

**SCHEMA ACTIVATION TO PROMOTE STUDENTS'
CRITICAL THINKING IN ENGLISH READING
COMPREHENSION**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S. Pd) in Teaching English



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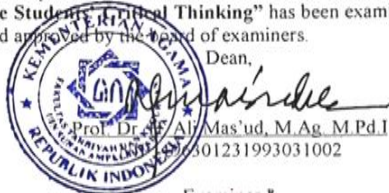


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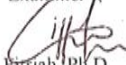
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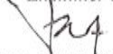
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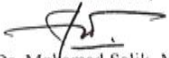
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ABSTRACT

Armadana, Okne Putri. (2019). *Schema Activation to Promote Students' Critical Thinking in English Reading Comprehension*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisors: Dr. Mohamad Salik, M.Ag and Dr. Siti Asmiyah, M.TESOL

Key Words : *Schema activation, critical thinking, reading comprehension.*

One of the goals in education is to develop students critical thinking. The study attempted to investigate the activities conducted by the teacher in activating schema to promote students' critical thinking. The study also investigate the challenges faced by the teacher in activating schema and students' response in schema activation to promote critical thinking. The qualitative descriptive design was taken in SMP Ma'arif Hasanuddin, the participants were grade 7th students. The data is collected through observation checklist, interview guidelines and questionnaire. The study captured activities of teacher in activating schema, divided into pre reading, while reading, and after reading, schema activation successfully promote students critical thinking in reading comprehension. The students interested in teaching process, pay attention, explore many vocabularies, reflect critically on learning process. However, there are number of challenges for English teacher in activating schema such as varieties of students, less vocabularies, less participation, the material on the students worksheet (LKS) is not suitable with Indonesian learner, and unsupported condition. The solutions to overcome these challenges were also suggested in this study. The respond of students in teacher schema activation needed to know point of view from students, data showed 69,2 % students agree that schema activation can promote their critical thinking in English reading comprehension. So, the teacher can use schema activation to promote students' critical thinking in English reading comprehension.

ABSTRAK

Armadana, Okne Putri (2019). *Schema Activation to Promote Students' Critical Thinking in English Reading Comprehension*. Skripsi. Prodi Pendidikan bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Dr. Mohamad Salik, M.Ag dan Siti Asmiyah, M.TESOL

Kata Kunci: *Schema activation, critical thinking, reading comprehension*

Salah satu tujuan dalam pendidikan adalah mengembangkan pemikiran kritis siswa. Penelitian ini berusaha untuk menyelidiki kegiatan yang dilakukan oleh guru dalam mengaktifkan skema untuk mempromosikan pemikiran kritis siswa. Studi ini juga menyelidiki tantangan yang dihadapi oleh guru dalam mengaktifkan skema dan respons siswa dalam aktivasi skema untuk mempromosikan pemikiran kritis. Desain deskriptif kualitatif ini diambil di SMP Ma'arif Hasanuddin, pesertanya adalah siswa kelas 7. Data dikumpulkan melalui daftar observasi, pedoman wawancara dan kuesioner. Studi ini mengamati kegiatan guru dalam mengaktifkan skema, dibagi menjadi pra membaca, saat membaca, dan setelah membaca, aktivasi skema berhasil mempromosikan pemikiran kritis siswa dalam pemahaman membaca. Minat siswa dalam proses pengajaran, memperhatikan, mengeksplorasi banyak kosa kata, mencerminkan secara kritis pada proses pembelajaran. Namun, ada sejumlah tantangan bagi guru bahasa Inggris dalam mengaktifkan skema seperti varietas siswa, lebih sedikit perbendaharaan kata, kurang partisipasi, materi pada lembar kerja siswa (LKS) tidak cocok dengan pelajar Indonesia, dan kondisi yang tidak didukung. Solusi untuk mengatasi tantangan ini juga disarankan dalam penelitian ini. Tanggapan siswa dalam aktivasi skema guru perlu mengetahui sudut pandang dari siswa, data menunjukkan 69,2% siswa setuju bahwa aktivasi skema dapat mempromosikan pemikiran kritis mereka dalam pemahaman membaca bahasa Inggris. Jadi, guru dapat menggunakan aktivasi skema untuk mendukung berpikir kritis siswa pada pemahaman membaca dalam bahasa Inggris.

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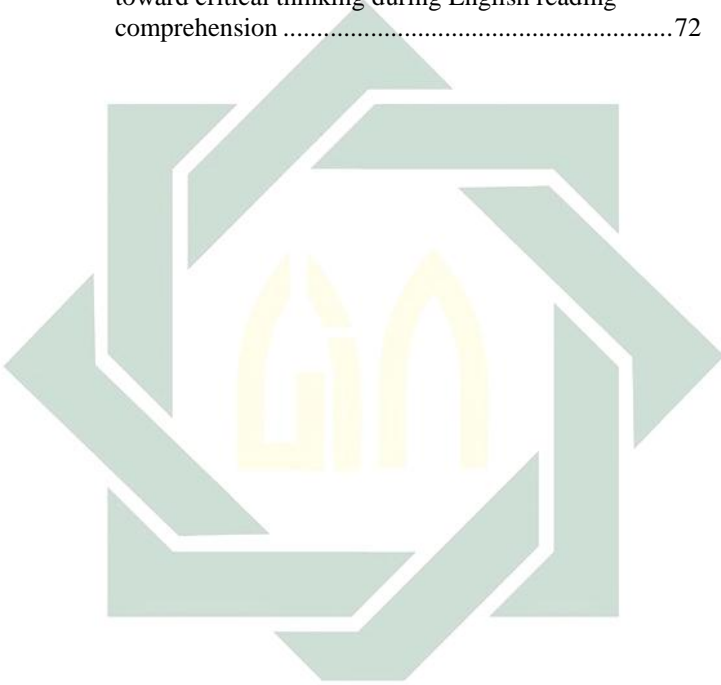
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CHAPTER I INTRODUCTION

This chapter showed an overview of the background of the study that explains about the problem and why the writer chooses the topic, the research questions, objectives of the study, the significance of the study, the scope and limitation of the study, and definition of key terms used in this study are also presented. Each section presented as follows.

A. Background of Study

Sharafi-Nejad, Raftari, Ismail, Eng, Alfaki, and Siddiek¹ have conducted a research finding shows that how schema affect on students' comprehensible and fluently in reading. Moreover, Zhao and Ziu² research finding shows that the application of the theory is fulfilled entire the whole reading process by designing various activities before, during and after the reading. The result testifies the assumption that its application is beneficial to cultivate students' reading interest, quicken their reading speed and make proper judgments. Their statement agrees with McNeil, he asserts that schema theory has special relevance for teachers of reading comprehension in that it questions the traditional view that students should learn to reproduce the statements being read in the text. Schema theory stresses an interactive approach that views teaching reading comprehension as a process, meaning that students are taught techniques for processing text, such as making inference, activating prior knowledge, and using critical thinking.³ Schema activation is complex for some aspects in reading comprehension.

Reading is an interactive process between the reader and the text. According to An, reading is one of the important skills in English learning. It is acknowledged that while in communication between input and output, language comprehension is the very important key link that we can't feel directly but it does exist.⁴ The aim of teaching reading in

¹Sharafi-Nejad, Raftari, Ismail, Eng, Alfaki, Siddiek. *Prior Knowledge Activation through Brainstorming to Enhance Malaysian EFL Learners' Reading Comprehension*. International Journal of Linguistics. Vol. 8, No. 2, 2016. p. 188

² Zhao, X & Zhu, Lei. *Schema Theory and College English Reading Teaching*. English Language Teaching; Published by Elsevier Ltd. Vol. 5. No. 11, 2016. p. 111

³ McNeil, J.D. *Reading Comprehension: New Directions for Classroom Practice*, third ed. (Harper Collins Publishers:1992)

⁴ An, F. C. (2011). *Schema Theory and Language Comprehension*. Journal of Language and Literature Studies, p. 4-7

this level is to enable the students to understand and comprehend an English text. For reading to be meaningful, it must be accompanied with comprehension.

Reading comprehension refers to the ability of the students to comprehend or to understand printed text in order to get some information by connecting students' background knowledge to the printed text. If the readers have background knowledge, the easier they understand the reading text. According to Goodman's statement, "Reading is a psycholinguistic guessing game," schema or background knowledge is helpful to English reading comprehension.⁵ The point is activating students' schema has great significance in the development of student learning mainly in reading comprehension. Harmer stated that reading is useful for other purpose too any exposure to English provided students understand it more less is a good thing for language students.⁶ Reading ability has been consider one of the most important skill that student should accepted. Reading for student is a necessity which cannot be separated.

In teaching and learning reading, building critical thinking in a classroom is needed. Kohzadi, Aziz mohammadi, and Samadi stated that critical thinking checks the reading process, presumptions are created and discarded and viewpoints originated. Critical thinking would help students of literature discern that literary criticism is not a disorganized and unsystematic activity but entails a meaningful and orderly mental process.⁷ Reading involves an interactive process in which the reader actively produces meaning through a series of mental processes. There is clearly continuing interaction between the reader and the text. Shihab points out that critical reading is related to thinking and that is why we cannot read without thinking. Critical reading involves the following skills: predicting, acknowledging, comparing, evaluating and decision-making. Schema can be seen as the organized background knowledge, which leads the reader to expect and predict aspects in their

⁵ Goodman, K. S. *Reading, writing and written texts: A transactional sociopsycholinguistic view*. In R. Ruddell, M. Ruddell, & H. Singer (Ed.). (DE: International Reading Association: 1994).

⁶Harmer. Jeremy. *How to Teach English, an Introduction to The Practice of English Language Teaching*. (Spain: Graficas Estella: 1998)

⁷Kohzadi, K. Fatemeh, A., Fatemeh, S., "Is there a relationship between critical thinking and critical reading of literary texts". Vol 33, 2014. p. 63-76

interpretation of discourse.⁸ Schema activation and reading comprehension related on how students think critically.

In spite of the fact that whenever reading some text in English, there are many students just read without understanding what they read. This statement in line with Alderson, it may seem self-evident that, if readers do not know the language of the text, then they will have great difficulty in processing the text. This certainly cannot develop the potential of students in critical thinking, whereas students should be more active than teachers in the class.⁹ For a long time humans have superior abilities in critical thinking compared to other living things. The ability to think logically and rationally needed because the times are growing. Through critical thinking skills, students can think logically and rationally so as to draw important facts from various data and information in problem solving or making decision. Without thinking critically, it can be ascertained that the risk of making mistakes is greater and can be an obstacle in achieving the success of a job, task, or project. Developing the ability and sensitivity to see things logically and rationally cannot be obtained easily, in achieving the power of critical thinking requires an appropriate step, strategy, or method from the teacher.

One of the goals in education is able to make students are think critically, Christopher P. Dwyer stated on his book “Critical Thinking Conceptual Perspective and Practical Guidelines”, the role of schema in memory is complex. Information that is the focus of active processing in working memory can be processed and organized in many different ways, depending on the manner in which items of information are classified and arranged into system of representation.¹⁰ It means critical thinking have some beverages for students, for example critical thinking in solving problems and the ability to communicate or convey their thoughts critically. In fact, enforcement learning less urge on an aptitude think critically. Two the causes of think critically does not develop for education is the curriculum generally designed with a target material large enough for educator more focused on completion of matter and a lack of understanding teacher about a method of teaching which able to

⁸Shihab, Ibrahim Abu. “*Reading as Critical Thinking*”. Vol. 7, No. 8 August, 2011. p. 209

⁹Alderson, J. Charles. “*Assesing Reading*”. (Cambridge: Cambridge University Press, 2005).

¹⁰ Dwyer. P. Christopher. 2017. “*Critical Thinking Conceptual Perspective and Practical Guidelines*”. (United States :Cambridge University Press: 2017)

increase the capacity to think critical. Made the new thinking of teacher towards their students is important to make the most particular in respect to think critically using schema activation. Through the ability to think critically then required activities in forming an activity that sharpening a generation of students able to think critically. To help them make connections of prior knowledge (schema) and apply it into the new material. This helps students understanding what they are reading. Since prior knowledge is made up of a person's experiences with the world, with teacher concepts for how written text works, word identification, print concepts, word meaning, and how text is organized, students are constantly able to apply prior learning into the new information. How to activate students' schema use appropriate strategy, the strategy calls schema activation activities.

The subjects for this research are teacher and students of grade 7th Junior High School who taught reading comprehension in the classroom. Based from preliminary research, it can be confirmed that students have read various printed English text, they have learnt various reading text. Unfortunately, some of them are still lacking in reading comprehension. Whereas by reading, students will receive a lot of information that raises their critical thinking. In reality, most of students are lacking in understand reading comprehension as a result students tend to be inactive in the classroom.

This research involved English teacher and students of SMP Ma'arif NU Hasanudin who have been trained in reading process, researcher choose the school because the school need to prepare their students in learning English all at once to prepare their critical thinking in finding useful conclusion, decision, and solution in learning process. The number of students who will be involved for this study will be taken from grade 7th because there were only one teacher of English and one class of 7th grade. The students were taken as the subject of the study since they have lack ability in think critically. It based upon interview result with the English teacher that they have the low achievement of think critically. That is why the students need an appropriate strategy to help them promote their think ability. Therefore, in this research focus on content schema in promote students' critical thinking when learning reading comprehension.

Regarding that issue, there have been some previous studies in schema such as those by Fazri, Susmiati, and Oktaviyani. They have different focus, Fazris' research *Using Schema Activation Strategy to*

Improve Reading Comprehension of Grade 8b Students Of SMPN 1 Sleman in The First Semester Of 2013/2014. Fazri focus on the use of schema activation as the strategy for improving students' reading comprehension.

Similar with Susmiatis' research also conducted a research related with schema activation and reading comprehension entitled "*Activating Students' Schemata in Teaching Reading Comprehension*". Based on her research, she is focus to find out whether there is a significant difference effect of schema activation strategy on students' reading comprehension achievement. The second focus is to find out whether there is a significant different effect of graphic organizers on students' reading comprehension achievement. Object of both researches is junior high school students. The current research focus on appropriate activity conducts by the teacher in activating schema.

In research, activating schema is not only improving reading comprehension skill but also speaking. Research from Emilda Oktaviyani has already observed related with schema entitled "*Enhancing Schemata – Based Speaking Task to Promote Students' Speaking Performance And Motivation*". This study focus on drawing the process of the implementation of schema based speaking task enhance the students' speaking performance effectively, seeing the effect of schema based speaking task on the students' speaking performance. To make the current research different with the previous study above, the current research adding critical thinking. The result of all previous studies shows that there was a significant increase of schema activation strategy on students' reading comprehension even speaking too.

B. Research Question

1. How does the teacher activate schema to promote students' critical thinking during reading comprehension in SMP Ma'arif NU Hasanudin ?
2. What are challenges faced by the teacher in activating schema to promote students' critical thinking during reading comprehension in SMP Ma'arif NU Hasanudin ?
3. What are the students' response toward schema activation toward critical thinking during English reading comprehension in SMP Ma'arif NU Hasanudin ?

C. Objective of The Study

1. To find out the activities which conducted by the teacher in activating schema to promote students' critical thinking.
2. To find out the challenges faced by the teacher in activating schema.
3. To find out students' response in schema activation to promote critical thinking.

D. Significance of The Study

The findings of the research expected to have both, theoretical and practical importance to the teaching and learning process in English:

1. Theoretical

The findings of the research are expected to support the existing theories on schema, critical thinking, and reading comprehension.

2. Practical

1. For the researcher: to enlarge the researcher's knowledge about schemata, critical thinking, and reading comprehension and another researcher to give contribution for the boarder research of English foreign language research.
2. For the teacher: the research gives the positive contribution related to the process of teaching and learning English, especially in promote critical thinking reading comprehension to the students.
3. For the students: It will give motivation for the students to learn reading by activating their knowledge and being critical students.
4. For the school: the finding on the research can give contribution as a consideration as an alternative technique suggested for the school.

E. Scope and Limitation of The Study

In order to make the discussion be more specific, the researcher wants to limit the topic and the discussion on activities of English teaching in schema activation in promote students' critical thinking during reading comprehension.

Object of the research is English teacher in the grade 7th of SMP Ma'arif NU Hasanudin. There is the main reason why the researcher choose teacher of SMP Ma'arif NU Hasanudin as an object. SMP Ma'arif NU Hasanudin students become the subject of this research because teacher in this school give students more roles in learning through activating their schema. The teacher is a facilitator in the

learning process. Students are required to be more active in exploring their own abilities, both by asking questions about what is not yet or not understood. Second limit is relates with theories about schema activation in think critically, since every student has different capacity in think critically.

F. Definition of Key Terms

1. Schema

Schema (plural *schemata* or *schemas*) is another word for prior knowledge and background knowledge.¹¹ Schema describes a pattern of thought or behavior that organizes categories of information and the relationships among them.¹² In this research, schemata refer to the students' prior knowledge about their experience, stored on their mind on particular type related to reading text.

2. Schema Activation

Schema activation is the techniques using background schema to predict and infer –such are necessary conditions for the reader to read efficiently.¹³ Schema activation in this research defined as the process in reading when they use already know to help them make prediction and inferences on the information the reading text.

3. Critical Thinking

Critical thinking is reflective and reasonable thinking that is focused on deciding what to believe or do.¹⁴ In this research, critical thinking is process of using reasoning skills to question and analyze the accuracy or worth of ideas, statements, new information through reading.

4. Reading Comprehension.

The definition of reading comprehension is ability to process text, understand its meaning, and to integrate it with what the reader already knows.¹⁵ In this research, it refers to the ability of the

¹¹TeacherVision.com. Activating Prior Knowledge: Reading Method for Students (Grades K-12). (<https://www.teachervision.com/skill-builder/reading-comprehension/48540>, accessed on October 27, 2018)

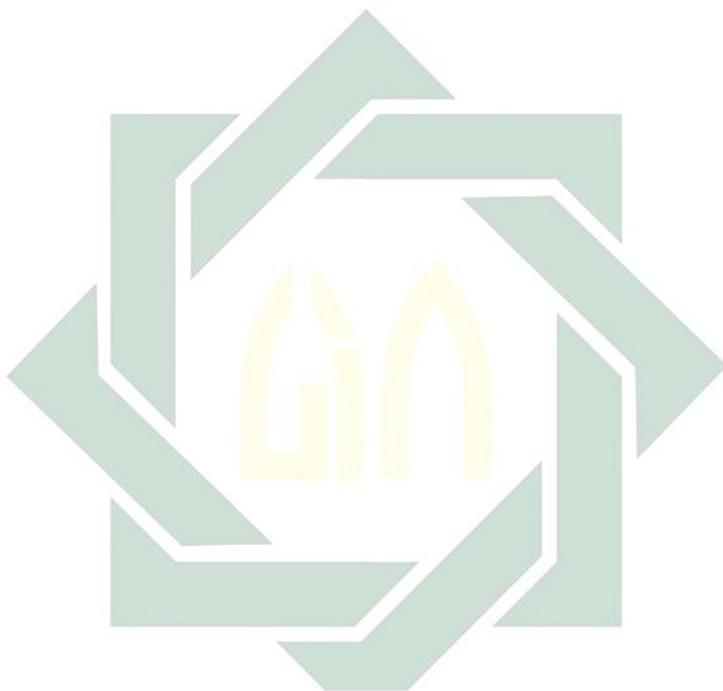
¹²DiMaggio, P (1997). "Culture and cognition". Annual Review of Sociology. 23: 263–287

¹³Xie, Xuping. 2003. "The Influence of Schema Theory on Foreign Language Reading Comprehension". *Journal of English Teacher*. XXXIV, pages 67 – 75.

¹⁴Ennis H., Robert. A Logical Basis for Measuring Critical Thinking Skills. 1985. p,45

¹⁵William Grabe (2009). *Reading in a Second Language: Moving from Theory to Practice*. Cambridge University Press. ISBN 978-0-521-72974-1. Archived from the original on 2018-05-04. Koda, 2005:4

students to comprehend or understanding English text in order to get some information by relating students' background knowledge to the English text.



CHAPTER II

REVIEW OF RELATED LITERATURE

The review of the related literature was intended to give an evidence and about the conceptual framework and description about Students attitude. This theoretical explanation was the foundation of this research. On this chapter, there were some aspects to study:

A. Review of Related Literature

1. The Nature of Reading and Reading Comprehension

1.1 The Definition of Reading

Yu-hui et al. stated clearly that reading is a thinking process to construct meaning.¹⁶ Some of readers try to understand what they reads about the text. In the text, there is a message encoded by the author. If the readers does not get the writer intended, there will be no sense of writing and reading. The author will not achieve his goal of reading and understanding. Readers will not get benefit from the author. Consequently, the readers will not get the meaning and new insights for knowledge.

Supported by Shihab', reading is a sophisticated activity, which includes psychological, linguistic, and sociological aspects. It is an interactive process between a reader and text. The process of reading involves constructing meaning among the parts of the text and between the text and readers' personal experience. The reader takes the text and gives it meaning.¹⁷ The process is an interactive process, with learning that produces a combination of previous ideas with new ideas found in this text.

Moreillon points out reading can be simply defined as making meaning from print and from visual information. However it is not as simple as what imagine. Reading is an active process that requires a great deal of practice and skill. It is a complex task which seems to go on inside people's heads. In order to be readers, learners must take their ability

¹⁶ Yu-hui, L., Li-rong, Z., Yue, N., 2010. *Application of schema theory in teaching college English reading*. Canadian Social Science 6 (1), 59–65.

¹⁷Shihab, Ibrahim Abu. "Reading as Critical Thinking". Vol. 7, No. 8 August, 2011. p. 209

to pronounce words and to read.¹⁸ It is not simply a question of getting meaning from what is on the text. When reading, as the reader supply a good combine in prior knowledge, make summaries, and relating thoughts to understand the meaning of the text.

Furthermore, the definition of reading is states by Banou, he states that reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies.¹⁹ According to Al-Isa reading is multilevel and interactive process in which readers construct a meaningful representation of text using their schemata.²⁰ It means that the schema has great impact on understanding reading comprehension.

1.2 The Definition of Reading Comprehension

According to McGuinness, reading comprehension is the main purpose of reading process. The reader needs to have some requisites in order to comprehend a text well. The reader must have adequate vocabulary and reading comprehension skills, like scanning and skimming. These will be used by the reader to comprehend a text easily.²¹ Reading comprehension is the process of appropriate reader ideas found in the text with the author's message expressed in the text.

Richards and Schmidt classify reading comprehension based on the reader's purposes in reading and the type of reading used, those are²²:

¹⁸ Moreillon, Judy. "Collaborative Strategies for Teaching Reading Comprehension". (Chicago: American Library Association: 2007)

¹⁹ Banou, N. S." *How Can Students Improve Their Reading Comprehension Skill ?*". Department of Linguistics, Payame Noor University, Tehran, Iran. *Journal of Studies in Education*. Vol. 6, No. 2. 2016.

²⁰ Al-Isa, Ahmad Schema Theory And L2 Reading Comprehension: Implications For Teaching English Language Teaching; *Published by Canadian Center of Science and Education*. Vol. 5, No. 11; 2012)

²¹ McGuinness, Dianne. "Early Reading Instruction: What Science Really Tells Us about How to Teach Reading". (Massachusetts: The MIT Press: 2004)

²² Richards, J. C. and Richard Schmidt. "Longman Dictionary of Language Teaching and Applied Linguistics". (London: Pearson Education Limited: 2002)

a) *Literal comprehension*: reading in order to understand, remember, or recall the information explicitly contained in a passage.

b) *Inferential comprehension*: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring

c) *Critical or evaluative comprehension*: reading in order to compare information in a passage with the reader's own knowledge and values.

d) *Appreciative comprehension*: reading in order to gain an emotional or other kind of valued response from a passage.

1.3 Strategy of Reading Comprehension

In comprehending particular text, it is necessary for the reader to have some strategies in order to be able in comprehending text effectively. Brown gives a good sequence to keep in mind for teaching reading²³:

1) Before reading: spend some time introducing a topic, encouraging skimming, scanning, predicting, and activating schema. Students can bring the best of their knowledge and skills to a text when they have been given a chance to ease into the passage.

2) While reading: Not all reading is simply extensive or global reading. There may be certain facts or rhetorical devices that students should take note of while they read. The teacher should be able to create a sense to all students that they have a purpose in reading a particular text. So, the students would feel that they read a particular text not only because the teacher ordered it.

3) After reading: Comprehension questions are just one form of activity appropriate for post reading. The teacher also considers vocabulary study, identifies the author's purpose, discusses the author's line of reasoning, examines grammatical structures, or steers students toward a follow up writing exercises.

²³ Brown, H. D. "*Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed.)*". (White Plains, NY: Pearson Education: 2001)

2. Schema Theory

2.1 Definition of Schema

The word schema comes from the Greek word σχήμα (*skhēma*), which means *shape*, or more generally, *plan*. The plural is σχήματα (*skhēmata*). In English, both *schemas* and *schemata* are used as plural forms.²⁴ Greek *schemata* is mostly found in academic writing (e.g. experimental *schemata*), whereas the anglicized *schemas* is used freely in both technical and more general discourse.

Jon Hanna answered when someone asked about Plural form of 'schema', when a word comes into English from another language (or as a coinage using parts from another language) with a countable noun sense, there are two possible approaches to pluralising; to also borrow the plural (hence *criteria* for *criterion*, and *bacteria* for *bacterium*) or using the normal *-s* and similar productions of English plurals (*pianos* or the longer *pianofortes* rather than the Italian *piani* and *pianoforti*). *schemata* was the more popular for some time, but *schemas* overtook recently.²⁵ Since people use language as those around them use it, use in a particular community may go strongly one way or another, and it could be that this is at play here. The term *schema* comes up often in terms of databases today, and some people using the word in that context would be otherwise unfamiliar with the word (and hence more likely to use a productive than an imported plural). Considering the following, they may be the community that has pushed *schemas* past *schemata*.

According to Alderson, schema is seen as interlocking mental structures representing readers' knowledge. When readers process text, they integrate the new information from the text into their pre-existing schema. More than that, their *schemata* influence how they recognize information as well as they store it.²⁶

²⁴ Schema. (<https://en.wikipedia.org/wiki/Schema> accessed on October 27, 2018)

²⁵ Plural of Schema. (<https://english.stackexchange.com/questions/77764/plural-form-of-schema> accessed on October 27, 2018)

²⁶ Alderson, J. Charles. "*Assesing Reading*". (Cambridge: Cambridge University Press, 2005).

Ajideh argues that a schema is a hypothetical mental structure for representing generic concepts stored in memory. It's a sort of framework, or plan, or script. Schemata are created through experience with people, objects, and events in the world.²⁷ This can be seen or background knowledge is organized, which leads us to expect or estimate aspects of our interpretation of reading texts.

In addition, as stated by Jing-tao that schema helps us to focus our attention to comprehend, to interpret, to remember, to make inferences, to set goals and expectations, to reason and solve problems.²⁸ Schema helps students to prepare their mind before new knowledge added, it connecting students experience to better understand.

Jean Piaget's theory cognitive development

1. Assimilation : The process of taking in information into our previously existing schema
2. Accommodation : Involves alternating existing ideas or schema as results of new information or new experience.
3. Equilibration: A mechanism that helps children in achieving a balance between assimilation and accommodation.²⁹ All three are how schema building.

2.2 Types of Schema

Generally, Al-Salmi divided three major types of schema or schemata, namely, linguistic schemata, formal schemata and content schemata³⁰, which are closely related to reading comprehension.

²⁷ Ajideh, P. "Schema-theory Based Considering on pre-reading Activities in ESP English Book". The Asian EFL Journal. Teaching Articles. Vol. 16, November. 2006.

²⁸ Jing-Tao, Liu. "Schema Theory and Its Instructional Applications of EFL". US-China Foreign Language. 10 (2), 915 – 920. 2012

²⁹ Piaget, Jean. Robert L. Campbell, ed. "Studies in Reflection Abstraction". (Sussex: Psychology Press: 2001)

³⁰ Al-Salmi, M. "Schemata (Background Knowledge and Reading Comprehension for EFLStudents)". *Research Journal Specific Education*. Faculty of Specific Education Mansoura University. Issue No.22, Jul. 2011.

1. Linguistic schema

Linguistic schema refers to readers' existing language proficiency in vocabulary, grammar and idioms. They are the base of other schemata. Linguistic knowledge has an important part in comprehension of the text. Without linguistic schemata, it is impossible for the reader to decode and comprehend a text. The understanding of new information in a text related to knowledge or experience in the past. Hence, linguistic schemata a reader has in his mind, the faster the reader acquires information and the better understanding the reader may get.

2. Formal schema

Formal schemata are the organizational forms and rhetorical structures of written texts include knowledge of different text types and genres, and also include the knowledge that different types of texts use text organization, language structures, vocabulary, grammar and level of formality differently. Studies show that the knowledge of what type and genre the text is can facilitate reading comprehension for readers because the type of the text will offer detailed evidence of the content of the text. Readers apply their schematic representations of the text such as fictions, poems, essays, newspaper articles, academic articles in magazines and journals to help comprehend the information in the text.

3. Content Schema

Content schema refers to the background knowledge of the content area of a text, or the topic a text talks about. They include topic familiarity, cultural knowledge and previous experience with a field.³¹ A lot of research shows that readers' content schemata affect their reading comprehension more

³¹ Al-Salmi, M. "Schemata (Background Knowledge and Reading Comprehension for EFLStudents)". *Research Journal Specific Education*. Faculty of Specific Education Mansoura University. Issue No.22, Jul. 2011.

greatly than formal schemata. Overall, the familiarity of the topic has different influence on readers comprehension. The more the reader knows about the topic, the easier the reader gets information of the text. We should know that the reader with more prior knowledge have better comprehension the content of text.

2.3 Application of Schema Activation in Reading Comprehension

Based from which will be adjusted to the theory statement, the schemata can improve reading comprehension, and reading, in turn, can help readers build new and correct schemata.³² A good teacher must do something to promote students facilitate reading comprehension using the schemata. We can reach this goal through efforts made in four aspects.³³

1. Enrich students' schemata structure and enlarge students' background knowledge

Language is the carrier cultures, so it is important to strengthen the teaching of cultural background knowledge in the teaching of reading comprehension. For different peoples, their traditions, views and norms, etc. toward the same thing may vary a great deal or even conflict because of cultural differences. Students, therefore, have to equip themselves with related background knowledge on different cultures to achieve good comprehension of the reading materials. Otherwise, they are less likely to make correct judgments and predictions of the questions while they are reading the articles. In view of this, it is necessary for a teacher to strengthen their teaching of the related cultural background knowledge of the target language, besides the teaching of language itself. Students can consequently form new schemata about different cultures and improve their

³² Zhang, Li. "The Psycholinguistic Schema Theory and ESL Reading Methodology in Teaching English China" Vol.29.No.3. 2006

³³ Zhang, Chao. "The Teaching of Reading Comprehension under the Psychology Schemata Theory". Vol. 1, No. 4., 2010. p. 457-459.

reading comprehension. What's more, students' interest in reading will be greatly boosted.

2. Cultivate students' ability to make prediction and association of the reading material

Psychological schemata theory comes from practice, it also has practical guide. Making prediction means to build a psychological schema based on the information of the reading material. According to F. Smith, making prediction is the core of reading comprehension and also the basis for us to understand the world around us. The establishment of prediction making schemata is dependent on what has been stored in our brain such as semantics, syntax and word meanings and the clues hidden in the reading material. In the teaching of reading comprehension, teachers need to guide students in broaden their thinking and inspire them to make prediction from seemingly irrelevant information and extract related information from the brain so that students can gradually enhance their self-awareness of making prediction and association.

3. Enrich Students' Schemata of Different Writing Styles

In the reading process, readers will identify the writing style of the material and form the schemata in their minds. They will use all kinds of knowledge, such as knowledge of the discourse and of the socio-linguistic rules to select relevant schemata to get the theme and structure of the article. With the knowledge of the theme and structure, students can achieve a better understanding of the reading material. Teachers should help students analyze the style, structure and theme of the material before students begin to read it so that students can develop stylistic schemata in their minds. Once students have mastered the stylistic schema, they will process information more effectively and hence improve their reading comprehension.

4. Activate students' existent content schema and help to create their new content schema

The new input information, decoding and encoding are all dependent on the existent schema. The input information should match with these schemas to complete the process of information processing. For many students, reading is a passive process and they just passively absorb the information. In order to improve reading efficiency and quality, teachers should develop students' cultural sensitivity and activate students' existing schema through the organization of class discussions on the subject of reading material. Teachers are advised to make a careful selection of the reading material so that students can achieve the effective accumulation of knowledge and therefore enrich their own content schema. Therefore, according to Zhao and Zhu the activation students' schema can be done in all of stages of teaching reading.³⁴

1. Pre-reading Activities

Based on schema theory, schema determines readers' comprehension of the text. Under such circumstances, teachers can help students activate previous schema or construct related schema through the activities at the pre-reading stage. Question, Brain storming and pre-teaching, pre-texting and pre-discussing. Through questioning at the pre-reading stage, teachers can create the active classroom atmosphere and arouse students' reading interest which makes students prone to use their previous knowledge. Brainstorming involves students in a rapid-fire, free-association listing of concepts or ideas or facts or feelings relevant to some topic or context. Pre-testing is that before reading students are tested about the known knowledge. Tests can be multiple choice or true or false items. By testing, students are more sensitive to the passage's content so that the

³⁴ Zhao, X & Zhu, Lei. "Schema Theory and College English Reading Teaching". English Language Teaching; Published by Elsevier Ltd. Vol. 5. No. 11, 2012

comprehension affects knowledge and experience in their minds.

2. While-reading

Build on what the students already know, students are required to expand on the terms and information they already understand, elicit a large number of associations by the prior knowledge. They already possess and make clear connections. Reading under the guidance of teacher and discussing with partners are all effective on-class activities which benefits the development of students' reading abilities.

3. Post-reading

The problems students meet in the pre-reading stage and the while-reading stages need to be cleared more after class. There are several effective ways, such as outlining, abbreviation and so on, which are helpful to students' comprehension.

After knowing three stages of schema activation, the following step in activating schema figure out in the table, it consist information of schema activation start from acquisition of information until the result of active schema. The scheme of schema activation is analyze and identify the process of thinking related to schema activation.

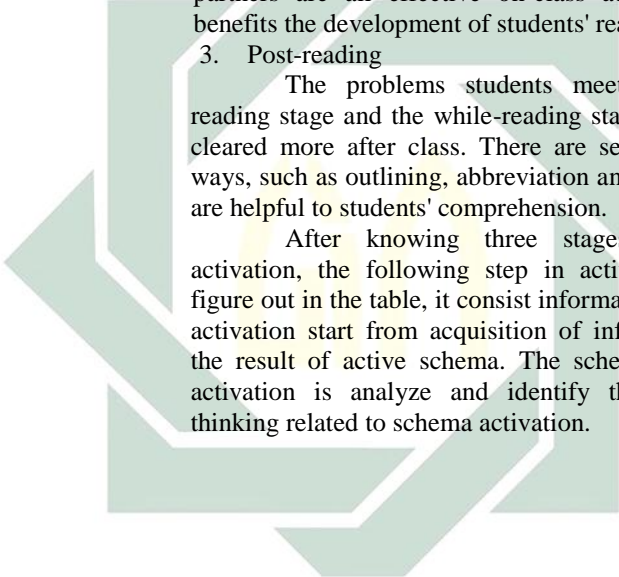


Table 2.1 Scheme of schema activation

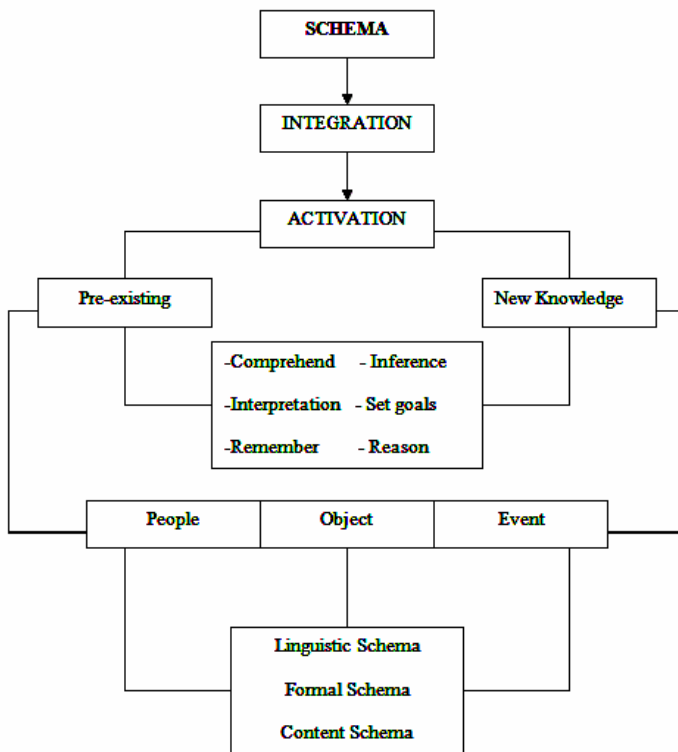


Table 2.1 is how the step in activating schema. Started from integration, the action or process of combining two or more things in an effective way for activate of pre-existing schema or new knowledge. Both can activate students' including comprehend, interpretation, remember, inference, set goals, and reason. Students getting memory or the recall process of students from people, object, or event. Finally, it can be activating three kinds of schema : linguistic schema, formal schema, and content schema.

2.4 Challenge in Schema Activation

Teaching was not always successful, there were some obstacles for teacher in process of teaching learning in English reading comprehension. Although some previous research such Fazri³⁵ and Susmiati³⁶ shows the success of activation schema in improving reading comprehension, there are some challenges during the processes. Nigel Stott found that every students' have different life experiences. All readers carry different schemata (background information) and these are also often culture-specific.³⁷ It can be concluded, those students' has their own think since they has different schema.

The text on their book sometimes not related with their cultures, misinterpretation cannot be avoided. Carrell and Eisterhold point out, one of the most obvious reasons why a particular content schema may fail to exist for a reader is that the schema is culturally specific and is not part of a particular reader's cultural background. It is thought that students' cultures can affect everything from the way readers view reading itself, the content and formal schemata they hold, right down to their understanding of individual concepts. Some key concepts may be absent in the schema of some non-native students' or they may carry alternative interpretations.³⁸ Sometimes the book use western cultures which is has different from east cultures.

On the other hand, Carrell and Eisterhold also suggest that every culture-specific interference problem dealt with in the classroom presents an opportunity to build new culture-specific schema that will be available to the EFL/ESL student outside the classroom. Thus, rather than attempting to neutralise texts, it would seem more suitable to prepare students by helping them build background knowledge on the topic prior to reading, through

³⁵Fazri, Muhammad Afif. "Using Schema Activation Strategy To Improve Reading Comprehension Of Grade 8b Students of SMPN 1 Sleman in The First Semester of 2013/2014" (Yogyakarta:UNY,2013) p, 25.

³⁶Susmiati, Fitri. "Activating Students' Schemata In Teaching Reading Comprehension". (Lampung:Universitas Lampung, 2017) p, 28.

³⁷Nigel Stott. "*Helping ESL Students Become Better Readers: Schema Theory Applications and Limitation*".

³⁸Carrell, P.L. "*Some Issues in Studying the Role of Schemata, or Background Knowledge, in Second Language Comprehension.*" *Reading in a Foreign Language*, p, 81-92.

appropriate pre-reading activities.³⁹ The one of the cause why some students' failed in reading comprehension is because teacher did not apply the complete activities (pre-reading activities, while-reading and post-reading) in teaching reading.

According to Songbatumis, the problem of learner was their various challenges in teaching English, including lack of English exposure, classroom size, lack of vocabularies mastery, low concentration, lack of discipline, feeling bored, and speaking problem.⁴⁰ This challenges may happen because in teaching not always successful, there are some challenges that faced by teacher. Songbatumis also gave some solution for the challenges, such as reforming attitude, improving resources and facilities, applying various teaching strategy and techniques, matching students' proficiency level and learning situation, making use of available resources and facilities, providing motivational feedback, looking for appropriate strategy or materials, and teachers' self-reflection⁴¹ according to English teachers' effort in handling English teaching challenges.

Putri Basmalah an Indonesian researcher, make a research about the problem in building schema. Based on her research, could be concluded that teachers' schema in teaching reading is different from one to another. Teacher schema depends on their teaching experience.

Basmalah suggest the teacher to apply the complete strategies, begin from pre-reading strategies to activate students' existing schema until post-reading strategies.⁴² Appropriate teaching procedure has big impact in schema activation, the prove is some students failed to understand or comprehend the reading.

³⁹Carrell, P.L

⁴⁰ Songbatumis, Aisyah Mumary. *Challenges In Teaching English Faced By English Teachers At Mtsn Taliwang, Indonesia*. Journal Of Foreign Language Teaching & Learning Vol.2 No.2 July 2017. p, 54.

⁴¹ Songbatumis, Aisyah Mumary.

⁴²Basmalah, Putri. 2013. "*The Influence of Teachers' Schema in Teaching Reading on Students' Understanding*". *Advances in Language and Literary Studies* Vol. 4 No. 2; July, p, 54.

3. Critical Thinking

Critical thinking skills necessary useful for succeed in retrieval information retrieval, this following explanation to know more about critical thinking.

3.1 Critical Thinking Nature and Definition

Learning to think analytically or “critically” is an everlasting skill with wide applications both inside and outside the language classroom. The ability to show critical thinking has become so essential in today’s society that it is a main competency in gaining undergraduate degrees, employers of recent college graduates support this statement, ranking strategic thinking as key factor in job success. Therefore teachers need to prepare students to be able to think critically because it will have an impact on their thinking that must continue to develop.

In American Philosophical Association view, critical thinking is the purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation and inference as well as explanation of the evidential conceptual, methodological, criteria logical or contextual considerations upon which that judgment was based. Critical thinking is essential as a tool of inquiry. Critical thinking is a pervasive and self-rectifying human phenomenon.⁴³ Simpson and Courtney agree that critical thinking is a process that involves higher-level thinking and reasoning abilities.⁴⁴ Therefore, evaluate critical thinking is necessary because there is connect at once between schema activation, reading comprehension, and eventually rising critical reading.

3.2 Critical Thinking Characteristic

Critical thinking includes a complex combination of skills. According to Paul and Elder of the *Foundation for Critical Thinking*, the standards of critical thinkers are: accuracy, precision, relevance, depth, breadth, logic,

⁴³ American Philosophical Association. “*Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction*”. (California: ERIC Document Reproduction Service, American Philosophical Association, Millbrae. : 1990)

⁴⁴ Simpson E., Courtney M. (2002). “*Critical thinking in nursing education: literature review*”. *International Journal of Nursing Practice*, 8; 89-98.

significance and fairness.⁴⁵ Critical thinkers display the following characteristics⁴⁶:

1. They are by nature skeptical. They approach texts with the same skepticism and suspicion as they approach spoken remarks.
2. They are active, not passive. They ask questions and analyze. They consciously apply tactics and strategies to uncover meaning or assure their understanding.
3. They do not take an egotistical view of the world. They are open to new ideas and perspectives. They are willing to challenge their beliefs and investigate competing evidence.

Trilling and Fadel categorizing Critical thinking Students should be able to⁴⁷:

Reason effectively, use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.

Use systems thinking, analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.

Make judgments and decisions, effectively analyze and evaluate evidence, arguments, claims and beliefs, analyze and evaluate major alternative points of view, synthesize and make connections between information and arguments, interpret information and draw conclusions based on the best analysis, and reflect critically on learning experiences and processes. According to P21, there are some criteria of critical thinking and has some indicators.⁴⁸

a. Criteria of Critical Thinking

1. Reason Effectively

Indicators : Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.

⁴⁵ Paul R., Elder L. *"The Miniature Guide To The Foundation for Critical Thinking Critical Thinking Concepts and Tools"*. (Foundation for Critical Thinking. 2014)

⁴⁶ Coughlan, Ann. *"Learning To Learn Creative Thinking And Critical Thinking"*. DCU Student Learning Resources : 2007)

⁴⁷Trilling &Fadel. *"21st Century Skills"*. (United States of America.: 2009)

⁴⁸ P21 Framework. *"Criteria of Critical Thinking"*. (<http://www.p21.org/about-us/p21-framework/260-critical-thinking-and-problem-solving>, accessed on October, 2018)

2. Use Systems Thinking

Indicators : Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.

3. Make Judgments and Decisions

Indicators : Effectively analyze and evaluate evidence arguments, claims, and beliefs, analyze and evaluate major alternative points of view, synthesize and make connections between information and arguments, interpret information and draw conclusions based on the best analysis, reflect critically on learning experiences and processes.

4. Solve Problems

Indicators : Solve different kinds of non-familiar problems in both conventional and innovative ways, identify and ask significant questions that clarify various points of view and lead to better solutions.

Criteria of critical thinking above showed that a lot of brief explanation of the criteria of critical thinking, there are four criteria which have some indicators. That will help English teacher to make sure that schema activation will be contained one of that criteria.

B. Previous Study

There have been several studies conducted in relation to the significant different affect of activating students' schema in teaching reading comprehension. First research untitled *Prior Knowledge Activation through Brainstorming to Enhance Malaysian EFL Learners' Reading Comprehension* by Maryam Sharafi-Nejad (Corresponding author), Shohreh Raftari, Shaik Abdul Malik Mohamed Ismail, and Lin Siew Eng. This research was about the use of brainstorming to activate prior knowledge for improving students reading comprehension. The subjects were EFL students 12 to 18 years of age. The results of Nejad and friends research indicated that brainstorming strategies have a positive significant effect on reading comprehension ability of the participants. The contrast of this journal between the current research is the main idea of the journal is about benefits of brainstorming is the activation of readers' prior knowledge. This research use appropriate strategy by the teacher to activate students' schema.

Second research was still connected with schema, the title is *The Role of Background Knowledge in Enhancing Reading* conducted by Ibrahim Mohamed Alfaki and Ahmed Gumaa Siddiek. The researcher found a positive correlation between previewing a text through THIEVES as a pre-reading activity (that aims to activate prior knowledge) and better reading comprehension. On this journal, the results found that THIEVES as the method of enhancing reading. While current research only focus on how schema can promote students' critical thinking in English reading comprehension.

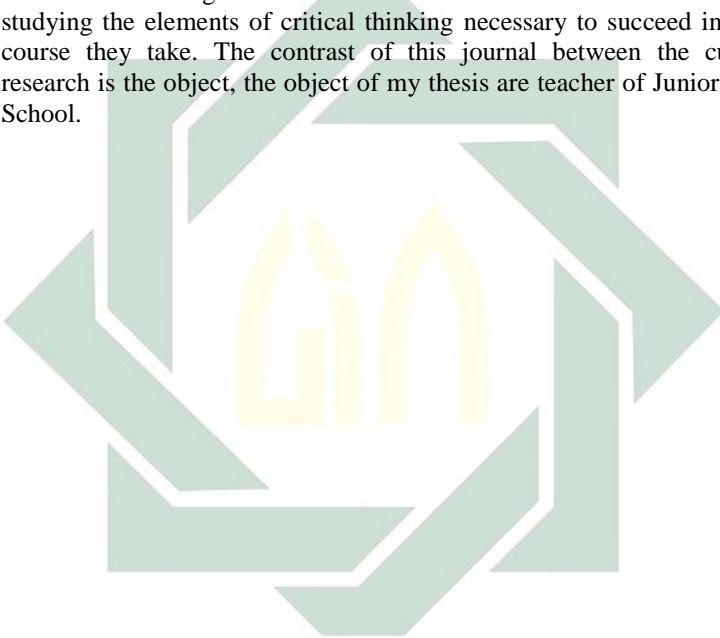
Third, a research untitled *The Role of Schema or Background Knowledge Activation and Graphic Organizer on Increasing Iranian EFL Learners' Reading Comprehension*, the purpose of the study was to use graphic organizers and schema or background activation knowledge to establish its effectiveness on increasing Iranian EFL learners' reading comprehension. The subjects were students learning English at intermediate level in Ganje Daneshpazhohan English institutes in Tehran, Iran. The result of the study is the interactive reading processing approach based on schema theory and graphic organizer seems to have better effects in English reading comprehension. The current research discuss the way teacher activate schema appropriate with students condition and the research will focus on students' critical thinking.

Since schema impact on increasing students reading comprehension, reading without thinking is impossible. Students needs to think while reading and bridge their own schema and new knowledge coming from outside. Critical thinking should be central to any discussion of bridging the prior knowledge with the new one. The researcher showed that conducted by Abdul Mohsen S. Aloqaili untitled

The relationship between reading comprehension and critical thinking: A theoretical study and Reading as Critical Thinking by Dr. Ibrahim Abu Shihab, both journals are about the relationship between reading and critical thinking. The main purpose of the present study was to review and analyze the relationship between reading comprehension and critical thinking. Both research results revealed that, first there is well established relationship between reading comprehension and critical thinking, second schema theory provides a rational premise for that relation, and third there is no consensus regarding the definition of critical thinking which might be interpreted as a lack of an accepted framework for critical thinking. The main purpose of current research

was to analyze the way of schema activation to promote students' critical thinking.

Sixth, *Enhancing Students' Critical Thinking Skills Throughout The Curriculum Through The Use Of "Applied Critical Thinking"* by Dr. Ronald Clark and Ms. Kathleen Chumley. This journal was about the using elements of Bloom's Taxonomy, Critical Thinking, and Scientific Research theory, Embry-Riddle Extended Campus adult learners can be taught how to become more effective critical thinkers by studying the elements of critical thinking necessary to succeed in each course they take. The contrast of this journal between the current research is the object, the object of my thesis are teacher of Junior High School.



CHAPTER III RESEARCH METHOD

In this chapter contain about the descriptions of how the research would be done. They are approach and research design, research presence, research location, data and source of data, research instrument, data collection technique, data analysis technique and checking validation of finding and research stages.

A. Research Design and Approach

This research used qualitative descriptive approach through observation. Creswell stated qualitative design is a means for exploring and understanding the meaning individuals of a central phenomenon.⁴⁹ In line with that definition, the researcher exploring schema activation in promote students' critical thinking and get the understanding of students critical thinking because critical thinking is central phenomenon that must be develop in every students .

To collect the data, the researcher conducted observation. The researcher observes the teacher during learning process and students' performance in critical thinking. While having observation, the researcher use observation checklist, field notes, and documentation. After observation, the researcher interview the teacher based from interview guidelines. In this research, the researcher was the participant observer and conduct the observation at the same time.

The study involved the English teacher and the students of SMP Ma'arif NU Hasanudin, especially students of grade 7th of the 2018/2019 academic year. The researcher choose grade 7th because there is only one class from the school and in this grade some students has problem to understand reading text and grade 7th is stage where students need to develop critical thinking.

B. Subject of The Research

The study involved the English teacher and the students of SMP Ma'arif NU Hasanudin, especially students of grade 7th of the 2018/2019 academic year. The researcher choose grade 7th because there is only one class from the school and in this grade some students has problem to understand reading text and grade 7th is stage where students need to develop critical thinking.

⁴⁹ John W, Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (3rd Edition)*. Thousand Oaks, CA: Sage, 2007.16.

C. Research Location

This study taken place at SMP Ma'arif NU Hasanudin, which is located at Jl. Balas Klumprik No. 133, Balas Krumprik, Wiyung, Kota Surabaya, Jawa Timur, 60222. The researcher choose the location because the condition of the school is appropriate with the research.

D. Data and Source of Data

1. Data

The data in this study for the answering first research question is teachers' teaching learning process in activating students' schema during reading comprehension. The second was teachers' challenges in activating schema was collected from interview. The last research question was students' response in teacher activity in schema activation was answered from questionnaire.

2. Source of Data

The source of data in this research is the teacher of the 7th grade students in a class at SMP Ma'arif NU Hasanudin. Source data for answering first research question are teacher's teaching learning process. Source for answering second research question is the challenges faced the teacher. The third data answered from students' response in critical thinking.

E. Data Collection Technique

This study used qualitative data approach use descriptive technique of data collection method. In a qualitative research, one of the primary data resources is observation.⁵⁰ If a researcher wants to find out classroom interaction, it is important for him or her to do classroom observation.⁵¹ The data collected from the observation checklist, field notes, documentation, interview, and questionnaire as additional technique to answer the research questions. During the observation, the researcher conduct as non-participant observer in collect the data, which the researcher as the passive participant. The researcher observes teachers' teaching learning process includes the

⁵⁰ Silverman, D. "*Doing Qualitative Research: A Practical Handbook*". Second edition. (London. Sage Publications: 2005)

⁵¹ Nunan, D. "*Understanding Language Classroom: A Guide for Teacher Initiated Action*". (New Jersey. Prentice Hall Ltd. . 1989)

situations and activities in the classroom and what students do and respond too will be discussed.

During the observation, the researcher take field notes the activities during teacher's teaching learning process and recording video documentation. After the observation, the researcher read the field notes. Then highlighting some points of activities that shows schema activation. The researcher categorize the activities based on theory. Finishing stage, the researcher choose the activities which appropriate and add some unexpected finding.

The second data source is interview with participant. This is use to get real data from teacher to answer the research questions. By having interviews, the researcher can investigate the respondent for the teacher information about the challenges in activating students' schema. From the interview, it is arise unexpectedly answer from planned questions. The researcher read the script of interview. Then the researcher highlighted some points of challenges faced by the teacher in activating schema activation to promote students' critical thinking. For the third data source, the researcher spread out questionnaire. The researcher questionnaire is about students' response in critical thinking.

F. Research Instrument

The instruments used as parts of the research data are:

1. Interview Guidelines

These are practically prepared to facilitate the process of interviewing. Each of them consists of some topics and questions which are relates to the research's needs to consider some aspects of the classroom teaching and learning process and also to determine the plans for the research in promote students' critical thinking in English reading comprehension.

2. Observation Checklist and Notes

During the research process, the English teacher who main role in monitor the students' acts and behavior which are also required as the data to be compared from time to time and to decide whether there are some improvements or not or whether the improvements increase significantly or not.

3. Documentation

The researcher uses documentation the way to collect the data. For documentation, the instrument is the documents of video used to easy the process of document analysis. The

instrument of document analysis is to describe all of about the process and result.

4. Questionnaire

The questionnaire was given to the participants to get the students' response in critical thinking. It was a open-ended questionnaire. The questionnaire consist 16 items with 4 options. They are strongly agree, agree, disagree, strongly disagree.

The data obtained were analyzed based from the theory of Rakhmat⁵². To measure students' respond had gathered by questionnaire, the researcher uses the following formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Respondent frequency

N = The number of maximal point

The results of students' response towards the schema activation to promote critical thinking can be determined by the percentage result with the qualification below:

- 1) 81%-100% = Very Positive
- 2) 61%-80% = Positive
- 3) 41%-60% = Neutral
- 4) 21%-40% = Negative
- 5) 0%-20% = Very Negative

G. Checking Validity Findings

In checking validity findings, the researcher used triangulation to validate qualitative data. Meijer stated that triangulation figures the three measurements to verify the findings whether the findings can be accepted in the research.⁵³ The term triangulation refers to the process by which a teacher collects evidence about student learning; this evidence collected from three different sources. These sources are

⁵² Ridwan, *Skala Pengukuran Variabel-Variabel Penelitian* (Bandung: Alfabeta, 2009), p. 15.

⁵³ Paulien C. Meijer. "Multi-Method Triangulation in a Qualitative Study on Teachers' Practical Knowledge: An Attempt to Increase Internal Validity". 2002, p. 146.

conversations, observations, and products. According to Creswell, triangulation is checking validity of research with different data sources by examining evidence from the sources.⁵⁴ In analyzing the data of this study, the researcher makes sure that from the collected data, theories and some experts are in the same line with the purpose of this research and also provide the valid findings.

H. Data Analysis Technique

This research analyzed through qualitative data using descriptive approach. The data acquire through observation checklist, interview, and questionnaire. For answer the research question, the researcher analyzed the data by the instruments of observation and interview which adjusted to the theory in theoretical framework. The researcher research based on Zhao and Zhu about activities by using schema activation strategy can promote students' critical thinking in reading comprehension.

Second research question about challenges faced by teacher during activate schema to promote students' critical thinking during reading comprehension answered base from observation of learning process and interview the teacher. The answer supports by the theory of Aisyah Mumary Songbatumis for the challenges of the teacher.

The third research question, to know students' critical thinking, the researcher analyzed based from Criteria of Critical Thinking by P21 Framework to measure students response toward critical thinking.

⁵⁴ John W. Creswell, "*Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*" (Pearson Education, 2012), p, 262

I. Framework of Research

RQ	Data Collection Technique	Instruments	Analysis Data
RQ 1	<ul style="list-style-type: none"> - Observation - Documentation 	<ul style="list-style-type: none"> - Observation Checklist and field notes - Taking video and picture 	Analyzed with (Zhao and Zhu theory)
RQ 2	<ul style="list-style-type: none"> - Observation - Interview 	<ul style="list-style-type: none"> - Interview 	Theory by Aisyah Mumary Songbatumis
RQ 3	<ul style="list-style-type: none"> - Observation - Interview 	<ul style="list-style-type: none"> - Observation checklist - Interview 	(P21 Partnership for 21 st Century Learning)

CHAPTER IV RESEARCH FINDING AND DISCUSSION

This chapter presents and discusses data based on the learning process. This chapter presents the finding of the classroom observation, documentation, and interview. The explanation covers the answer to the research questions proposed in chapter I. This chapter also provides the discussion of the finding.

A. Research Findings

The data were collected to answer problems of the study; (1) how does the teacher activate schema to promote students' critical thinking during English reading comprehension in SMP Ma'arif NU Hasanudin? (2) what are challenges faced by the teacher in activating schema to promote students' critical thinking during reading comprehension? (3) what are students' response toward schema activation to promote their critical thinking during English reading comprehension? The data were collected from observation to find out the activities conducted by the English teacher in activating schema to promote students' critical thinking. Moreover, interview to the English teacher grade 7 was aimed to find out the challenges faced by the teacher in activating schema. Questionnaires distributed to the students to find out students' responses in schema activation to promote their critical thinking during English reading comprehension.

1. Teacher Activities in Activating Schema to Promote Students' Critical Thinking during Reading Comprehension in SMP Ma'arif NU Hasanudin

The observation of schema activation by English teacher was conducted three times directly on 13th February, 15th February, and 20th February 2019. Here are the activities that the teacher did during the learning process in the 1st until 3rd meeting.

Table 4.1 English Teacher Activities during Reading Comprehension

First Meeting 13 th February 2019	Second Meeting 15 th February 2019	Third Meeting 20 th February 2019
Pre-Reading 1. The teacher explained the background of descriptive text 2. The teacher connected experiences that have been experienced by students with the material to be learned 3. The teacher provided new knowledge using task sheet	Pre-Reading 1. The teacher connected experiences that have been experienced by students with the material to be learned 2. The teacher provides new knowledge using task sheet	Pre-Reading 1. The teacher connected experiences that have been experienced by students with the material to be learned 2. The teacher provided new knowledge using power point and video
While Reading 1. The teacher explained task sheet	While Reading 1. The teacher explained task sheet	While Reading 1. The teacher explained power point and video
After Reading 1. The teacher asked students to reflect on what they have gained during learning	After Reading 1. The teacher asked students to reflect on what they have gained during learning	After Reading 1. The teacher made measurement to evaluation

From the table above we can see that the teacher did several activities divided into 3 sections, they are pre-reading, while reading, and after reading.

a. Pre-Reading

For locating the key ideas before reading the text, teacher need provided some overview of students which can enhance their reading speed and efficiently. Here are some activities in pre-reading on first, second, and third meeting done by the teacher to building interest and attention of students.

1.) Explaining the generic structure of descriptive text

The teacher explained a week before, but only little bit explanation. Some of them forgot about descriptive text.

Teacher : "Seminggu yang lalu sudah kita bahas sedikit mengenai descriptive text, apa kalian masih ingat ?"

Student : "Lupa bu."

To make them remember the material, the teacher opened LKS (Lembar Kerja Siswa) containing the explanation of descriptive texts and the aim of generic structure in descriptive text and asked the students to read it.

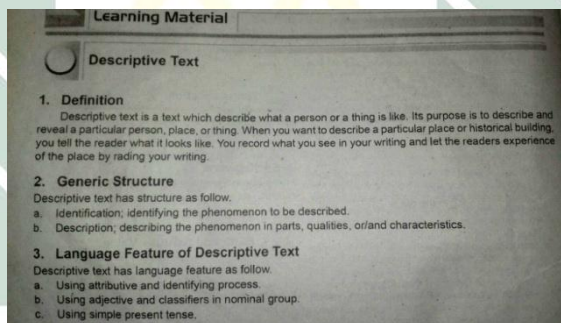


Figure 4.1 Descriptive Text on Lembar Kerja Siswa

In pre-reading, English teacher was explaining the generic structure of descriptive text. This activity was activating new knowledge, descriptive text (*see figure 4.1*) was new material to be learned on that day. For English teacher, process of explaining the generic structure is to set goals of teaching process. Process of explaining the generic structure is part of content schema, where students understand definition, purpose, and language features of descriptive text.

In the teaching of reading comprehension, cultivating students' ability to make prediction and association of the reading material was

the basis for students to understand. English teacher guided students to enlarge their thinking from relevant information by Lembar Kerja Siswa (LKS) of English. Then the English teacher explained the description of descriptive text to help students get background knowledge of the text structure. English teacher activating students content schema through explaining the generic structure of descriptive text. At the same time, explaining the generic structure can promote students' critical thinking. Critical thinking showed when students accepted new knowledge, they build and construct the mindset of generic structure in descriptive text. They were skeptical about something true about the information. Students were able to build and construct and use systems thinking of critical thinking.

Explaining the generic structure of descriptive text can activate content schema and can promote critical thinking through analyze generic structure of descriptive text.

2.) Connecting students' experiences and knowledge with the material to be learned

In the first meeting, the teacher started the class by saying salam and du'a. For connecting students' experiences with the material to be learned the English teacher asked, "*Have you ever going to the zoo ?*"

The English teacher bridged between the students experience or their exist schema and the lesson. This is the part of content schema, content schema refers to the background knowledge of the content area of the text, or the topic the text told about. Here, the teacher activate students' existent content schema about animal and help create their new content schema by asking question.

The question was useful to portray students learning process, could be effective because students can imagine the material. Next, to make students understand the material and make the situation of learning process interactively between teacher and students, teacher asked students to mention kinds of animals,

*Teacher : "what animals do you know ?
please mention!*

Then students answered kinds of animals.

It can be highlighted that English teacher was exploring background or knowledge behind of the student for new knowledge. Then, the English teacher provoked their knowledge.

Teacher : "What kind of things can be described ?"

Students : "Person, place, animals."

The more questions the English teacher gives about experience and knowledge, the more capable they are in thinking, especially critical thinking. Critical thinkers characteristic is they are active to be more spoken in the class. It looks from the dialogue, when the English teacher gave some question, the students were active to respond, not passive.

Likewise in the second meeting, teacher asked students the lesson about the first meeting before to make sure their knowledge and understanding of the last topic. After the teacher asked about the animal, the teacher started new questions related to the next topic. The teacher asked students about human appearance.

Teacher : "Do you know Christian Ronaldo ?How is his appearance ?"

Students : "He has short hair, oval face."

From the question of English teacher above, English teacher directly connects experiences or knowledge about person appearances that have been experienced or knew by the students related with the material to be learned. It was to promote students' understanding with the material they learned.

Teacher : "Do you want to mention your favorite idol ?"

A student said, "Ya, BTS bu !"

The others students, "Lionel Messi"

The function of the questioning was to make sense of interest for students, because they can tell what they have experienced, what they have done, what they already knew, all things related to the material can be easily understand because they already know some knowledge about the material taught by the teacher. Content schema has build up, the students critically and actively to mention their favorite idols. It can be a football player, singer, actor, or actress. The English teacher asked about person because related the material to be learned. In second meeting was about human appearance, the material explained in part of when reading.

In third meeting, English teacher prepared power point about descriptive text. The goal of using power points is to review and to evaluate all the materials of last two meetings. In the power point

consisted elephant picture, teacher asked them to describe elephants' appearance and the characteristics of it.

Teacher : "Biasanya kalau di Kebun Binatang, ada hewan apa ? Please mention in English !"

Student : "Banyak bu, tiger, camel, turtle,"

The question above showed English teacher activated their pre-existing knowledge of student related to the new material, the students' content schema were active and set the teacher goal. The English teacher built and constructed their mind appearing critical thinking.

Teacher : "How about elephant ? Apa ada gajah juga ?"

Student : "Iya bu, di KBS ada."

Teacher : "Please mention the characteristic of elephant !"

Students : "Ada belalai, gading, badannya besar, telinganya besar."

The students can easily answered the characteristic of elephant because their content schema was active. Students have experience seeing elephant or although they never seen elephant on real, students knew elephant from the picture before. The teacher activate students' content schema. Students answered show they can analyze and identify object or the elephant. Students can make judgment, reflect critically are part of critical thinking.

3.) Providing new knowledge using task sheet

English teacher spread out a task sheet for students, the function of task sheet is to give new knowledge.

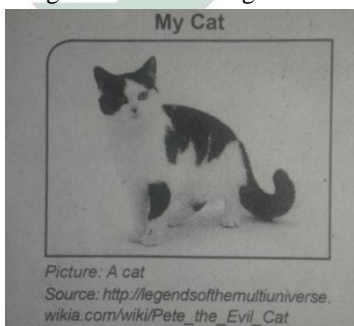


Figure 4.2 Picture of cat on task sheet

After pair of students' hold a piece of paper of task sheet, the English teacher did preview.

Teacher : "Kalau tadi kita sudah menyebutkan hewan apa saja yang kita ketahui, sekarang kita coba membaca descriptive text.

Teacher : "You can see the picture in paper, what's picture ?"

Students : "Cat."

Teacher : "Do you have a cat in your home ? or maybe you all exactly have ever seen a cat. There is a cat usually in around our school. Try to mention the characteristics of cat!"

The teacher provided information matched with students' schema to complete information processing. The source of information is important in order to improve reading efficiency and quality.

Some students excited to mention the characteristic of the cat in school. There were students who cannot mention the words in English correctly. Then the teacher helped the students to mention the words in English. Then, majority of students were enthusiast mentioned some characteristic of cats they have ever seen or ever had. The obstacle was said the words in English.

Student : "Saya punya kucing warna white."

Teacher : "I have a white cat."

Then teacher asked others students

Teacher : "What is your cat look like ?"

There were students who answer yellow.

Teacher : "Selain warna bulu, here are also eyes, fangs. For animals (while holding a part of her skin) this is called fur, if for human called skin.

English teacher gave new information to make students use appropriate vocabulary for animal. The English teacher activated linguistic schema, students have existing language proficiency in vocabulary. At once, the students renew their vocabulary and be able to differentiate between vocabulary for human and animal.

The English teacher not only used task sheet in the first meeting, but also in second meeting, the teacher distributed a piece of paper

contained a picture of someone, because on that day the teacher will explained about human appearance and characteristic.

The difference is the content, in the first meeting the descriptive text is about animal, complete with five questions. While in the second meeting, the teacher goal was the students understand to describe person appearance and characteristic. So, the teacher prepared a picture of person and some vocabularies to describe human appearance.



Figure 4.3 Person picture on task sheet

Teacher : "Let's see the task sheet, ada gambar apa ?"

Students : "Orang bu.."

Teacher : "Iya, apa lebih tepatnya ?"

Students : "Cewek bu!"

Teacher : Kalau gambar yang kalian lihat saat ini, we can call her "a girl"."

From English teacher question, activating linguistic schema can be start for adding new vocabulary .

Teacher : "Kalian tahu itu gambar siapa ?"

Students : "Tau bu, itu yang main film kan."

Teacher : "Iya benar, seorang pemain film or we can call her an actress."

The dialogue showed students have experience or knowledge about the person in task sheet. Background knowledge of the topic is part of activating content schema.

Teacher : "Ada yang tau namanya siapa ? coba kalian cari gambarnya di LKS."

Some students opened their LKS because the picture on task sheet seems like person in their LKS.

Students : “Emma Watson bu !”

Students : “Bu itu yang main di Harry Potter kan ? “

Teacher : “Yes correct!”

Students curious about the girl in picture, students try to guest biography of the girl.

Providing new knowledge using task sheet activate linguistic schema when teacher give some vocabularies about animal. Besides, providing new knowledge using task sheet activate students' content schema because after teacher give task sheet with picture of girl and questioning, students are answering. From the answered, showed students have their existents knowledge about the girl. Students were curious when knew some new vocabularies and guest the girl on task sheet, students always try to asked and answered, make judgment, and interpret information which it was the characteristic of critical thinker.

4.) Providing new knowledge using power point

The English teacher showed power point and video for third meeting.

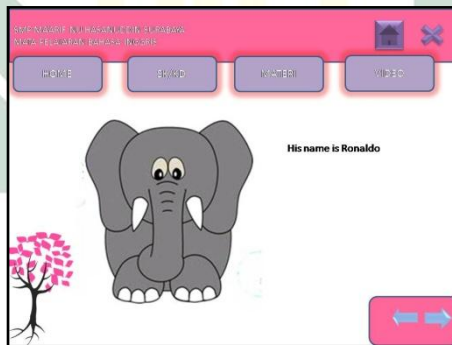


Figure 4.4 Elephant picture on power point

Then the teacher asked the students the physical appearances of elephant. The teacher tried to direct them to identify.

Teacher : “This is a picture of elephant named Ronaldo. Coba kalian amati fisik dari ronaldo.”

Students : “Ada belalainya bu.”

Teacher : “Ya benar, apa bahasa Inggrisnya belalai ? anybody knows ?”

Some of them did not know the vocabulary for part of elephant, then teacher helped them to know some new vocabularies based from elephant physical appearance.

Teacher : “Trunk for belalai. Ayo sebutkan apalagi!”

Students : “Ada gading, badannya besar, dan telinganya lebar bu.”

Teacher : “Yes! Try to say it in English. There are two tusks, huge body, and big ears.”

From the dialogue, it can be inference English teacher providing the content schema at first, then activating students' linguistic schema. Previewing the picture is a good stimulus for remembering or recalling their knowledge. The good impact, students were able to mention the character of elephant and activating their linguistic schema when adding new vocabularies.

Student : “Bu, gajah itu kok ada yang punya gading ada yang tidak ?.”

Teacher : “Gajah yang punya gading hanya gajah jantan, kalau betina tidak punya.”

The critical showed after the English teacher asked them to mention the characteristic of elephant, one student asked the characteristic of elephant. Before the student asked, the student exactly think before answered. The result of providing new knowledge is curiosity will arise from students to find out what they want to know. The characteristic of critical thinkers is active give their participation and reflect critically.

In Pre reading, English teacher did four activities. Each activity can activate the schema and promote critical thinking. When teacher explaining the generic structure of descriptive text, it activated content schema. At the same time, explaining generic structure promote critical thinking, the students build and constructs or use their system of thinking on their mindset about descriptive text.

Connecting students' experiences and knowledge with the material to be learned activated content schema. English teacher activate students' content schema, the students can easily answered the characteristic of elephant. Students answered show they can analyze and

identify object or the elephant. Students can make judgment, analyze, identify, reflect critically were criteria of critical thinking.

Providing new knowledge using task sheet activate linguistic schema when teacher give some vocabularies about animal. Providing new knowledge using task sheet activate students' linguistic schema in asking some vocabularies and activating content schema because after teacher give task sheet with picture of girl and questioning, students are answering. From the answered, showed students have their existents knowledge about the girl. Students were curious when knew some new vocabularies and guest the girl on task sheet, students always try to asked and answered, make judgment and decision, also interpret information which it was the characteristic of critical thinker.

Providing new knowledge using power point was activating content schema and linguistic schema. Previewing the picture is a good stimulus for remembering or recalling their knowledge. The good impact, students were able to mention the character of elephant and activating their linguistic schema when asking vocabularies. The critical showed after the English teacher asked them to mention the characteristic of elephant, one student asked the characteristic of elephant. Before the student asked, the student exactly think before answered. The result of providing new knowledge is curiosity will arise from students to find out what they want to know. The characteristic of critical thinkers is active give their participation and reflect critically.

b. While Reading


While Reading is contain activity which defined as activity that help students to focus on aspects of the text and to understand it better.

1.) Explaining the task sheet

For the first meeting, the teachers' goal is students are able to describe an animal. Teacher distributed a piece of paper containing descriptive text of a cat. Teacher gave students a paper in a pair and providing new knowledge of students by see the picture.

Task 4
Read the following text carefully and answer the questions!

My Cat



Picture: A cat
Source: http://digilib.uinsby.ac.id/digilib_uinsby_ac_id/1216/Cat

I have a cat in my house, the cat is male. I like call him "Cattie". He is an adorable cat, my cat is cute. His body is fat, he has black and white fur.

I really love to cuddle him because his fur feels soft. Every morning my mother gives a fish, sometime he usually scratches out my arm when I play with him. He is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, he usually sleeps on the sofa in the living room or sometime under the table.

"Cattie" often goes out to find for food at night. And sometime he brings a mouse on his mouth. Then he eats the mouse in the back of my house for himself.

Questions:

1. What kind of animal had by the writer?
Answer:
2. What is the colour of Cattie's fur?
Answer:
3. Why does the writer want to cuddle Cattie?
Answer:
4. What does Cattie often do?
Answer:
5. Where does Cattie eat his food at night?

Figure 4.5 First meeting task sheet

My Cat

I have a cat in my house, the cat is male. I like call him "Cattie". He is an adorable cat, my cat is cute. His body is fat. He has black and white fur.

I really love to cuddle him because his fur feels soft. Every morning, my mother gives a fish, sometime he usually scratches out my arm when I play with him. He is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, he usually sleeps on the sofa in the living room or sometime under the table.

"Cattie" often goes out to find for food at night. And sometime he brings a mouse on his mouth. Then, he eats the mouse in the back of my house for himself.

Figure 4.6 Descriptive text of "My Cat"

On task sheet, contains a descriptive text under the title "My Cat". Teacher selects students randomly to read the text then translated the text in Bahasa.

Student 1 : "I have a cat in my house, the cat is male. Saya memiliki kucing di rumah, kucing itu laki-laki."

The English teacher repeated the sentence, then translating it in Bahasa.

Teacher : "I have a cat in my house, the cat is male. Saya memiliki kucing di rumah, berjenis kelamin..."

Students : "Laki-laki"

The English teacher checked for the vocabulary for animal.

Teacher : "For animal, laki-laki atau jantan?"

Students : "Jantan."

From the dialogue above, once again English teacher activating students' linguistic schema based from the dialogue English teacher gave information about new vocabulary for student (*highlighted in the dialogue*).

The student 1 continuing read,

Student 1 : "I like call him "Cattie". He is an adorable cat, my cat is cute. His body is fat. He has black and white fur. Aku suka memanggil dia "Cattie". Dia kucing yang.."

Teacher : "Adorable, manis sekali."

Student 1 : "Dia kucing yang manis sekali, kucingku lucu. Badannya.. apa bu fat itu?"

Teacher : "Fat itu gemuk, jadi badan kucingnya gemuk."

Student 1 : "Dia memiliki bulu hitam dan putih."

English teacher select other student, teacher helped students who did not know some vocabularies. Then teacher selected a student beside student 1. It can be highlighted, the text made students active to asking the teacher about vocabulary.

Student 2 : I really love to cuddle him because his fur feels soft. Every morning, my mother gives a fish, sometime he usually scratches out my arm when I play with him.

Students read the text haltingly, teacher also guided students in pronunciation in English.

Student 2 : "Saya sangat suka.."

Student 2 unable to continue reading because did not know what cuddle is in Bahasa.

Teacher : "Cuddle, memeluk."

Student 2 : "Saya sangat suka memilikinya karena bulunya.."

Student 2 did not know the translation of feels soft.

Teacher : "Feels soft, terasa lembut."

Student 2 : "Bulunya terasa lembut. Setiap pagi, ibuku memberinya ikan."

English teacher felt the time is not enough if students translating by themselves, then English teacher continuing translated student 2 text, then asked all students to write down the translation below the English.

Teacher : "Tulis yang tidak tau artinya."

Teacher : "Sometime he usually scratches out my arm when I play with him. Terkadang, dia selalu mencakar bahunya ketika aku bermain dengannya."

The teacher choose student 3,

Student 3 : "He is an active animal. He likes to run around the house. He likes to chase everyone in my house."

Teacher : "Dia hewan yang aktif. He likes, dia suka. To run around the house. Apa artinya?"

All students were silently, the teacher did a run gesture. The gesture here made students can predict Bahasa of run which the meaning is *berlari*. Made a prediction is one of the criteria critical thinkers.

Students : "Lari bu!"

Teacher : "Ya, untuk lari disekitar.."

Students : "Rumah."

Teacher selected other student,

Student 4 : "When he feels tired or sleepy, he usually sleeps on the sofa in the living room or sometime under the table."

Teacher : "Ketika dia merasa.. tired, lelah or sleepy, mengantuk. Dia biasanya tidur di sofa didalam ruang keluarga atau dibawah meja."

For the last paragraph, English teacher reading by herself.

Teacher : "Cattie often goes out to find for food at night. And sometime he brings a mouse on his mouth. Then, he eats the mouse in the back of my house for himself."

Then she asked students to translate the text together.

Teacher : "Cattie often, apa often ? often itu sering. Goes out to find for food at night. Pergi keluar untuk mencari.."

Students : "Makanan di malam hari!"

Teacher : "And sometime he brings a mouse on his mouth."

Students: "Dan terkadang dia membawa seekor tikus dimulutnya."

Teacher : " Then, he eats the mouse in the back of my house for himself. Kemudian dia..."

Students : "Dia memakan tikus dibelakang rumah untuk dia sendiri."

The reading of descriptive text has done. When reading the descriptive text, the teacher helped students to translate some vocabularies they did not know before. Besides, English teacher guided students to pronounce better and made gesture in front of the class to make students guess the meaning of vocabulary.

After explaining the task sheet, directed students to read the text, and asked one student to read the reading text. English teacher asked students to answer the question and discussed together after students finished questions. There are 5 questions based from the text.

There are five questions refer to the text reading. The teacher asked students to answer five questions. After students completion questions, the questions discussed together.

Teacher : "Number one, what kind animal had by the writer ?"

Students : "Cat!"

Students answered question number one in a compact manner, it present that students were able to comprehend the text. Next, teacher selected a student to answer next question.

Student 1 : "What is the color of Cattie's fur ?"

Teacher : "Apa jawabannya ?"

Students : "He has black and white fur."

English teacher choose other student in answering second question. One more time, all students can answer question quickly.

Student 2 : "Why does the writer want to cuddle Cattie ?"

Student 2 answer the question,

Student 2 : "He is an adorable cat, the cat is cute."

Teacher : "Benar gak jawabannya anak-anak ?"

Students : "Benar bu!"

Student 2 easily answer third question. So far, the questions are easy. Then, student can answer easily. Teacher looking for other students to answer forth question.

Student 3 : "What does Cattie often do ?"

Students : "Cattie" often goes out to find for food at night."

Teacher selected a student answering last question,

Student 4 : "When does Cattie go out to find a food ?"

Students : "At night."

From 5 questions there is no obstacle for students in answer. All of question clearly in the text and the level of question only need low order thinking and students achieved good comprehension of the reading materials.

In second meeting, teacher also shared task sheet. English teacher gave them a paper in pair and asked students to give attention of picture. The goal of second meeting task sheet, students are able to mention human appearance.

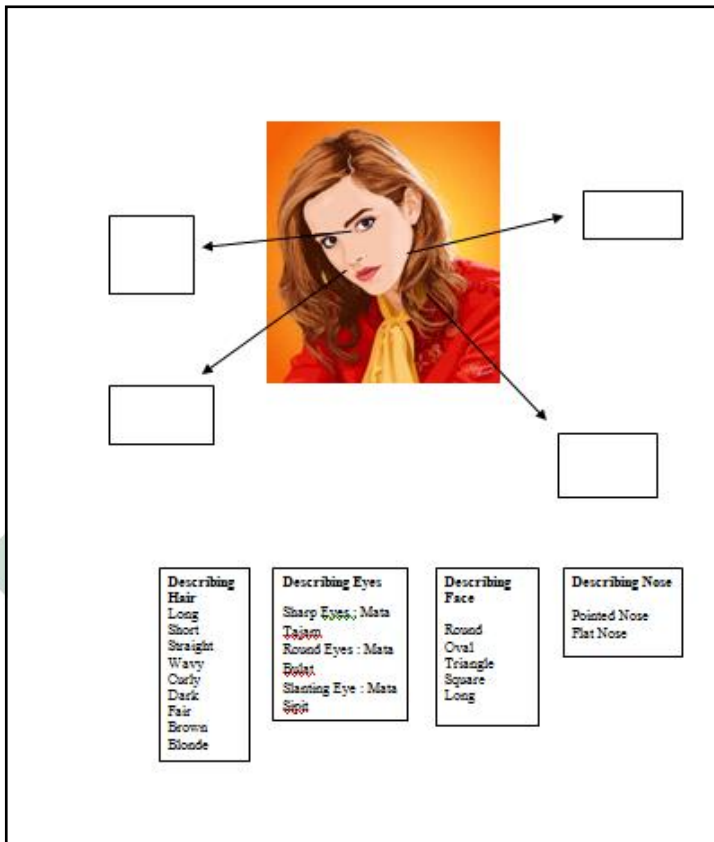


Figure 4.7 Task sheet for second meeting

Teacher : "Let's take a look your task sheet. On your task sheet, there is a picture consisted 4 blank boxes. Hari ini kita akan belajar untuk menyebutkan ciri fisik seseorang. Kamu lihat rambutnya, bagaimana rambutnya ? "

Students are loading in thinking the persons' hair.

Teacher : "Bisa kamu lihat ya rambutnya berwarna.."

Students : "Kecoklatan bu!"

Teacher : “Rambutnya panjang atau pendek ?”

Students : “Panjang bu!”

Teacher : “Kalau model rambutnya ? lurus, bergelombang, atau keriting ?

Students : “Bergelombang!”

Then, English teacher directed them to mention human appearance in English. From the explanation of English teacher, students can mention appearance of person. Activating linguistic schema when adding new vocabularies and activating formal schema when students be able to differentiate types vocabulary for human. The task sheet promoted students being critically because students must guess the physical appearance of object (*see figure 4.7*).

After mentioned physical appearances of person, the teacher asked them to mention their friend physical appearances in front of class. The goal of second meeting, students are able to mention characteristic or physical appearance of human in English.



Figure 4.8 Students mention friend physical appearance

Two students went to front of the class and mentioned one by one their physical appearances. The condition of the class became interactively, not only students in front of the class were mentioned the physical appearances, but also their other friends in the class, the others were actively describe.

Students : “She has long hair, round face, and flat nose.”

Students be able to identify related to the human and give active participation.

Explaining the task sheet activated linguistic schema because English teacher asking about vocabulary and giving new vocabulary for students. Besides, students' formal schema was active because students able to differentiate types vocabulary for human. In this activity, students critical thinking was active after students able to make prediction and reflect critically in translating English word to Bahasa.

2.) Explaining power point and video

English teacher used power point in the third meeting. In the classroom requires a learning process that uses varied media, power point is one of them. The power point started with animal picture.



Figure 4.9 Elephant picture in power point



Figure 4.10 Descriptive text of elephant

English teacher showed descriptive text about elephant. She asked them to read the descriptive text, teacher choose one student who have opportunity to read per one sentence and asked them to comprehend the text.

The third meeting is the final meeting for descriptive text, teacher tried to evaluate students' linguistic schema or the understanding of new information in a text. Linguistic schema consist the students existing language proficiency in vocabulary. Hence, English teacher asked to fill the blanks space of the following text with appropriate answer.



Figure 4.11 Task for Students

After reading, to make evaluation English teacher made a listen task. The teacher assesses students can improve the absorption of new information in memory well or not. The task was teacher asked students to fill the blank, with word that already they read (descriptive text about elephant). Class situation was more interactively, students are trying to answer because English teacher also gave some points for whoever answered, active in giving participation is the characteristic of critical thinkers. After completing the assessment, the material continued which is about thing.

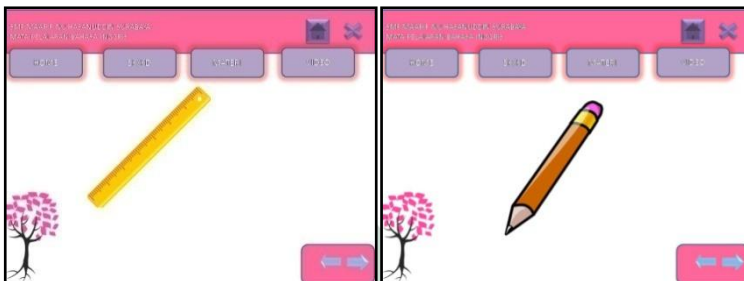


Figure 4.12 Ruler and pencil to describe

Teacher : What picture is it ?

Students : "Ruler and pencil."

The teacher asking for and giving information related to the function of the things.

Teacher : "What is function of ruler ? Every object or thing has different function. There are many kinds of things or object around us. What is the function of ruler ?"

Student : "Untuk mengukur,"

Teacher : "Say in English, apa itu mengukur bahasa inggrisnya ?"

Students did not know English for "mengukur".

Teacher "Measure, jadi apa bahasa inggrisnya untuk mengukur ? to.."

Students : "Measure."

Teacher : "How about pencil ? Apa fungsinya ?"

Students : "To write."

English teacher evaluate students linguistic schema in mention the function and the characteristic of things. Next, English teacher some words to describe person.



Figure 4.13 Some words to mention physical appearances

For many students, they are easy to forget. Hence, English teacher reminded students in speaking some vocabularies of physical appearances and reminded the meaning.

Then, English teacher turned on a video about person characteristic and personality. English teacher provided information in audiovisual so students can absorb information by seeing, hearing, and responding. With the ability to remember, information is visually easily understand by students. Students can remember the character of each person and can get new information on English vocabulary about the characteristics. Content schema and linguistic schema cooperate at the same time.



Figure 4.14 The video about person characteristic

Teacher : *“Selain mendeskripsikan orang dari penampilan fisiknya, kita bisa mendeskripsikan dari karakter. Tulis setiap*

kosakata yang ada di video, lalu kita artikan bersama-sama.”

Through watching videos, which contain images, learning considered more attractive to students. It is written on open closed questionnaire.

Student : “The teacher explained using video, I feel more enthusiast at the class.”

The good benefits of displaying videos, can stimulate students to find out more about teaching materials that are being presented, the objects displayed appear concrete (real).

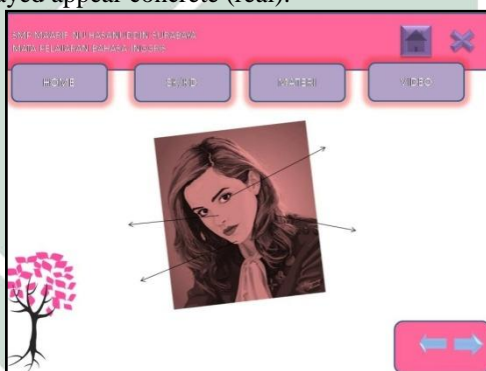


Figure 4.15 The object to describe

Teacher : “Asking for and giving information related to person. Commonly, person has their specific and characteristic. Person did their activities whenever they are to fulfill the daily needs.”

After watching video English teacher repeated and evaluated students understand in asking for and giving information related to pictures of people who have been shown in second meeting. The results students are able to mention person appearance.



Figure 4.16 An example of descriptive text

English teacher showed descriptive text from person. To know result of formal schema and to evaluate the learning outcomes for several meetings, the teacher asked students to make paragraphs that describe their friends using the vocabulary that has been taught by English teacher.

Explaining power point and video was useful in activating linguistic schema, when English teacher showed descriptive text about elephant, English teacher evaluate students' existing language proficiency in vocabularies. This activity was activate their linguistic schema. English teacher gave task to fill the blank of a descriptive text. Situation of class was more interactively, students are trying to answer because English teacher also gave some points for whoever answered, active in giving participation is the characteristic of critical thinkers.

There are two activities of schema activation in while reading, first was explaining the task sheet. Explaining the task sheet activated linguistic schema, in learning process English teacher gave new vocabulary for students. Besides, students' formal schema was active because students able to differentiate types vocabulary for human. Students' critical thinking was active after able to make prediction and reflect critically in translating English word to Bahasa.

Second activity was explaining power point and video. This schema activity was useful in activating linguistic schema, English teacher evaluate students' existing language proficiency in vocabularies. In this activity students was active in giving participation on learning processes is the characteristic of critical thinkers.

c. After Reading

Students need to summarize some key points after reading to support them comprehend the information that was learned before.

1.) Asking students to reflect on what they have gained during learning

In the end of the first meeting, the teacher repeated what they learned on that day.

Teacher : "What is descriptive text ?"

Students : "Text which describe what a person or a thing is like."

Teacher : "Kalau hewan misalnya kucing tadi, apa yang bisa kita deskripsikan ?"

Student : "Warna bulu, jenis kelamin."

Teacher : "Apa sudah paham dengan materi hari ini ?"

Student : "Sudah bu."

English teacher evaluated the linguistic schema they have, closing the lesson by repeating the lesson that was explained earlier is an attempt by the teacher to provide a comprehensive picture of what has been learned, efforts to find out the success of students in absorbing lessons.

In the end second meeting, the teacher repeated the materials that already learned on that day.

Teacher : Ayo kita sebutkan lagi kosakata untuk mendeskripsikan cirri fisik seseorang! Kalau rambut panjang apa ?

Students : "Long hair."

Teacher : "Kalau rambut pendek ?"

Students : "Short hair."

Teacher : "Kalau asfal rambutnya warna apa ?"

Students : "Black hair."

Teacher : "How about uuts' eyes ?"

Students : "Slanted eyes."

Teacher : "How about Renas' nose ?"

Students : "Flat nose."

Teacher : "She has flat nose."

Linguistic schema was active when English teacher helped them in understanding some vocabularies, especially in mentioned some

words about person appearances because the students were lack of English vocabularies. Students identified and predicted then reason effectively and make judgment of what they see, this honed their abilities in the critical thinking process.

2.) Making measurement to evaluation

The third meeting is the last meeting for descriptive text material. Third meeting was time for English teacher to measure students' comprehension, students' remember, students' interpretation. English teacher showed the power point consist the picture of animal, thing, and person. Teacher was actually giving an example of descriptive paragraph in power point.

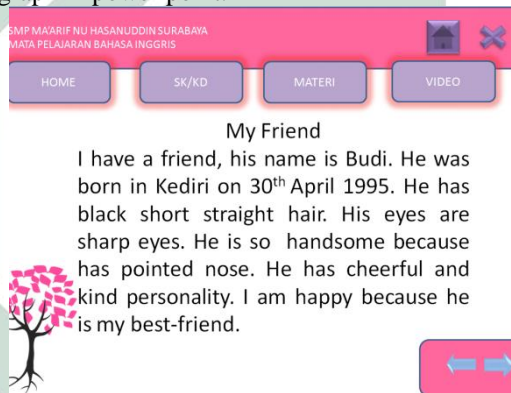


Figure 4.17 Example of descriptive text

English teacher was actually explaining how to describe a person in paragraph.

Teacher : "This is an example of descriptive text about my friend. At first write down the name." "I have a friend, his name is Budi." Lalu bisa ditambah tanggal kelahirannya. Seperti dicontoh, "He was born in Kediri on 30th April 1995.

Student : "Lo bu kenapa kok pakai was ?"

Teacher : "Pakai was karena kejadian ini sudah terjadi diwaktu yang lampau, Dia lahirnya kan sudah diwaktu yang lalu, maka pakai was. Simple past tense."

The difference in structure of the sentences, triggered a critical question from the student.

Teacher: "Setelah ditulis tanggal lahirnya, bisa ditambahkan physical appearance nya. Seperti dicontoh ini, "He has black short straight hair". Dia memiliki rambut hitam lurus pendek.

"His eyes are sharp eyes. He is so handsome because has pointed nose."Matanya tajam. Dia tampan karena memiliki hidung yang mancung. Setelah mendeskripsikan ciri fisik, kita bisa menulis characteristic or personality yang sudah kalian lihat di video berbagai macam karakter. "He has cheerful and kind personality. I am happy because he is my best-friend."

The teacher asked students to make a descriptive text about their friend and write it down in their own book. This activity activates formal schema that aims students to be able to organize, make, describe an object as the result of learning. English teacher was measure them through their written text and speaking. Students were curious about grammar, identify and ask significant questions are criteria of critical thinking.

There were two activities of after reading, first was asking students to reflect on what they have gained during learning activating linguistic schema, linguistic schema was active when English teacher help them understand some vocabulary, especially in mentioning few words about people's appearance because students lack English vocabulary. Students identify and estimate then reason effectively and make judgment of what they see, this can hone their skills in the process of thinking critically.

The last activity of after reading was making measurement to evaluation can activate formal schema. It aims students to be able to organize, make, describe an object as the result of learning. English teacher activate formal schema when English teacher asked students to make a descriptive text about their friend and write it down in their own book. Students were curious about grammar, identify and ask significant questions are criteria of critical thinking.

2. Challenges faced by the teacher in activating schema to promote students' critical thinking during reading comprehension

Reading is one of the most important skills in learning a second language. The success of language learners' largely influenced by reading practice and schema. Reading stands as based for learners 'success in learning a second language, therefore it is a teacher' responsibility to cultivate reading culture in students. Activating schema in teaching reading was not always successful. There are challenges in activating schema to promote students critical thinking. The critical thinking cannot be optimal because the schema cannot appear in students mind.

Moreover, there are some other related issues in activating schema to promote students' critical thinking such as lack of knowledge of target culture, difficult vocabularies, students' lack of motivation to read, no sufficient preparation in teaching, etc. All these challenges making schema activities have obstacles for English teacher such as students felt reading text difficult and boring, therefore thinking critically can not be done maximally by all students. There are some challenges faced by the teacher in activating schema to promote students' critical thinking during reading comprehension. The challenges are based on teachers' experience, they are :

1. Varieties of students

Different backgrounds can influence whether the schema is active or not for students. It can be seen during observation in the classroom, English teacher has difficulties when asked students about the situation of zoo, some students could explain and some did not.

Schema activation in teaching reading is a key factor in comprehending the text. Students cannot comprehend the text if they lack the schema needed to interpret it.

Researcher : "Do you realize that every students', they have different life experiences. Maybe they carry different schema (background knowledge/prior knowledge). What do you think about it ?

Teacher : Yes, I realize. Students had different social life, different standard life, maybe some students had good enough wealth. So they have adequate facilities for learning then got some knowledge. But, there are students who had families that did not much wealth, so they could not learn optimally. Sometimes students with broken home family background were lazy to learn and not optimally when looking for information."

Based from interview, English teacher realized every students carry different schema or background information and sometimes it because of different habit or culture-specific. Background schema refers to content schema, content schema include cultural knowledge and previous experience. Because of students had different social life, different standard life, maybe some students had good enough wealth so they have adequate facilities for learning. In fact, there are students who had families that did not much wealth, so they could not learn optimally. Sometimes students with broken home family background are lazy to learn and not optimally when looking for information. From this explanation it can be concluded every students' had their own think.

Teacher : "Every student had their own think. For example, when talk about zoo. There are students who going to good and clean zoo. But there must be students who go to different zoo that they think smelly or dirty. The conclusion is different experience exactly different opinion."

From statement of English teacher, when told about zoo, there are students who going to good and clean zoo. However, there must be students who went to different zoo that they think smelly or dirty.

Teacher : "If you ever going to the zoo, can you tell me how is the atmosphere of zoo you've visited ?"

Students : "Clean..!"

Students 2 : "Jelek bu, bau."

Students 1 : "Bersih pas saya kesana."

Students 2 : "Kotor pas aku mrono, akeh sampah terus kandangnya bau". (Kotor pas saya kesitu, banyak sampah lalu kandangnya bau).

Teacher : "He kok malah eyel-eyelan.."

From this case, students' schema was active and also activating their critical thinking, students were giving participation. The problem for English teacher was her students have different schema or different knowledge about zoo. The other students who did not answer, was never going to the zoo. The conclusion is different experience exactly different opinion.

Researcher : "How do you solve if some students failed to understand or comprehend the reading ?"

Teacher : "Try to give different portray."

The solution if students failed to understand reading or it can be said because they have different schema, the English teacher can do is provided a different picture in students' mind.

2. Less vocabularies

According to observation, English teacher overwhelmed when students asked English words one by one when making descriptive text.

Teacher : "Coba kalian cari di kamus dulu, jangan semua ditanyakan ke bu guru."

Students often ask about the meaning of some English vocabulary into Bahasa. Sometimes students cannot tell the meaning of a new word from sentence or paragraph. If students have poor predicting skills, which is one of the criteria critical thinkers they have blank gaps when they read and miss a lot of information. Without understand vocabularies, it was hard for students to fulfill their linguistic schema. From the information obtained from teacher and observation, English teacher find the challenge when students difficult to understand the contents of reading in English because of the low mastery of vocabulary so that the message that is comparable to what they read is very difficult to interpret. Then, to activate their schema relating to promote their critical thinking, English teacher tried to do gesture about the meaning of an English word.

3. Less participation

Based from the observation, not all students can participate actively in class. Although English teacher gave activity using schema activation, there were students who did not participate because some things such as not being able to take part in learning, meaning they do not follow the path described by the teacher.

Teacher : "Kok tidak ada yang ingin mencoba menjawab ?"

English teacher tried to make students speak up and giving critical thinking. But, their ability was need to improve, so English teacher always lead the students especially when reading section.

4. The material on the students worksheet (LKS) is not suitable with Indonesian learner

Choosing the right reading text for students is something that needs attention and activate their schema activation. Some texts contained in the text are not in accordance with the culture in Indonesia. Researcher :*"The text on their book sometimes not related with their cultures, misinterpretation cannot be avoided. Do you think*

material that is incompatible with Indonesian learners also influence on their schema ?”

Teacher : “The material sometimes not appropriate for my students. Material must be appropriate with Indonesian curriculum to make it easy to taught students. In worksheet there is reading text untitled Thanksgiving Day, it was not appropriate with Indonesian culture. As a teacher, I need to let the students know about other countries ”

The material in LKS not appropriate with Indonesian learners. So the English teacher took the task sheet from other source and choose material and task sheet which appropriate to activate their schema and promote their critical thinking.

5. Unsupported condition

The condition here means the mood of students. If the student's mood was bad, sometimes learning did not match the goals the teacher wants. Based from observation, English lesson in Wednesday was on afternoon, the condition of students was tired, bored, and lazy to follow English teacher in activate their schema.

Teacher : “Gak dengar sudah bel ta ?”

English teacher was angry because students still not ready to begin the lesson. Then English teacher was motivating them to prepare the lesson although after break.

Teacher : “.....the students’ mood were changed. Sometimes they could not follow the learn activity until post reading, and sometimes not enough time. “

Poor student moods can be caused by a number of things, such as relating to previous lessons on that day, they feel tired so they did not follow well in the next lesson, hot class conditions, and also because classes begin in afternoon was challenges for schema activation and promote students’ critical thinking.

From the data, English teacher has five challenges in schema activation to promote students critical thinking. There were varieties of students, less vocabularies, less participation, the material on the students worksheet (LKS) is not suitable with Indonesian learner, and unsupported condition. Although English teacher has challenges in activating schema to promote students critical thinking, English teacher always has solution to control her students. The solution was gave others picture in students’ mind, English teacher tried to do gesture about the meaning of an English word, searching material that suitable for Indonesian learner, and motivate the students.

3. Students' response toward schema activation toward critical thinking during English reading comprehension

To know about the students' response toward schema activation toward critical thinking during English reading comprehension, the researcher need to give questionnaire to the students. The researcher used open-ended questionnaire, so the students can add their opinion related to the statement. The questionnaires contributed to 17 students in 7th grade of SMP Ma'arif NU Hasanudin. The questionnaire consist 16 statements with 4 options They are strongly agree, agree, disagree, strongly disagree. Therefore, the result of questionnaire as follow :

Table 4.2
Students' response toward teacher explanation the background of reading material that will be discuss

No	Criteria	Score
1.	Strongly Agree	35,3 %
2.	Agree	53%
3.	Disagree	5,8 %
4.	Strongly disagree	5,8 %

Based on table 4.2 , we can see that 35,3 % students strongly agree and 53 % agree. Then, 5,8% students disagree and 5,8% students strongly disagree some of them stated the activity was boring. Most of students received positively, the students admit the teacher explained the descriptive text before explain the reading text which is the activity make the feel clearer about the material.

Table 4.3
Students' response toward teacher stimulation of schema (questioning)

No	Criteria	Score
1.	Strongly Agree	11,8 %
2.	Agree	76,5 %
3.	Disagree	5,8 %
4.	Strongly disagree	5,8 %

Table 4.3 shows that 11,8% are strongly agree and 76,5 % students agree. The students add, they feel 5,8 % disagree and 5,8 %

strongly disagree because it was boring activity and lazy to be more active in the class. It showed that some of them had experienced or learned some information related to text reading that was currently being taught and respond positively.

Table 4.4
Students' response toward teacher stimulation of schema (asking opinion)

No	Criteria	Score
1.	Strongly Agree	64,6 %
2.	Agree	11,8 %
3.	Disagree	11,8 %
4.	Strongly disagree	11,8 %

For the statement number 3, we can know from the table 4.4 64,6 % students strongly agree and 11,8 % agree that the teacher asked them to think whether they had experienced or learned some information related to the text reading that would be taught. Students' opinion about this statement, from this activity they can understand and can portray. For about 11,8 % students disagree and 11,8 % students disagree, students stated lazy to think. Mostly of students have positive response.

Table 4.5
Students' response toward teacher activity of reading comprehension

No	Criteria	Score
1.	Strongly Agree	23,6 %
2.	Agree	64,6 %
3.	Disagree	0 %
4.	Strongly disagree	11,8 %

From the table of 4.5, 23,6 % students strongly agree and 64,6 % agree. Other than that, 0 % students disagree and 11,8 % strongly disagree because confused to reading and speaking using English. Students have positive think they can practice their skill in reading and speaking in English

Table 4.6
Students' response toward teacher stimulation of
active participation (agree or disagree)

No	Criteria	Score
1.	Strongly Agree	23,6 %
2.	Agree	53 %
3.	Disagree	11,8 %
4.	Strongly disagree	11,8 %

Table 4.6, 23,6 % students strongly agree and 53 % students agree. 11,8 % disagree and 11,8 % strongly disagree because the English teacher too fast when did this activity. Majority of them assumed the activity make them more active in class.

Table 4.7
Students' response toward teacher activity of checking the
understanding

No	Criteria	Score
1.	Strongly Agree	11,8 %
2.	Agree	82,4 %
3.	Disagree	5,8 %
4.	Strongly disagree	0 %

From the data above we can know that 11,8 % strongly agree and 82,4 % agree. For about 5,8% disagree and 0% strongly disagree. Students are agree the teacher checks whether they understand or not with the text reading discussed.

Table 4.8
Students' response toward teacher activity of grouping

No	Criteria	Score
1.	Strongly Agree	5,8 %
2.	Agree	82,4 %
3.	Disagree	0 %
4.	Strongly disagree	11,8 %

Percentage for strongly agree is 5,8 % students and agree is 82,4 % students. Meanwhile, 0% disagree and 11,8% strongly

disagree because lazy to do group activity. Majority of them enjoyed grouping activity.

Table 4.9
Students' response toward teacher activity of asking new vocabulary in the reading text

No	Criteria	Score
1.	Strongly Agree	11,8 %
2.	Agree	64,6 %
3.	Disagree	11,8 %
4.	Strongly disagree	11,8 %

Based on the data of table 4.9, for about 11,8 % strongly agree and 64,6 % agree that the teacher asked them to look for and remember new vocabulary in the reading text. 11,8% disagree and 11,8% strongly disagree with this statement. Majority of students response positive in teacher activity to remember new vocabularies.

Table 4.10
Students' response toward teacher activity of explaining using power point and video

No	Criteria	Score
1.	Strongly Agree	53 %
2.	Agree	47 %
3.	Disagree	0 %
4.	Strongly disagree	0 %

For table 4.10 there are 53 % students strongly agree and 47 % agree. 0% students disagree and 0% students strongly disagree of this statement. Some of students feel very happy, interesting and not bored on English teacher activity using power point and video.

Table 4.11
Students' response toward teacher activity of task sheet contain pictures of animals and pictures of someone

No	Criteria	Score
1.	Strongly Agree	11,8 %
2.	Agree	88,2 %

3.	Disagree	0 %
4.	Strongly disagree	0 %

From the table of 4.11, 11,8% students strongly agree and 88,2 % agree of this statement. 0% students disagree and 0% students strongly disagree of this statement. Majority of students argue task sheet is good for promote their understanding.

Table 4.12

Students' response toward teacher activity of providing fun activities in schema activation and promote critical thinking

No	Criteria	Score
1.	Strongly Agree	11,8 %
2.	Agree	70,6 %
3.	Disagree	17,6 %
4.	Strongly disagree	0 %

Based from the table, 11,8% students strongly agree and 70,6 % agree of this statement. 17,6 % students disagree and 0% students strongly disagree of this statement. Majority of students enjoyed the activity and feel the easy to understand.

Table 4.13

Students' response toward teacher activity of asking on the end of lesson (reflection)

No	Criteria	Score
1.	Strongly Agree	5,8 %
2.	Agree	82,4 %
3.	Disagree	11,8 %
4.	Strongly disagree	0 %

5,8 % students strongly agree and 82,4 % agree at the end of the lesson, the teacher asked them to mention what had been learned. 11,8 % student disagree and 0 % students strongly disagree of the statement. Majority of students have positive response in this activity.

Table 4.14
Students' response toward teacher activity of conveying the material
(interactive)

No	Criteria	Score
1.	Strongly Agree	11,8 %
2.	Agree	88,2 %
3.	Disagree	0 %
4.	Strongly disagree	0 %

11,8% strongly agree and 88,2% agree, 0% students disagree and 0% students strongly disagree of this statement. Majority of students agree, they not only hear and record explanations from the teacher, but also get involved in the learning process in the classroom.

Table 4.15
Students' response toward teacher activity of
conveying the material (commincative)

No	Criteria	Score
1.	Strongly Agree	11,8 %
2.	Agree	82,4 %
3.	Disagree	5,8 %
4.	Strongly disagree	0 %

The data above showed 11,8% students strongly agree and 82,4 % students agree. 5,8% students disagree and 0% students disagree. Some of students thought positive they are understand text reading is easier, because they have experienced or learned some information related to text reading that is currently taught by the teacher.

Table 4.16
Students' response toward teacher activity of supporting to think critically or maximize thinking skills

No	Criteria	Score
1.	Strongly Agree	11,8 %
2.	Agree	82,4 %
3.	Disagree	5,8 %
4.	Strongly disagree	0 %

From the data we can know that 11,8% students strongly agree and 82,4 % students agree that the teacher supports them to think critically or maximize their thinking skills. 5,8% students disagree and 0% students disagree.

Table 4.17
Students' response toward teacher activity of think critically

No	Criteria	Score
1.	Strongly Agree	11,8 %
2.	Agree	82,4 %
3.	Disagree	5,8 %
4.	Strongly disagree	0 %

For the last statement, the data above showed 11,8% students strongly agree and 82,4 % students agree. 5,8% students disagree and 0% students disagree. Majority of students thought English teacher give them chance to be more active and think critically.

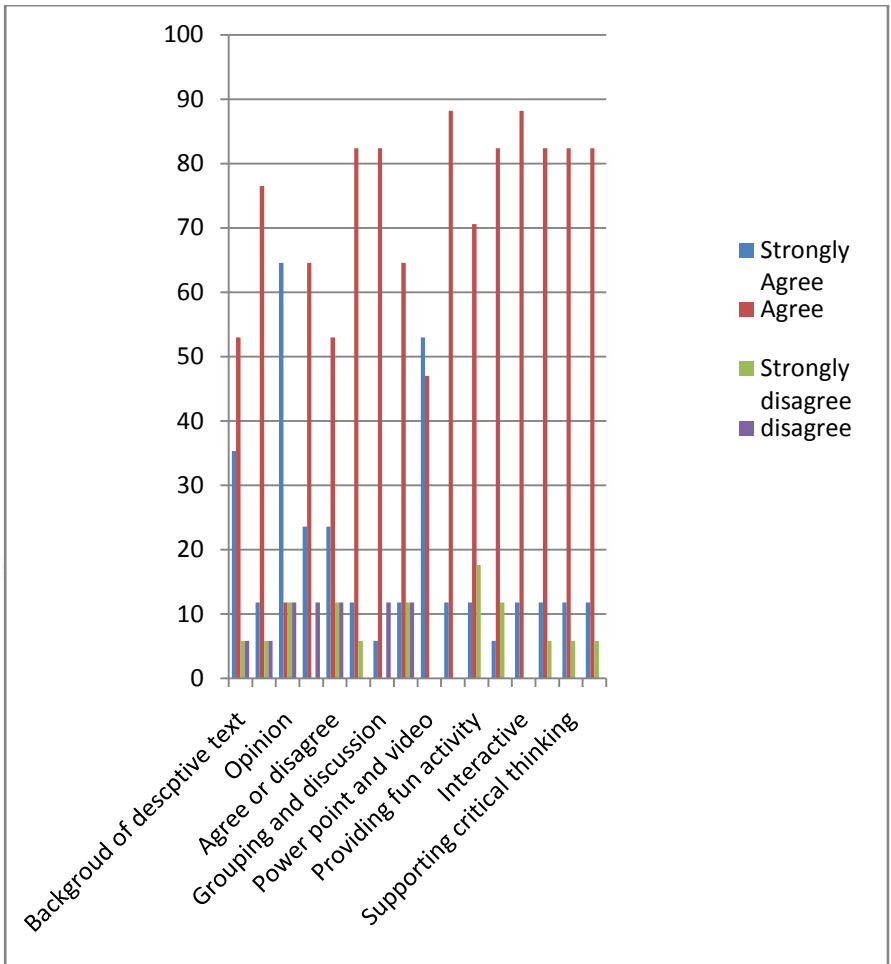


Chart 4.1 The data of students' response

The result of data, students' has positive response on teacher activity in checking for their understanding, grouping and discussion, providing fun activity. Majority of students were agree that English teacher was interactive and communicative in English teaching learning, then it supporting their critical thinking.

Based on the data which are display from the table 4.1 until 4.16, it describes the result of questionnaire about students response towards schema activation to promote students' critical thinking. So, the description calculation is :

The alternative answer for strongly agree (F)	: 54
The alternative answer for agree (F)	: 189
The alternative answer for strongly disagree (F)	: 15
The alternative answer for disagree (F)	: 15
<hr/>	
Total of the answer (F)	273

The percentage calculation of "Strongly Agree"

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{54}{273} \times 100\%$$

$$P = 19,7\%$$

The percentage calculation of "Agree"

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{189}{273} \times 100\%$$

$$P = 69,2\%$$

The percentage calculation of "Strongly disagree"

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{15}{273} \times 100\%$$

$$P = 5,5\%$$

The percentage calculation of "Disagree"

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{15}{273} \times 100\%$$

$$P = 5,5\%$$

The result of calculation chart as follow :

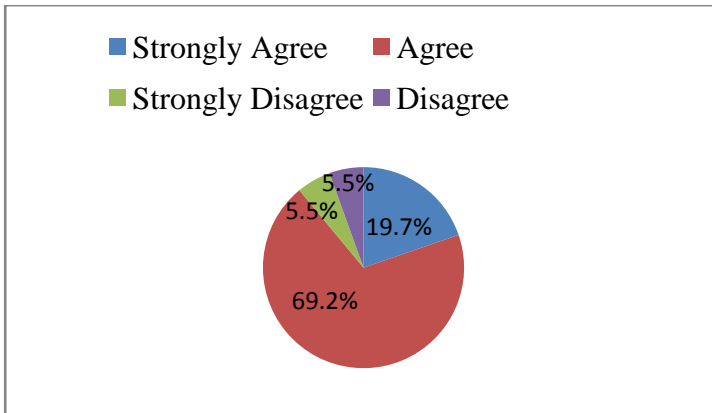


Chart 4.2 Calculation of students' response in schema activation toward critical thinking during English reading comprehension

Based on the calculation, we can see that "Agree" answer is more dominant than the "Strongly agree", "Strongly Disagree", and "Disagree". According to the result we can conclude that the students response towards teacher schema activation to promote critical thinking in SMP NU MA'ARIF HASANUDDIN is generally *Positive*, because the result is 69,2% and it included in 61%-90% range.

b. Discussion

The research focused on English teacher activities to promote students' critical thinking using schema activation in reading comprehension. This activities divided in three steps: pre reading, when reading, and after reading. The activities included building students' interest and attention, accessing students' schema and exploring key words, building relation between students' prior knowledge and the new material, and comprehending the new material. Discussion section is supported by existing theory to identify the similarity and differences of the finding of this current research with previous research and theories.

Pre reading or building students' interest and attention was the first step of schema activation to promote students' critical thinking in English reading comprehension by the teacher in three meetings. English teacher did pre-reading in four activities of schema activation.

Explaining the generic structure of descriptive text, this activity appropriate with Brown, in before reading step to spend some time introducing a topic.⁵⁵ The English teacher explained the background to cultivate students' ability to make prediction. As stated by Dewi, when the reader can connect or know something already known, background information is used to make sense of the new information.⁵⁶ It was useful to make students focused on the material will be taught and direct them to know before English teacher gave the new topic. Explaining the generic structure of descriptive text, it activated content schema, as stated by Al-Salmi, content schema refers to the background knowledge of the content area of a text, or the topic a text talks about.⁵⁷ According to Coughlan in characteristic of critical thinkers, they are by nature skeptical.⁵⁸ Students were skeptical about the information, or curious is that something true about the information, then it was the characteristic of critical thinkers.

The other point that English teacher did in pre reading was the teacher connecting experiences that have been experienced by students with the material to be learned. Questioning the students about information they already known was good to build the curious. Questioning refers to students asking or writing self-initiated questions about the content of a text, before and during reading, to help them understand the text and the topic.⁵⁹ That could be a reason why questioning students before the while reading is essential part in order to make "a bridge" between what the students have already known and what they will know. The activity of connecting experiences that have been experienced by students with the material to be learned was activating content schema. In a line with Al-salmi, the more the reader

⁵⁵ Brown, H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Ed.). (White Plains, NY: Pearson Education: 2001)

⁵⁶ Dewi, Kurnia Citra. "Improving The Reading Comprehension Of Grade Viii Students At Smp N 1 Mlati Using Schema Activation Strategy In The Academic Year Of 2013/2014". (Yogyakarta : UNY, 2014), p, 29.

⁵⁷ Al-Salmi, M. "Schemata (Background Knowledge and Reading Comprehension for EFLStudents)". *Research Journal Specific Education*. Faculty of Specific Education Mansoura University. Issue No.22, Jul. 2011.

⁵⁸ Coughlan, Ann. "Learning To Learn Creative Thinking And Critical Thinking". (DCU Student Learning Resources : 2007), p, 7.

⁵⁹ Dewi, Kurnia Citra. "Improving The Reading Comprehension Of Grade Viii Students At Smp N 1 Mlati Using Schema Activation Strategy In The Academic Year Of 2013/2014". (Yogyakarta : UNY, 2014), p, 29.

knows about the topic, the easier the reader gets information of the text. We should know that the reader with more prior knowledge have better comprehension the content of text.⁶⁰ According to Zhao and Zhu, through questioning at the pre-reading stage, teachers can create the active classroom atmosphere and arouse students' reading interest which makes students prone to use their previous knowledge.⁶¹ It was useful to make picture in students mind, learning process could be effective because students can imagine the material. After questioning, students were thinking critically, the criteria of critical thinkers based from P21 Framework was students can make judgments and decision, reflect critically on learning experiences and processes.⁶²

Schema activation using task sheet, English teacher using task sheet in pre reading and while reading. The source of the information is important in order to improve reading efficiency and quality. English teacher used up to date topic and task sheet. According to Depdiknas, task sheets are sheets that contain tasks that must be done by students. Task sheet is usually in the form of instructions, steps to complete a task, a task ordered in the activity sheet must be clear of the basic competencies to be achieved.⁶³ For pre reading, English teacher choose up to date topic to proven in attracting students toward the lesson and build their critical thinking. The used of task sheet useful in making the students can interpret information of the lesson and add some vocabularies. The activity of providing task sheet activating linguistic schema, according to Al-Salmi linguistic schema refers to readers' existing language proficiency in vocabulary.⁶⁴ The activity of providing task sheet in pre reading also activating formal schema, students differentiate vocabulary between human and animal. According to Al-salmi, formal schemata are include the knowledge that different types of texts use text organization, language structures, vocabulary, grammar

⁶⁰ Al-Salmi, M. "Schemata (Background Knowledge and Reading Comprehension for EFLStudents". *Research Journal Specific Education*. Faculty of Specific Education Mansoura University. Issue No.22, Jul. 2011. p, 701.

⁶¹ Zhao, X & Zhu, Lei. "Schema Theory and College English Reading Teaching". *English Language Teaching*; Published by Elsevier Ltd. Vol. 5. No. 11. 2012.

⁶² Criteria of Critical Thinking retrieved from <http://www.p21.org/about-us/p21-framework/260-critical-thinking-and-problem-solving>

⁶³ Depdiknas, "Panduan Bahan Ajar Depdiknas". 2008. p, 19.

⁶⁴ Al-Salmi, M. Schemata (Background Knowledge and Reading Comprehension for EFLStudents. *Research Journal Specific Education*. Faculty of Specific Education Mansoura University. Issue No.22, Jul. 2011. p, 701.

and level of formality differently.⁶⁵ Here, the critical thinking criteria based from P21 Framework, students make judgment and decisions, students' can interpret information.⁶⁶

Besides in pre reading, task sheet used in while reading. Explaining task sheet used for connecting schema, building connection between students' schema and the new material, and comprehending the new material. Asking the students about the picture on task sheet was effective in recalling students' background knowledge or schema toward the topic being discussed. Susmiati stated that picture and familiarity text is able to reactive the students' schemata.⁶⁷ Explaining task sheet activate linguistic schema because students add new vocabularies, as stated by Al-Salmi linguistic schema refers to readers' existing language proficiency in vocabulary.⁶⁸ Task sheet contains picture and some text with suitable vocabularies for students. The explanation from English teacher and the task sheet mixed then made students activate their schema and critical thinking as stated P21 Framework, students interpret information and draw conclusion based on the best analysis, students also reflect critically on learning experiences and processes.⁶⁹

Activating schema can be by using power point. English teacher was using power point in pre reading and while reading. In pre reading, English teacher helped students to achieve the goal of learning. In this activity, English teacher activate students linguistic schema, linguistic schema refers to readers' existing language proficiency in vocabulary. Linguistic knowledge has an important part in comprehension of the text.⁷⁰ Content schema also active because student need to activate past knowledge about the topic. Content schema refers to the background knowledge of the content area of a text.⁷¹ English teacher make the students think critically to simplify the reading process and comprehend better using power point to develop creativity in

⁶⁵ Al-Salmi, M. Schemata (Background Knowledge and Reading Comprehension for EFLStudents. *Research Journal Specific Education*. Faculty of Specific Education Mansoura University. Issue No.22, Jul. 2011. p, 701.

⁶⁶ Criteria of Critical Thinking. (<http://www.p21.org/about-us/p21-framework/260-critical-thinking-and-problem-solving>, accessed on October 28, 2018)

⁶⁷ Susmiati, Fitri. "Activating Students' Schemata In Teaching Reading Comprehension". (Lampung:Universitas Lampung, 2017)

⁶⁸ Al-Salmi, p, 701.

⁶⁹ Criteria of Critical Thinking.

⁷⁰ Al-Salmi M. p, 701.

⁷¹ Al-Salmi, M. p, 702.

delivering their ideas to understand with what they have read. In line with Ozaslan and Maden concluded in their study that students learned better if the course material presented through some visual tools. They also reported that teachers believed that Power Point presentations made the content more appealing. Therefore, they helped them to take students' attention.⁷² Students interpret information and draw conclusion based on the best analysis, students also reflect critically on learning experiences and processes.⁷³ Power point presented images so that they are more attractive to students, students can be more active in analyzing, identifying, then giving participation related to critical thinking.

In while reading, English teacher asked them to see a picture of an elephant and asked them to mention the physical appearances of elephant in Power Point. Majority of students were activating their linguistic schema in mentioning elephants' physic appearance, they used their existing vocabularies and adding new vocabularies helped by teacher. Hashemi stated appropriate use of Power Point can enhance the teaching and learning experience.⁷⁴ It showed in finding, students were active giving participation in mentioning the physical appearances of elephant. Technology made students more interest, especially when English teacher showed picture. The picture is a good stimulus for remembering or recalling their knowledge. In line with Muhamad Afif Fazri in his thesis, the teaching and learning process of reading became interesting as the researcher used picture media.⁷⁵ The good impact, students were able to mention the character of the object and activating their linguistic schema, according to Al-Salmi, linguistic schema refers to readers' existing language proficiency in vocabulary, the more linguistic schema a reader has in his mind, the faster the reader acquires information and the better understanding the reader may get.⁷⁶ English teacher did review using power point related to mention vocabulary for describing in evaluating students understand. According to Hashemi,

⁷² Ozaslan, E. N., & Maden, Z. "The use of power point presentations at in the department of foreign language education at middle east technical university." Middle Eastern & African Journal of Educational Research, Issue 2, 2013.

⁷³ Criteria of Critical Thinking.

⁷⁴ Hashemi, Masoud. "Power Point as an innovative tool for teaching and learning in modern classes" *Procedia - Social and Behavioral Sciences* 31 (2012).p.560.

⁷⁵ Fazri, Muhammad Afif. "Using Schema Activation Strategy To Improve Reading Comprehension Of Grade 8b Students of SMPN 1 Sleman in The First Semester of 2013/2014" (Yogyakarta:UNY,2013), p, 54.

⁷⁶ Al-Salmi, M. p, 701.

power point presentations are great for reviewing ideas which have already been taught. After the students have learned and practiced something, it is good to see a presentation.

Students asked to make paragraph that describes their friend using some vocabulary that has been taught, formal schema was active. Formal schemata are the organizational forms and rhetorical structures of written texts.⁷⁷ Students Analyze and evaluate, reflect critically on learning experiences and processes.

In while reading, English teacher also showed video to activate students' linguistic schema. Harmer stated that video can give essential extra benefits for students' learning experiences; enrich the students' experience about language in use, improve their cross cultural understanding, develop their creativity, and increase their motivation in learning.⁷⁸ Video can complement basic experiences of students when they read, discuss, practice, etc. After watching video, they have new knowledge and creative ideas. Getting used to critical thinking will train students to have the ability to think clearly and rationally. Students' criteria of critical thinking that showed students can reason actively, they able in reasoning as appropriate the situation. The other criteria based from P21 Framework, students can make judgments and decisions, such as reflect critically on learning processes.⁷⁹

The next step was after reading or cleared more and evaluating. As the final stage in schema activation, after reading regarded to be successful. Asking students to reflect related to measure students' comprehension, students' remember, students' interpretation. English teacher asked students could accomplish the task well and asked their understanding about material that has been taught. The topic chosen based on the up to date event and students' familiarity. This activity, provide an opportunity for each students to give opinions with what they already know and to accommodate the new information into their pre-existing schema. Helping students "think about their thinking" is an important tool in helping them master course content as well as improve their strategies for learning.⁸⁰ Students need help from English teacher

⁷⁷ Al-Salmi, M. p, 701.

⁷⁸ Harmer, Jeremy. *The Practice of English Language Teaching 4th Edition* London: Pearson Longman ELT, 2007.

⁷⁹ Criteria of Critical Thinking.

⁸⁰ Gurung, Rega A. R, "Encouraged students to reflect on and evaluate what they have learned." (University of Wisconsin-Green Bay).

to repeat the material to make them did not forget about the material. Especially remembering some vocabularies in activate linguistic schema. It was active when English teachers help them understand some vocabulary. Reflection utilized in critical thinking to find conclusions and decisions that are informative, useful, and accountable. According to P21 Framework, students able to reason effectively and make judgment and decision based from the learning process.⁸¹

For students, making measurement to evaluation will provide guidance or mental guidance to them to recognize the capacity and status of each of them in the middle of the group or class. In the final of meeting, teacher asked to make descriptive text paragraph about their friend, it was activating formal schema. As stated by Al-Salmi, readers apply their schematic representations of the text such as fictions, poems, essays, newspaper articles, academic articles in magazines and journals to help comprehend the information in the text.⁸² By evaluating students learning outcomes, for example, students will find out whether they are high-ability, average-ability, or low-ability students. For students, educational evaluation (especially evaluation of learning outcomes) will be able to provide encouragement (motivation) to them to be able to improve, improve and maintain their achievements. According to Regan, the end lesson consists of assessing task goals and requirements, evaluating the status of learning goals, planning a strategy, applying the strategy, and reflecting on and adjusting the strategy as needed.⁸³ As for the teacher, the evaluation of education will provide certainty or determination to the educator self, to what extent has the business that has been carried out so far has brought results, so that their psychologically has a definite guideline or handle to determine what steps deemed necessary next to promote critical thinking. From finding, students can identify and ask significant questions that clarify various points of view, this is the criteria of critical thinker in solve problems in line with P21 Framework.⁸⁴

However, the implementation of schema activation in teaching learning process was not always successful. Teaching English as a foreign language is a challenging task, particularly when it is done in

⁸¹ Criteria of Critical Thinking.

⁸² Al-Salmi, M. Schemata. p, 701.

⁸³ Gurung, Rega A. R, "Encouraged students to reflect on and evaluate what they have learned." (University of Wisconsin-Green Bay).

⁸⁴ Criteria of Critical Thinking.

places where English serves a very limited purpose.⁸⁵ There were some challenges for teacher in activating schema to promote students' critical thinking during reading comprehension. The first challenge was every students' have different schema.

Students come with varying degrees of experience with and knowledge of the language, some students may have no knowledge, some may have a bit, and other students may have a good knowledge base upon which to build. What can make the situation complicated for English teacher is that all of these students may be in the same class together. As stated by Olenka, this section will look at the need to know a student's background knowledge, how that background can be determined and an example of how to go about collecting this information.⁸⁶ Teaching students from variable cultures is a true challenge. English teacher not only need just realize that each student come with their own background knowledge. Songbatumis stated one of the challenge was students lack of English exposure, then the solution English teacher provided a different picture in students' mind. In line with Songbatumis, she was applying various teaching strategy and techniques.⁸⁷

Provided a different picture in students' mind useful for activate students' schema, Ajideh argues that a schema is a hypothetical mental structure for representing generic concepts stored in memory.⁸⁸ Students stored memory on their mind, but the memory was not same. According to Coughlan in the characteristic of critical thinker, they do not take an egotistical view of the world, they are open new ideas and perspective.⁸⁹ Finding showed English teacher gave some picture according to make students has picture the memory and accepted the

⁸⁵ Songbatumis, Aisyah Mumary. *Challenges In Teaching English Faced By English Teachers At Mtsn Taliwang, Indonesia*. Journal Of Foreign Language Teaching & Learning Vol.2 No.2 July 2017. p. 54.

⁸⁶ Bio, Olenka Bilash. Background Knowledge of Students. Canada (<https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/dr.b%20bio>, accessed on January 13, 2019)

⁸⁷ Songbatumis, Aisyah Mumary. *Challenges In Teaching English Faced By English Teachers At Mtsn Taliwang, Indonesia*. Journal Of Foreign Language Teaching & Learning Vol.2 No.2 July 2017.p.63

⁸⁸ Ajideh, P. *Schema-theory Based Considering on pre-reading Activities in ESP English Book*. The Asian EFL Journal. Teaching Articles. Vol. 16, November. 2006

⁸⁹ Coughlan, Ann. 2007. Learning To Learn Creative Thinking And Critical Thinking. DCU Student Learning Resources. p. 7.

different point of view. It means necessary for English teacher to strengthen their teaching of the related to different cultural background knowledge (schema).

Less vocabularies, Hasan stated that one of the most challenging tasks students encountered is mastering vocabulary.⁹⁰ Vocabulary is one of the basic components of a language. It helps us to understand the language, to communicate the meaning, and to be understood. Linguistic schema refers to readers' existing language proficiency in vocabulary, grammar and idioms. They are the base of other schemata.⁹¹ In English, the vocabulary is the main thing in understanding the reading text, without understand vocabulary it is hard to achieve the goal of teaching, because vocabulary is the based for understanding language. Students often asked about the meaning of some of the vocabulary of English to Indonesian. Sometimes students cannot say the meaning of a new word from a sentence or paragraph. If students have poor understand the vocabulary, they have empty gaps when they read and lose a lot of information. According to handling challenge of vocabulary, teacher did gesture in front of the class. In line with Songbatumis use applying various teaching strategy and techniques when faced a challenge in teaching to attract students.⁹² Coughlan stated about critical thinker, they consciously apply tactics and strategies to uncover meaning or assure their understanding. Teachers' gesture helped students to understand vocabulary, students catch the meaning from teacher movement.

The other challenges are the participation of students who are lacking because they do not understand the meaning of the sentence in English, cannot speak English, and shy. This statement is line with Nurkamto, he said learners find English particularly difficult when they are instructed to state their opinion in English.⁹³ Student participation in learning is very important to create active, creative and fun learning. Zhang and

⁹⁰ Hasan, L.-N. K. "The effect of lack of vocabulary on English language learners' performance with reference to English departments students at Salahaddin University-Erbil" (*ZANCO Journal of Pure and Applied Sciences: 2016*), p, 211-227.

⁹¹ Al-Salmi, M. I. *Research Journal Specific Education*. Faculty of Specific Education Mansoura University. Issue No.22, Jul. 2011. p, 701.

⁹² Songbatumis, Aisyah Mumary. *Challenges In Teaching English Faced By English Teachers At Mtsn Taliwang, Indonesia*. Journal Of Foreign Language Teaching & Learning Vol.2 No.2 July 2017.p.63

⁹³ Nurkamto, J. "Problema pengajaran bahasa Inggris di Indonesia". *Jurnal Ilmiah Masyarakat Linguistik Indonesia* 21(2), 2003. p, 288-307.

Chang stated for some students, reading is a passive process and they just passively pay attention the information. In order to improve reading efficiency and quality, teachers should activate students' existing schema through the organization of class discussions of the reading material.⁹⁴ Based from P21 framework, the criteria of critical thinking can use their system thinking, they can analyze how parts of whole interact with each other to produce overall outcomes in complex system.⁹⁵ Furthermore, according to help students to produce outcomes in the class, English teacher always lead the students especially when reading section, matching students' proficiency level and learning situation.⁹⁶ Since every student must be active in learning, the use of appropriate strategies and methods will determine the success of teaching and learning activities.

The other challenge is the material on the worksheet (LKS) was not suitable with Indonesian learner. The degree to which English language teaching materials are compatible with the needs of learners determines how efficiently the materials help learners realize their second language learning goals.⁹⁷ Sometimes the material is incompatible with Indonesian students. Cultural differences and habits make students confused, here the teacher explains what students needed so that they know the culture of other countries. Teachers choose material adapted to Indonesian students in an effort to activate schema and promote critical thinking. In line with Zhang and Chao, teachers are advised to make a careful selection of the reading material so that students can achieve the effective accumulation of knowledge and therefore enrich their own content schema.⁹⁸ The achievement is students can answer some question from the reading text with familiar material, because critical thinker in P21 framework students can solve different kinds of non-familiar problems in both conventional and innovative ways

⁹⁴ Zhang, Chao. "The Teaching of Reading Comprehension under the Psychology Schemata Theory". Vol. 1, No. 4, 2010. P. 457-459.

⁹⁵ Criteria of Critical Thinking. (<http://www.p21.org/about-us/p21-framework/260-critical-thinking-and-problem-solving>, accessed on October 28, 2018)

⁹⁶ Songbatumis, Aisyah Mumary. *Challenges In Teaching English Faced By English Teachers At Mtsn Taliwang, Indonesia*. Journal Of Foreign Language Teaching & Learning Vol.2 No.2 July 2017.

⁹⁷ Garton, S., & Graves, K. (Eds.). "International perspectives on materials in ELT". (Basingstoke: Palgrave Macmillan, 2014)

⁹⁸ Zhang, Chao . "The Teaching of Reading Comprehension under the Psychology Schemata Theory". Vol. 1, No. 4, 2010. p. 457-459.

In everyday life for sure, students will be faced with a problem, choice, and conclusion. In this case, the teacher needs to think carefully so that students can make decisions so that they can think critically and not make wrong or adverse decisions. English teacher providing activating schema to promote their critical thinking, unfortunately, unsupported condition was challenge for teacher in English learning process. According to Emery, one of the most often mentioned problems encountered by English teachers is that overcrowded classes and the effect of such condition can have on teaching and learning.⁹⁹ To create comfortable classroom conduction in learning is not enough to create good physical conditions. The psychological condition of the classroom needs to be created so that it can support the physical condition of the class that is good. A bad student mood can be caused by several things, such as relating to previous lessons on that day, they feel tired so they do not follow well in the next lesson, hot class conditions, and also because the class starts in the afternoon. Things like this affect learning activities, if the classroom atmosphere is conducive, the goals the teacher wants will be fulfilled. Conversely, if it is not conducive, learning activities will not run optimally. Then to raise student' enthusiast in learning process, English teacher was motivate as stated as Songbatumis, she providing motivational feedback for students to keep studying in order to support their critical thinking..

Teachers have to understand what students learn, how and why such learning influences them.¹⁰⁰ English teacher need to divide the best strategy of schema activation in teaching process because it will influence the success of students response toward schema activation toward critical thinking during English reading comprehension. The questionnaires aim for knowing the response of students about the experience of learning English for three meetings. The response of students in schema activation provided positive response. Students response overall showed teacher schema activation have positive impact on students' in help them promote their critical thinking for English

⁹⁹ Emery, H..” *A global study of primary English teachers' qualifications, training and career development*”. ELT Research Papers, 2012. p. 1-32.

¹⁰⁰ Derakhshan, A. “*The challenges of teaching English language: The relationship between research and teaching*”. International Journal of Linguistics Vol. 7(1), 2015. p. 102-110.

reading comprehension. The data from chart 4.1 until 4.16 summarized in calculation chart.

Based on the chart of 19.7% students were strongly agree with teacher activities according can activate schema toward critical thinking during English reading comprehension. Meanwhile, we can see majority of students agree, it showed there 69.2% students. Besides, for about 5.5 % students strongly disagree and choose disagree answer for about 5.5% students. From the calculation of chart, students' response in schema activation toward critical thinking during English reading comprehension has *positive* response from students because based on Ridwan scale variable, if the result between 60%-80%.¹⁰¹ From the discussion above, students' response in schema activation has good impact for students toward critical thinking during English reading comprehension.

The result of finding and discussion showed English teacher activity in schema activation, English teacher divided into three sections, pre reading, while reading, and after reading. In activating schema, English teacher face has challenges, varieties of students, less vocabularies, less participation, the material on the students worksheet (LKS) is not suitable with Indonesian learner, and unsupported condition. English teacher has solution for every challenge seems like give different picture on their mind for varieties of students, English teacher tried to do gesture about the meaning of an English word or orally answer the meaning for less vocabularies. English teacher helped students for more participation, searching suitable material, and motivate the students. According to the result of students' response for about 69.2% students agree that schema activation promote their critical thinking.

¹⁰¹ Ridwan, *Skala Pengukuran Variabel-Variabel Penelitian*. Bandung : Alfabeta. 2009.

CHAPTER V CONCLUSION AND SUGGESTION

This research explains the area of the study that has been explained in the previous chapter. This chapter consists of two parts, the first part is about the conclusion of the research based on the findings. The second part provides some suggestions related to this study for the English teacher, the next researcher, and for the readers.

A. Conclusion

The results of the research related to schema activation to promote students' critical thinking. The conclusion of the research can be explained as follow:

1. Teacher Activities in Activating Schema to Promote Students' Critical Thinking during Reading Comprehension in SMP Ma'arif NU Hasanudin

English teacher used schema activation to promote students critical thinking. English teacher did 3 stages, pre reading, while reading, and after reading. In pre reading did four activities, explaining the generic structure of descriptive text, this activity can cultivate students' ability to make prediction and association of the reading material. Second activity was connecting students' experiences with the material to be learned in activate content schema, this activity success in bridging between the students experience or their existent schema. Third activity providing new knowledge using task have good impact to make students enthusiast on the lesson, this activity activate linguistic schema. The last activity of pre reading providing new knowledge using power point, students able to mention some vocabularies. The results, all of the pre reading activities was activating students schema and promote their critical thinking because over all students was active give their participation and reflect critically.

While reading, first activity was explaining the task sheet to activated linguistic schema, in learning process English teacher gave new vocabulary for students. Besides, students' formal schema was active because students able to differentiate types vocabulary for human. Students' critical thinking was active after able to make prediction in translating English word to Bahasa. Second activity was explaining power point and video useful in activating linguistic schema, English teacher evaluate students' existing language proficiency in vocabularies.

Students was active in giving participation is the characteristic of critical thinkers.

The last was after reading activity, first was asking students to reflect on what they have gained during learning activating linguistic schema when English teachers help them understand some vocabulary because students lack English vocabulary. Students identify and estimate from what they see, this can hone their skills in the process of thinking critically. The last activity was making measurement to evaluation can activate formal schema. The activity that activates formal schema aims students to be able to organize, make, and describe an object as the result of learning. The teacher was measure them through their written text and speaking. Students were curious about grammar, identify and ask significant questions are criteria of critical thinking.

2. Challenges faced by the teacher in activating schema to promote students' critical thinking during reading comprehension

In schema activation to promote students critical thinking English teacher has five challenges. There were varieties of students, less vocabularies, less participation, the material on the students worksheet (LKS) is not suitable with Indonesian learner, and unsupported condition. Although English teacher has challenges in activating schema to promote students critical thinking, English teacher always has solution to control her students. The solution to give others picture for students, English teacher tried to do gesture about the meaning of an English word, searching material that suitable for Indonesian learner, and motivate the students.

3. Students' response toward schema activation toward critical thinking during English reading comprehension

Students' response in schema activation has *Positive* impact for students toward critical thinking during English reading comprehension. It implied students accepted that the activities carried out by the teacher was very well for them such as explanation the background of reading material that will be discuss, questioning, asking for opinion, asking to read the text, asking for agree or disagree, checking for students' understanding, grouping and discussion, asking for new vocabularies, showing power point and video, spreading task sheet, and proving fun activity. English teacher also did reflection in the end of English teaching learning process. Students recognize English teacher was conveying the material use schema and promote critical thinking related

in supporting think critically or maximize thinking skills, and to think critically.

B. Suggestion

1. For students

Students must be able to use an activation scheme in understanding an English text. Students can use their schema to understand new knowledge. This can be done by recalling everything in their minds that is related with new material. They can use their experience or daily life related to it topic for predicting text content. Students can also think critically, by having this ability, students will become more sensitive to some details that may be missed. Students will also be able to appreciate differences of opinion. Critical thinking will encourage students to learn to understand the reasons behind a decision. By training students to think logically, it will lead to an effective learning atmosphere and leadership will be seen among them.

2. For English teacher

It is very important for teachers to improve the quality of learning because English teacher found five challenges such as varieties of students, less vocabularies, less participation, the material on the students worksheet (LKS) is not suitable with Indonesian learner, and unsupported condition. Necessarily, English teachers be able to apply the Scheme Activation because it creates several activities that can lead students to access their previous knowledge and relate it to new knowledge according to the new material. In addition, the teacher must use the media to make the teaching and learning process interesting. English teacher must be able to encourage students to think critically so they can think logically and be able to provide solutions.

3. For future researcher

The results of this research can be useful for future researcher, who wants to do research in this field. This research can be previous study related to schema activation to promote student' critical thinking in English reading comprehension.

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