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**THE INFLUENCE OF THE APPLICATION OF SCHEMA
ACTIVATION STRATEGY ON THE STUDENTS' SPEAKING
ABILITY ON PROCEDURE TEXT AT THE FIRST GRADE
STUDENTS OF *MAN 2 CIREBON***

A THESIS

**Submitted to the English Education Department of Tarbiyah Faculty on *Syekh
Nurjati* State Institute for Islamic Studies Cirebon in Partial Fulfillment of the
Requirements for Islamic Scholar Degree in English Education**



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ABSTRACT

Retno Purwaningsih : **THE INFLUENCE OF THE APPLICATION OF SCHEMA ACTIVATION STRATEGY ON THE STUDENTS' SPEAKING ABILITY ON PROCEDURE TEXT AT THE FIRST GRADE STUDENTS OF *MAN 2 CIREBON***

The mastery of speaking skills in English is a priority for many second or foreign language learners. Speaking plays a significant role in mastering English is speaking. As a skill, speaking is the most used skill by people rather than the three other skills.

In learning speaking skill, the students often find some problems. The problem frequently found is that they are difficult to use the foreign language. The other reason is because they are too shy also afraid to take a part. The students' interest, the English material, including the technique in teaching and learning English are the factors that can become causes the problem of the students' speaking skill. So that, in this reasearch, the writer use schema activation strategy as the method to teaching and learning the speaking skill.

The aim of this reasearch are to know the students' response toward the application of schema activation strategy on procedure text, to know the students' ability before and after the application of schema activation strategy on procedure text, and to know the influence of schema activation strategy in speaking to the students' speaking ability on procedure text.

The method of this research is quantitative approach. The technique for collecting data in this research are observation, interview, test, and questionnaire. Then, the writer use the statistical analysis that is t_{test} .

After the data has been analyze, the writer conclude that the students' speaking ability toward the application of schema activation strategy on procedure text is 7.33, the result of the students' speaking ability before 55.8 and after the application of schema activation strategy on the students' speaking ability on procedure text is 76.6. And the influence of the application of schema activation strategy on the students' speaking ability on procedure text is 3.36 by $\alpha: 0.05$ so t table is 2.02.



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PREFACE

Praises be to Allah only, the God of all creature and universe, the Most Gracious, the Most Merciful. Because of His Mercies and blessing, the writer is finally able to finish writing this thesis under the title “The Influence of The Application of Schema Activation Strategy on The Students’ Speaking Ability on Procedure Text at The First Grade Students of *MAN 2 Cirebon*” which is presented to the English Education Department of Tarbiyah Faculty in partial fulfillment the requirement for the graduated degree in English Education.

In composition this thesis also, there are so many people who have participated, help and advised directly or indirectly. So, in this opportunity, the writer would like to extremely grateful to:

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7. Dra. Hj. Ipah Uripah, M.Ag, as the headmaster of *MAN2 Cirebon*.
8. Roslaelah, S.Ag, as the English teacher and all of the staff of *MAN2 Cirebon*.
9. And for those have helped in finishing this thesis.

The writer realized that this thesis is far from being perfect and there are many mistakes either in arrangement or in the content. Hence suggestion and criticism from the readers are necessary to make it more perfect in the future.

Finally, the writer hopes this thesis will be some valuable to the readers, especially for the writer herself and for English Education Department of IAIN *Syekh Nurjati Cirebon*.

Cirebon, July 2012

The Writer



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CHAPTER I

INTRODUCTION

A. The Background of The Problem

Language is a tool we use to communicate with other people. We encode what we want to say using language which is made up of a range of components (Lindsay&Knight, 2006: 27). Language is the system of sounds and words used by humans to express their thoughts and feelings (Crowther, 1995: 662).

People express their ideas/opinion and feelings by language. Using language, people are able to convey their ideas, views, feeling, etc. Through language, they are able to find out the meaning of sounds, signs, or signals. Language also controls social activities. The law, religion, government, education and the family all are carried on language.

It is an evitable fact that English language is the most widely used language around the world. Besides, all commonwealth countries also speak English as their second language. English is also used as one of the formal languages in United Nation. From the facts, we can imagine how big the influence of English language is in current global situation.

As we know there are four activities and skills in using language, such as listening, speaking, writing and reading. One of the four skills above

which plays a significant role in mastering English is speaking. As a skill, speaking is the most used skill by people rather than the three other skills.

“Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken proficiency” (Richards, 2007: 1) . From the statement, writer can say that most language learners study English in order to develop proficiency in speaking.

Besides, many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Even, one of current models in literary of language education stated that language is a communication, not only a set of rule.

It means that government and school with the model of language competences should prepare learners to communicate with the language in order to participate in the target language community itself.

According to Minsky (1975: 211) and Marshall (1995: 230) whose idea of schema can be executable in computer systems. In addition, the definitions are closely related to the Kalyuga’s (2003: 167) idea of student schematic knowledge represented as function (what a concept performs), structure (the components



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of the concept) and process (how the concept performs its function). This approach to assessing student schematic knowledge before and after an instructional event is compatible with the definitions of schema given by Marshall (1995: 45) and Minsky (1975: 230), and can be stored in a knowledge base. We will adopt this assessment approach to measure the student's schematic knowledge before and after learning new concepts with the agent as a way to evaluate the effectiveness and usefulness of the approach proposed in this thesis.

The underlying assumption of schema theory is that comprehension of new concepts is based on relevant prior knowledge or schema (Bartlett, 1958: 57, Schank, 1982: 90). In line with the idea, D'Andrade (1992: 78) states that the application of an appropriate schema in a new context causes the comprehension. Thus, the explanations given by the schema theorists stress the crucial role of schemas in the reasoning process.

Kalyuga (2003: 170) illustrates the process of interpreting new concepts in terms of activating already constructed schemas from a student's long-term memory (LTM) into short-term memory (STM), and modifying the activated schema. In a guided reading situation, this means the student has to interact with a teacher or some learning material to perceive a new concept and to perform tasks of activating relevant schemas and modifying them appropriately. The validity of the theoretical explanation offered by schema theory is emphasised by Schwartz et al. (1998: 66) who refer to schema theory to study a student's knowledge structure and its relation to the recall process. A human or computer



tutor must consider the mental process involved in a reading activity when supporting student's conceptual understanding.

The theoretical explanation of schema theory emphasises the mental process a child consciously or unconsciously performs when he reads domain concepts.

Researchers have applied the ideas of schema theory in several areas, for example:

- Understanding and remembering stories (Bartlett, 1958: 57, Black & Bower, 1980: 309). Listeners understand and remember a story based on their prior knowledge. Depending on prior knowledge, a story may be understood and remembered differently by different people.
- Problem solving (Marshall, 1995: 45). An individual uses schema to create a mental model about the current problem. The mental model influences how the problem is solved.
- Reading comprehension (Ajideh, 2003: 5, Pressley, 1998: 37). Readers use their schema to comprehend texts they read. The reader and writer may understand the text differently.
- Intercultural communication (Nishida, 1999: 753). People understand a concept differently because of their different cultural background. The speaker should consider the cultural background of the listener to have an effective communication.



- Instructional design (Chou, 2000: 569). Designers of instructional materials should consider the relevant prior knowledge of the students that may influence how the students construct new knowledge.

In brief, all the researchers agree with the idea of schema theory and conclude that human understanding depends on relevant schemas or prior knowledge. The existing work points to the importance of this research where a pedagogical agent will be designed as a new and potential application of schema theory in a computer-based learning environment.

Derry (1996: 163) supports the application of schema-based teaching principles by claiming that the theory describes the objectives to achieve in instruction and how to achieve them. Adopting this idea, the goals of the agent's instruction are: to support learning following the principles of schema theory and to explain new concepts in a lesson in a way that simulates a human teacher's explanation to a child in a one-to-one interaction. The vision to have a schema-based pedagogical agent implies the requirement to present teaching principles based on schema theory in a precise way, which will enable their execution in a computer system. Accordingly, explanation strategies will be required to effectively explain new concepts in a computer-based learning environment.

The fundamental issue is to understand in an integrated manner how children activate their existing relevant prior knowledge or schema and use it to



understand new concepts. In Indonesia, English has been taught from elementary school until university and it has been studied from kindergarten right now. English teaching in Indonesia becomes more important.

In every school in Indonesia, English as a foreign language is considered difficult by many students. It really needs creative efforts from the English teachers to conduct the process of teaching-learning. To be more interesting, then the teachers have to create many ways to explain the subject so that it can be understood by the students.

There are many factors that make student speaking skill is low. It could be caused by internal factors and external factors. Motivation, interest, and intelligence are the examples of internal factors. Meanwhile, economic background, learning materials and teacher's performance including their teaching methods are the example of external factors.

Method used by teacher in the classroom teaching is often assumed as the factor that causes the students speaking problem. The method used by the teacher has often been said to be the cause of success or failure in language learning for it is ultimately the method that determines "the what" and "the how" of language instructions (William, 1966:138).

The writer is interested in conducting a research dealing with the application of schema activation strategy on improving students speaking ability on procedure text. The application of schema activation strategy helps the students to construct their own knowledge by testing ideas based on prior knowledge and



experience, applying these ideas to a new situation, and integrating the new knowledge gained with preexisting on their speaking ability. Therefore, the research is entitled: The Influence of The Application of Schema Activation Strategy on Improving Students' Speaking Ability on Procedure Text at the First Year Students' of *MAN 2 Cirebon*.

B. The Identification of the Problem

The problem in this research is classified into the following sections:

1. The research area

The field of the research of this thesis is Method of Teaching.

2. The kinds of the problem

There are some problems in learning speaking. And the writer would like to mention the kinds of the problem in this thesis:

- a. They are difficult to use the foreign language.
- b. They are too shy and afraid to take a part.
- c. The students' less interest to study English.
- d. The students' are not confidence to study English especially in speaking.

3. The main problem

Because of some problems above, the main roblem in this reasearch, is the students' are not confidence to study English especially in speaking.



C. The Limitation of the Problem

The writer limits those problems in the use of schema activation strategy in teaching speaking with the material is procedure text, the basic concept of speaking procedure text and some types and procedures in using schema activation strategy.

D. The Question of the Research

1. How far the students response towards the application of schema activation strategy?
2. How far the students' speaking ability on procedure text before and after the application of schema activation strategy?
3. Is there any positive and significant influence of the application of schema activation strategy on the students' speaking ability on procedure text?

E. The Aim of the Research

1. To find out the students' response of the application of schema activation strategy.
2. To find out the students' speaking ability on procedure text before and after the application of schema activation strategy.
3. To find out the significant influence of the application of schema activation strategy on the students' speaking ability on procedure text.



F. The Use of the Research

These are the use of this research:

1. To find out the weakness of the students' in speaking.
2. To improve the students' ability in speaking.
3. To motivate the students' to speak English.
4. The research can be a reference for the next



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