thank you a lot for all of you, living with you is enjoyable life for me. Knowing your each life story is a big motivation and support me to finish this thesis and who have given me your endless and eternal loves, care, pray and understanding.
- ❖ My beloved son Muhammad Harzayn Al Fath Hamzah, Thank you for being present in mother's life, you are mother's is a big motivation for my life.
- ❖ My honorable academic advisor, Dina Novrieta M.Pd., thank so much for your advice, your patience in guiding me and of course for approving my proposal thesis. I know you have given me much time.
- ❖ For my English Education Lecturers Sir Zulfikri Betyar Rasuan M.Pd, Sir Yohan, S. sos, M. pd, Sir Firdaus, S. S., M.Pd., B.I., Miss Ihda Husnayaini



M.Pd, Ma'am Dina Novrieta, M.Pd, Ma'am Supiah M.Pd, Ma'am Indrawati M.Pd,. Thank you for all the knowledge that you had given to me, my Allah always blessed you all, Aamiin.

- ❖ All of my friends especially in English Education year 2015. you have made these years become unforgettable time of mine. I cannot begin to tell you how much your support means to me. Because of you, I believe my goal will be reached with them. See you on top, guys!
- ❖ For ma'am Maryana S.Pd, and the Big Family of SMP Negeri 3 Puding Besar. Thank you very much for help and cooperation, my Allah always blessed you all, Aamiin.
- ❖ All of my lecturers in IAIN SAS Bangka Belitung, thank you for knowledge and this place, especially in English Education. Thanks for everything.
- ❖ My almamater, my green campus and my inspiration. IAIN SAS Bangka Belitung. Thanks for everything. My Allah bless you all.

## ACKNOWLEDGEMENT

First of all I would like to show my gratitude to my beloved God who gives me the greatest things in my life so that I can finish my thesis entitled “implementation of Schema Activation Strategy usage in improving students’ reading comprehension achievement in 8th grade of SMPN 3 Puding Besar” because of his help, I finally accomplish my thesis writing to fulfill the academic requirements to complete S1 in English Language Education degree at the State Institute for Islamic Studies Syaikh Abdurrahman Siddik Bangka Belitung in academic year 2023

This thesis would be impossible to finish without any help, support, insight, patience and perseverance of many people. So, the researcher would like to express the great gratitude to:

1. The Rector of IAIN SAS BABEL, Dr. Irawan, M.S.I,
2. The Dean of Tarbiyah Faculty, Dr. Soleha, M.A,
3. The Head of English Education Study Program, Indrawati, M.Pd,
4. The Academic Advisor of the researcher, Dina Novrieta, M.Pd,
5. The first Thesis Advisor, Zulfikri Betyar Rasuan, M.Pd, and valuable guidance, advice and encouragement and all of support in accomplishing this thesis,
6. The second Thesis Advisor, Muslim for his continuous and valuable guidance, advice, encouragement in writing this thesis,
7. The First Examiner,

8. The Second Examiner,

9. All lecturers, especially all of lecturers in English Education Study  
Program of IAIN Syaikh Abdurrahman Siddik Bangka Belitung,

10. The Head Master, English teacher and all of my student at SMPN 3  
Puding Besar,

11. All of the academicians at IAIN Syaikh Abdurrahman Siddik Bangka  
Belitung,

Furthermore, the researcher would like to express his deepest appreciation to his parents, his brother and sister, his husband and all of his friends. Finally, the researcher hopes this thesis can be useful. The researcher also needs the critics and suggestions for the improvement and development of this thesis.

Petaling, January 2023

The Researcher

Areza Nurul Sapitri

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**Abstract**

This study was a correlational study with a quantitative approach. The objectives of this study were: (1) to find out the implementation of Schema Activation Strategy in improving students' reading comprehension achievement in 8th grade of SMPN 3 Puding Besar, and (2) to find out significant for the students in difference in reading comprehension achievement who are taught by using Schema Activation Strategy. The total number of sample was 38 students that were taken from grade eighth students of SMP N 3 Puding Besar. The findings of this study showed that the improving students' reading comprehension achievement was categorized into very good criteria. While the mean of experimental group post-test was 80,00 and the mean of post-test in control group was 70,42. The students' achievement of experimental group was significant than the control group. Then based on result of independent sample test of students' post-test between experimental and control group, the t-obtained was 7,157. And, the significant (2-tailed) was 0.000. Since t-obtained was higher than t-table ( $7,157 > 1.99$ ) and the significant (2-tailed) was lower than computation with level ( $0.000 < 0.05$ ). because the results of t-obtained (7,157) was higher than t-table (1.99). At significant two tailed (0.00) was lower than computation with level significant (0.05). It meant that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. It could be concluded that there was significant positive improving students' reading comprehension achievement the students' reading skill in recount text at the eighth grade students of SMP N 3 Puding Besar.

**Keywords:** *Comprehension Achivement, Reading Skill, and Schema Activation Strategy*