

**THE USE OF SCHEMATA BASED PRE-READING ACTIVITIES TO  
IMPROVE READING SKILL IN EIGHT GRADE OF SMPN 1 BALONG  
PONOROGO**

**THESIS**

Presented to in partial fulfillment of the requirement  
For Bachelor degree of English Language Education



by;

**MIFTAAHUL JANNAH**

**NIM. 15331911**

**ENGLISH DEPARTMENT**

**TEACHER TRAINING AND EDUCATION FACULTY**

**MUHAMMADIYAH UNIVERSITY OF PONOROGO**

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## APPROVAL PAGE

Thesis by : Miftaahul Jannah

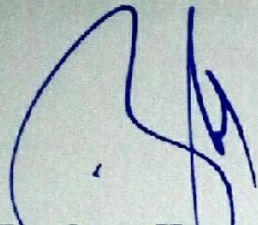
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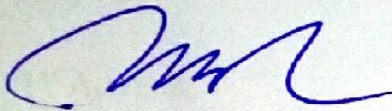
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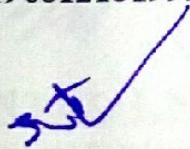
Dr. Bambang Harmanto, M.Pd  
NIK.1988021420121/113

Chair



Niken Reti I, M.Pd  
NIK. 1968121519990412

Member



Ana Maghfiroh, M.Pd  
NIK. 19821127 201101 13

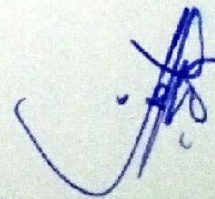
Member

Approved by  
a.n Dean, Faculty of Teacher  
Training and Education

Acknowledged by  
Head, English Department



Dr. Jumadi, M.Pd.  
NIK.19621005 199109 12



Risqi Ekanti A.P., M.Pd.  
NIK. 19880214 201211 13

## AGREEMENT PAGE

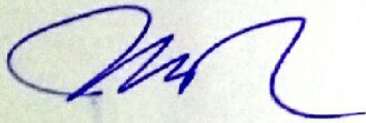
Thesis by : Miftaahul Jannah

NIM : 15331911

Title : The Use Of Schemata Based Pre-Reading Activities To Improve Reading Skill In Eight Grade of SMPN 1 Balong Ponorogo. Has been approved by the thesis advisors for further approval by the board of examiners.

Ponorogo, 14<sup>th</sup> August 2019

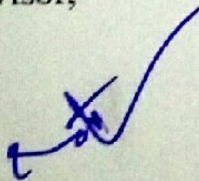
1<sup>st</sup> Advisor,



**NIKEN RETI I, M.Pd.**  
**NIK. 1968121519990412**

Ponorogo, 13<sup>th</sup> August 2019

2<sup>nd</sup> Advisor,



**ANA MAGHFIROH, M.Pd**  
**NIK. 19821127 201101 13**

## THESIS STATEMENT

I am, the student with following identity:

Name : Miftaahul Jannah  
Student Number : 15331911  
Department : English Department  
Faculty : Teacher Training and Education Faculty

Certify that this thesis is definitely my own work. I am completely responsible for the content of my thesis. Anything related the others' work as the quotation and the writer lists the sources of the others' work in the reference.

Ponorogo, 14<sup>th</sup> August 2019

The writer,



**Miftaahul Jannah**

NIM 15331911

## **MOTTO**

*Actually, after difficulty there is ease (QS: Al Insyirah)*

## DEDICATION

This thesis is special dedicated to:

1. My beloved Father Mr. Riwut Rusbijanto
2. My beloved Mother Sri Utami
3. My beloved Sister Azhar Salma
4. My beloved Lecturer Mrs. Niken Reti Indriastuti., M.Pd and Mrs. Ana Maghfiroh., M.Pd
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Ponorogo, 14 August 2019

Miftaahul Jannah

## ABSTRACT

**Jannah, Miftaahul. 2019.** *The Use Of Schemata Based Pre-Reading Activities To Improve Reading Skill In Eight Grade of SMPN 1 Balong Ponorogo.* A Thesis. English Education Department. Teacher Training and Education Faculty. Universitas Muhammadiyah Ponorogo. Advisor 1: Niken Reti Indriastuti, M.Pd. Advisor 2: Ana Maghfiroh, M.Pd.

**Keywords:** Reading skill, Pre- reading, Schemata

Reading is one of the important skills that the students have to master. However, the researcher finds many students have difficulties in reading at eight grade of SMPN 1 Balong. In order to improve this condition, the researcher uses schemata based pre reading activity to help students understanding to comprehend the text.

This research was conducted through classroom action research. The instruments to measure the students' reading achievement of descriptive text used observation check list, questionnaire, and test. The results students' reading comprehension achievement after taught through schemata based pre reading in cycle one there were 86.2%. Meanwhile, in second cycle revealed all students or 100% passed minimum score.. It proven that student's cognitive is "significantly improve". The increasing of the average questionnaire 60% to 87.5% showed that students psychomotor is "very active". Then, observation checklist was 72 % in first cycle to 83% in second cycle. It displayed that result students affective is "very interest".

Based on the results, it can be concluded that through schemata based pre reading activity can improve students' reading skill to descriptive text comprehension achievement significantly. It is suggested that the teacher may apply schemata based pre reading in teaching reading since it can lead to better comprehension the text.



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