Techniques Used by Teachers in Activating Students' Schemata in Teaching Reading Comprehension at LBPP-LIA Padang

Andry Azhari

mr.azhari.ok@gmail.com

STBA Prayoga Padang

Abstract

This research was aimed to: 1) identify the technique applied by LBPP-LIA teachers in Padang to activate the students' schemata in teaching reading comprehension, 2) identify the application of the techniques found, 3) classify the use of technique for different level in LIA. The participants of this research were all teachers in LBPP-LIA Padang who taught in EA (English for Adult) program. This study is a descriptive research. The data was collected through observation, field notes and interview. The data was analyzed descriptively by putting the data in different   arrays, making a matrix of categories and placing the data into categories and creating data displays. The findings of this study showed that there are 10 techniques used by LBPP-LIA Padang teachers in activating students' schemata. They include previewing, pictorial context, questioning, semantic mapping, line drilling, the use of video and the combination of two until three of those techniques. It was also found that they also applied the technique in different ways. It means that one technique was conducted in different ways by different teachers.   There were several consideration for them in choosing the technique.

I. Introduction

From preliminary observation in LBBP-LIA Padang, by analyzing some answer sheets of its students after having a promotion test, it was found that most of the students had great scores in reading comprehension section which consisted of 20 items. From 183 students of EA (English for Adult) program, there were 47 students or about 25.6% students who had perfect scores in reading

comprehension. Then, there were 76 students or around 41.4% of the students who only made 1 to 3 mistakes on that test. Then, the other students or about 33% of them only made 4 to 5 mistakes. Then, based on a periodic test taken from three classes of EA program which consisted of 57 students, it was also found a similar case. From 10 questions in periodic test, there were 14 students or 24.6 % of the students who had no incorrect answers on the test. Then, there were 9 students or about 15.8% students who only had one incorrect answer. The other students or about 69.6% of them made no more than 4 mistakes of 10 items of reading comprehension on that test.

From the result of those tests designed and held regularly by LIA institutions which is centred in Jakarta, it can be concluded that the students in LBPP-LIA Padang were able to do it effectively especially in reading comprehension sections. Even though reading comprehension is a complex cognitive process or it is not a simple process, there are numbers of the students had a perfect score in reading comprehension and there are numbers of students only made few

mistakes on the tests. Therefore, it needs finds what made them reach those high scores and what do they exactly do there since this condition barely happen in any other institutions or even at schools.

The successfulness of teaching reading comprehension can be determined by seven factors; the students,leaning theories, learning strategies, media, materials, classroom management and techniques used by a teacher. In all English institution, the kind of students that they have might be diverse since they come from different schools. However, in all English institutions, the students are put based on their ability since there is an entrance test that they have to follow before they start studying in an English institution. The material and the theory used were also similar in almost all English institution since most of them use general English program. The media and the classroom management can also be quite similar due to the fact that most English courses or English institutions are known to be good at those points to attract the students to study there. However, the techniques that the teachers use can be diverse in

every English institution or even at schools.

The techniques in reading itself can be applied in three stages; pre-reading, whilst-reading and post-reading. From all stages, pre-reading stages can determine the successfulness of the whole reading process since the purposes of pre-reading stages are to motivate the students to read and to prepare them to be able to read (Ajideh, 2003; 8). Then, Activities conducted during pre-reading stage are about activating the students' schemata. It actually has been widely accepted as playing a key role in teaching especially in teaching reading comprehension.

Related to the data described and the role of schemata activation technique, this research was conducted to dig deeply the effectiveness of techniques used by LBPP-LIA's teachers in Padang in activating the students' schemata in pre- reading stages. Therefore, it needs to analyze what techniques used by the teacher in activating the students' schemata and how they conduct the techniques for students in EA program. EA program was chosen since its lessons are focused on

developing skills. Moreover, this research had also tried to find and categorized the appropriate techniques that they used for different levels in EA program which consist of Elementary Level, Intermediate level and High- Intermediate level.

II. Review of related literature
2.1. Readers' Strategy for Comprehension

To access the information from reading process, a reader should have their own way. Judson (1972: 3) classifies it into two processes: "the eyes track across the page and the mind takes what the eyes see". In other words, Reading provides reader with literal information that allows reader to process it visually before they can process it in their brain so that they are able to understand or comprehend it as their final goal. One of the two processes, the mind takes the eyes see, is the process which needs comprehension processing which simply has always been the goal of reading. In similar ways, Thirumalai (2002:88) also says that "the ultimate goal of reading is not the process of reading itself, but the unraveling of the meaning

represented by the words phrases and sentences". Therefore, reading word by word without deep understanding the meaning in every printed material means nothing because whether for work or for pleasure, comprehension is essential.

In order to reach the levels of comprehension, there are several aspects that may affect readers. Technically, Haggblom (2006:3), points out that "various textual features such as lexical familiarity, organization of text, syntactic complexity, discourse structure, irony, unfamiliar rhetorical structures, coherence and picture to support the text affect foreign language reading comprehension". In this explanation, it can be seen that some features that are described by Haggbloom related to the text itself and those features may affect readers in comprehending the text.

Besides Hagbloom there are some researchers who also explain about it. `In different way, Wrens (2003:1) explains that "person's ability to draw inferences, to make evaluations, and to make connections affect reading comprehension". Different with Haggblom, in his

explanation, Wren does not relate something that affect reading comprehension with the text, but he tries to relate it with some abilities that readers have that may affect readers.

Moreover, Irwin (1991:7) uses both aspects which explained by Hagbloom and Wren as things that can affect reading comprehension in which he says that readers' background knowledge and the characteristic of the text influence reading comprehension. In his explanation, Irwin uses both things that Haggblom and Wren says about things that affect reading comprehension where the characteristic of text and something that readers already have may affect their comprehension about the text.

Based on paragraph above, one point that can be taken is that readers' ability in making connection between something that they already have and the text that being read are the important role in reaching comprehension in reading. This statement is also supported by Grabe and Stoller (2006; 1), they affirm that, in reading comprehension; the readers get information from a text

and combine it with information and expectation that readers already have. In addition, McWhorter (1992; 35) also says that "learning occurs more easily if you can relate new information to information already stored". So, reading becomes more interesting and meaningful if readers can connect them to their own experience or to a subject that readers have already learned.

2.2 Teaching Reading Comprehension

Surprisingly, after having a preliminary observation to several schools in Padang, many EFL teachers observed are still familiar with the type of reading comprehension activities in which they read the text loudly at the beginning, then they ask several students to read it aloud again before the students are required to answer a set of short-answer or multiple-choice questions. Consequently, it seems unsuccessfully improve the learners' reading comprehension skill. Some children can read all of the words fluently, but do not understand or even remember what they read. Others may not be very fluent readers

and may need help with the words, but they can tell what they have read. O'banion (2010:1) says "the difference between students with and without good reading comprehension is in their use of strategies." It means that some English teacher need to focus on teaching reading comprehension strategies for getting meaning from printed materials rather than on teaching reading fluently. O'banion (2010:1) adds reading comprehension is an active process that can be improved significantly when the right strategies are used.

Actually in teaching reading, there are several considerations that should be taken by the teacher. Nunan (2003:74), in his principles of teaching reading, describes some important points. It includes exploit readers' background knowledge, build a strong vocabulary base, teach for comprehension, work on increasing reading rate, encourage readers to transform strategies into skills, build assessment and evaluation into your teaching, and strive for continuous improvement as a reading teacher.

From the principles of teaching reading described above, it can be seen that exploit or activate or recall

the readers' background knowledge is placed in the first order. It is implied that it is a basic and fundamental principle in teaching reading. Hatten et. al. (2002:1) say when students access background knowledge, their comprehension is so much greater than without any prior knowledge. It is also in line with Nunan (2003:74). According to him reading comprehension can be significantly enhanced if background knowledge can be activated.

In this case, dealing with the importance of background knowledge, teachers need to apply some activities used in activating it when they teach reading comprehension. The activities are mostly applied in pre-reading activities. It can be like asking students some questions before they read or showing some pictures or videos that are related with the topic on the reading text. Teachers also needs to find and choose some appropriate techniques so that the students can access the correct background knowledge that can support them to comprehend the text. Techniques used to recall the students' background knowledge also can be called techniques to activate

students' schemata.

2.3 Schemata Theory

Stott (2001:1) explains that schema theory describes the process by which readers combine their own background knowledge with the information in a text to comprehend that text. Schemata theory shows that reading does not only depend on visual information provided in the reading passage but also it depends upon non visual information. It is a dynamic theory. It depends on the reader's understanding about the world. Every reader can access it. When they read, they do not only need lexical information to understand it but they also need their own knowledge of the world that they have in their head or the old information they had. This knowledge must be constructed and activated during reading. This knowledge is meant as non-visual information

Smith (1982:4) says that "non-visual information is information that a reader already has in their brain that is relevant to the language and to the subject matter of a reading text". It means non-visual information can maximize what the eyes see to reach a comprehension

process. In addition, Smith adds (1982:4) that "what we have in our heads is a theory of what the world is like, a theory that is the basis of all our perceptions and understanding of the world, the root of all learning, the source of hopes and fears, motives and expectancies reasoning and creativity".

Some experts believe that schemata theory is an appropriate theory dealing with reading comprehension. Some of them have conducted that theory and the achievements have shown that this theory is useful to improve comprehension. One of the experts is Piaget. The term schema was first used by him in 1926. Then, it was developed by R. C. Anderson, a respected educational psychologist.

This learning theory views organized knowledge as an elaborate network of abstract mental structures which represent one's understanding of the world. Hatten et. Al (2002:1) assume that schema theory is vital to develop comprehension in reading. When readers access their background knowledge, their comprehension ability is so much greater than without any background information. According to schema theorists, all knowledge is packaged into units or conceptual frameworks build from schema called schemata (David and Norazit, 2000:12). Schemata are seen as something influencing the reader's opinion even before a text is read. For example, the readers just read the title of the text and then begin to create their own schemata in their head like in the figure 1.

For example the title of a passage is "egg". Here is that schemata that may be processed;
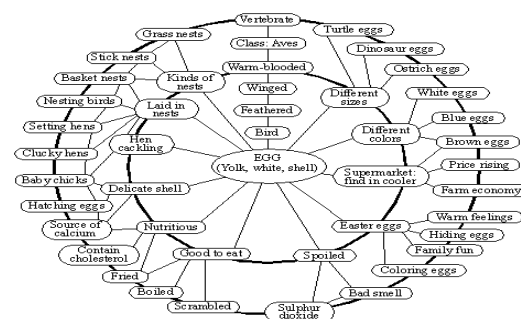
Figure 1. Schemata Accessing (David and Norazit, 2000:12)

The graph above explains how people may access "egg" in their head by using schema theory. When, readers find "egg" as the title a reading passage, they may recall the information that they have about "egg" to form schemata before

reading it. They can process the schemata about "egg" in several ways like its shape, its nutrition, where it can be found or where it is from and how to cook it. These schemata build from their background knowledge, their previous knowledge or their experiences about the "egg".

There are several types of schemata. David and Norazit (2000:14) divide into two, in which they say;

> Two types of schemata most often discussed in reading research are formal schemata and content schemata. Formal schemata are higher order structures containing knowledge of rhetorical organization structures, including knowledge of the general properties of text types and differences in genre. The other type of schema which a reader brings to a text is content schema, the knowledge relative to the content domain of the text. Content schemata themselves can be classified into different types. One which has attracted growing interest is the culture-specific content schema.

Besides formal schemata and content schemata that have been described by David and Norazit (2012:14), Lixiao et.al (2007:1) adds the other type of schemata that is called linguistic schemata. In which he describes;

> Linguistic schemata refer to readers' existing language proficiency in vocabulary, grammar and idioms. They are the foundation of other schemata. As is known, linguistic knowledge plays an essential part in text comprehension. Without linguistic schemata, it is impossible for the reader to decode and comprehend a text. Therefore, the more linguistic schemata a reader has in his mind, the faster the reader acquires information and the better understanding the reader may get.

Having analyzing about types of schemata that are described by David and Norazit (2000:14), and Lixiao (2007:1) above, it can be concluded that there are three kinds of schemata. They are formal schemata (dealing with the text types), content schemata (dealing with content of the text) and linguistic schemata (dealing with lexical feature found in the text) because each of them has different features.

In brief, the ability to understand a text is based not only on the reader's linguistic knowledge, but also on general knowledge of the world. Schemata or background knowledge in reading is really crucial

to gain meaning or to comprehend the text that is being read. The schema theory itself means that the process of how prior knowledge can enhance a reader's interaction with the text. All knowledge from the process in schema are packaged into units called schemata and it can affect readers' opinion about the text.

Then, it can also be concluded several indicators in activating schemata. It's gained from types of schemata explained by previous experts. They include formal schemata (dealing with knowledge of general properties in the text), content schemata (dealing with the content of the text), and linguistic schemata (language features in the text)

III. Method of the Research

This research aimed to find techniques used by LBPP-LIA teachers in activating students' schemata and how they conduct them. Thus, this research was conducted by using descriptive research in which it is especially effective in obtaining culturally specific information about values, opinion, behaviour, and social context of particular population. Lans and Voordt (2002;1) states that

"Descriptive research is about describing how reality *is"*.

This research was conducted based on a contemporary phenomenon happened in LBPP-LIA Padang in which most of its students had great scores in reading comprehension tests recently. Since reading is not a simple way or it is a complex cognitive process, it means that LBPP-LIA students had a great achievement in reading comprehension. Therefore, it needs to find what they exactly do dealing with teaching reading comprehension. Based on that condition, the appropriate research method used for this research is a descriptive research. Salaria (2012;1) says that the method of research which concerns itself with the present phenomena in terms of conditions, practices beliefs, processes, relationships or trends invariably is termed as descriptive.

This descriptive research method tried to find the techniques conducted by LBPP-LIA teachers in activating the students' schemata since schemata activation technique was claimed by them and also some experts as one of the important starting point in teaching reading

comprehension. This research looked also deeply the application of schema activation techniques in LBPP-LIA Padang. It observed more than what people say or understand about this technique. It is due to the fact that a descriptive research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships (Salaria 2012;2)

In other words, a descriptive research excels at bringing researcher to an understanding of an issue or object and can extend experience or add strength to what is already known through previous research. A descriptive research focuses on small-scale of social group which is aimed to seek what they actually do. In this case, reflected to the great achievement of students in LIA dealing with reading comprehension, this study aimed to find out what actually LBPP-LIA teachers in Padang do to activate their students' schemata, how they conduct the activities, what problem might they face dealing with schemata activation, and how do they deal with the problem.

In this research, the researcher used multiple instruments or applying the concept of triangulation. The triangulation is the process of using multiple methods, data collection strategies, and data sources to obtain a more complete picture of what is being studied and to cross check information. Thus, to collect the descriptive data, the researcher used more than one instrument. Those are observation check-list, interview guide and field note.

The points in the instruments were relied on techniques that teachers in LBPP-LIA Padang used in activating the students' schemata. They include what techniques used and how they implemented or conducted them. Another point was categorizing the techniques in activating the students' schemata for certain levels.

IV. Findings
4.1. Techniques Used by LBPP-LIA Teachers in Activating Students' Schemata in Teaching Reading Comprehension

From the observation, researcher found that all LBPP-LIA

teachers had varieties of technique in activating the students' schemata. There were 10 techniques found from 6 teachers observed. Table 1 describes the techniques used by those teachers.

Table 1 : Techniques Used by LBPP-LIA Teachers in Activating Students' Schemata

Meeting	Participants' Code					
	A	B	C	D	E	F
1st	e + c + f*	b + d	e	e	e + d	e
2nd	c	g*	e + d	e + d + a	e + d	e
3rd	c + d	b	d	b	e	d
4th	c + d	b	b	e	e + d	e
5th	c	b	b	e	e + d	e

Note:
a : previewing
b : questioning
c : Semantic Mapping
d : pre-teaching vocabulary
e : pictorial context
f* : Line drilling
g* : Using video

Data in table 1 show the techniques used by LBPP-LIA teachers in Padang to activate students' schemata in teaching reading comprehension. From the table, it can be seen that there are some of them who use a single technique such as questioning techniques, pictorial context, pre-teaching vocabularies, semantic mapping and the use of video. Moreover, there are some of the participants or LBPP-LIA teachers also combined the techniques to activate the students' schemata. For example,

teacher A combined three techniques in the first meeting of the observation done to her; pictorial context, semantic mapping and line drilling. In the second meeting, this English teacher used one technique; semantic mapping, but in the third and the fourth meeting, she combined the two techniques described in indicators; semantic Mapping and pre-teaching vocabulary.

Like teacher A, teacher B, C, D and E also combined the techniques in activating the students' schemata. Teacher C combined the use of pictorial context and pre-teaching vocabulary in the second meeting. Almost similar with teacher C, teacher D also combined the use of pictorial context and pre- teaching vocabulary but teacher D ended her pre-reading stage by inserting another technique; previewing. The similar cases also were found in teacher E. In every meeting, except in the third meeting, he tended to use both pictorial context and pre-teaching vocabulary in pre-reading stages to activate his students' schemata. From the observation, only teacher F used one technique in every meeting. It can be seen from the table 3. Teacher F preferred to use pictorial

context in every meeting except in the second meeting, he used pre- teaching vocabulary.

In short, in activating the students' schemata, the teachers in LBPP-LIA Padang use varieties of technique. They did not only apply or choose a single technique but they also combined two or three techniques in a pre-reading activity to activate the students' schemata. Moreover there were some of them who also used other techniques beyond what have been stated in the indicators. Thus, there are totally 10 variations of techniques which have been used by LBPP-LIA teacher in activating students' schemata. The techniques are questioning, semantic mapping, pre-teaching vocabulary, pictorial context, the use of video, the combination of pictorial context with semantic mapping and line drilling, the combination of semantic mapping with pre-teaching vocabulary, the combination of questioning and pre-teaching vocabulary, the combination of pictorial context with pre-teaching vocabulary, and the combination of pictorial context with pre-teaching vocabulary and previewing. From those techniques,

pictorial context were used more often by the teachers although it was not really dominant.

4.2. The Way Used by LBPP-LIA Teachers in Applying the Techniques to Activate Students' Schemata in Teaching Reading Comprehension

The finding related to these data was gained from the observation. It was found that every technique was conducted in a different ways by different teachers in LBBP-LIA Padang. The differences include some activities applied and some media used. In the following, it is described some activities related to the techniques conducted by LBPP-LIA teachers in Padang in activating the students' schemata.

4.2.1. Pictorial Context

From the previous finding, it was found that there were four teachers applied this technique to activate the students' schemata. They were teacher C, teacher D, teacher E, and teacher F. It was also found that these teachers had different ways to apply this technique. Thus, the

researcher categorized this technique into three. The first category was reflected to teacher E and teacher F which used the technique in the similar way. Then, the next category was reflected to the pictorial context which was conducted by teacher C and the pictorial context which was used by teacher D.

There are several finding related to the way of teacher E and teacher F applying pictorial context which spent 6 minutes. First, it was indicated that both teachers conducted the techniques in the same ways as described in sub-indicators and teachers activities in the observation indicators. Those teachers used 3 main steps; displaying, discussing and writing prediction. In the displaying stage, both of teacher E and teacher F showed a picture or pictures to the students. In the discussion process, the teachers had several questions to ask to the students. The question asked were related to the pictures and the topic of the text which would be read by the students in whilst-reading. The students' answers were written on the whiteboard. After listed the answers from the students, they tried

to use the information for further recall in writing prediction process.

The second finding related to the used of pictorial context by teacher E and teacher F is related to the pictures used. The pictures which the teachers showed were taken from the students books. They are the books which are used by the teachers and the students in the classroom. So, while the teachers were showing the pictures to the students, actually the students were also able to look at those pictures in their own books.

The third finding is related to the way used by teacher E and teacher F in asking questions while showing the pictures. Both teachers asked questions without pointing a certain student to answer them. In other words, all students could participate in answering questions asked based on pictures they saw. In the field, it was also found that several students participate actively and some of them preferred to keep silent and listened to their friends' answers.

Another teacher who applied pictorial context is teacher C. However, he conducted different activities as teacher E and teacher F

did. It was found that he applied this technique in 9 minutes in pre-reading stage. It was longer than teacher E and teacher F. At that time, he applied this technique in teaching Intermediate 2 students and there were several other findings related to the way he conducted it.

First, it was also found that teacher C also used the picture in the students' book like teacher E and teacher F did. The picture shown can be seen also by the students in their book. Second, it was identified that teacher C also used the three phases of conducting the pictorial context; displaying, discussing and making prediction. However, if it is looked deeper in the specific process, it was found that there were several activities that he modified, especially in discussion process. After showing the picture, teacher C asked the students to sit in pair. It aimed to make the students work together with their partner to discuss the questions given. The questions given were not stated orally but they were written on the whiteboard. After writing the question on the whiteboard, teacher C read the questions and had the students discuss them in pair. After 2 minutes, the teacher invited the representative of each group to answer each question orally. Like the pictorial context conducted by teacher E and teacher F, teacher C also collected all students' answer and filtered some which were related to the topic. The answer which was related to the topic was written on the whiteboard for further recall or for asking more questions to link them with the topic at that time.

The last teacher in LBPP-LIA Padang who applied pictorial context differently with the other LBPP-LIA Padang observed is teacher D. The discussion of the reading text at that time was about "the show must go on" in teaching intermediate 1 students of EA program. It was found that she spent 6 minutes during the pre-reading stage. Moreover, there were another finding related to the way used by teacher D in applying pictorial context. First, it was found that the media used in this technique was different with the media used by teacher C, E and teacher F. Teacher D explained that rather than using the picture from the book he had better downloaded a nice picture from the

internet that very familiar and interesting for the students. He claimed that the pictures from the books ware not very interesting. Second, it was found that teacher D used different activities with teacher C, teacher E and teacher F in applying the technique. In general, she used 5 main phases; showing picture, asking questions, creating a new situation, asking questions again, and writing prediction. In showing the picture, teacher D showed a picture that she had prepared before teaching and it was not taken from the book. She thought the picture shown to the students was very familiar for them. It was shown to the students by attaching it on the whiteboard. After that, the teacher came to discussion section in which there were several questions asked related to the pictures shown. The questions only asked orally to the students, like teacher E and teacher F did.

Moreover, there were different situations. Teacher D, in this case, didn't go directly to writing prediction process of pictorial context technique. She rather created a new situation based on the picture shown previously. The situation was told like

telling a story. From the new situations, the students were invited to answer new questions. The students' answers were not written on the whiteboard. However, the teachers used the answers for further recall or to asked new questions again.

4.2.2. Questioning.

Questioning was used by 2 teachers; teacher B and teacher C. Teacher B used it in the third, fourth and in the fifth meeting of the observation while teacher C only used it in the fourth and fifth meeting. It was identified, both of them spent almost similar times that in conducting this technique. It was 4 to 5 minutes in pre-reading stage. Related to the way those teachers applying this technique, it was collected several findings

First of all, it was found that there are 5 general procedures used by them in applying this technique; brainstorming, classroom discussion, recording ideas, and connecting the ideas. Moreover, it was found that the details procedure is similar with the procedures of questioning explained in appendix 6. In the brainstorming process, the teacher writes the topic of

the text that is going to be read by the students on the white board or they sometime just inform it orally. Related to the topic, the teachers asked the students several questions orally that brought them to the detail of the reading passage. Second, there was a classroom discussion in which the teachers invited all students to participate in answering those questions in a form of classroom discussion. Third, there was a ideas recording. In this case, the teacher accepts and lists all information from the students on the whiteboard.

Finally, they connected all of the ideas with the text by using the information collected for further recall.In general, it was identified that teacher E and teacher F applied the first model of questioning technique in activating students' schemata described in the indicators. In conducting this techniques, those teachers used 4 main stpeps; brainstorming, classroom discussion, recording ideas and classroom discussion. The procedures is the same with the procedures described by the experts in Chapter 2 or in the indicators.

4.2.3. Semantic Mapping

The next technique used by teachers in LBPP-LIA Padang to activate the students' schemata was semantic mapping. It was used by teacher A. She applied this technique twice in the second and fifth meeting of the observation done to her. Related to the way she applied this techniques, it was found that there were two main steps done by teacher A in applying this techniques brainstorming and classification or subcategorizing. Moreover, there were several findings related to the details steps or activities conducted by teacher A in applying the semantic mapping technique.

In brainstorming activity, it was identified that the teacher introduced the topic to the students and it was written on the whiteboard. From the topic, the teacher activated the students' prior knowledge by asking questions about what the students already known from the topic. Then, the teachers collected all of information from the students and they were also written on the whiteboard. In the next step, the information given by the students were classified into their category. In

other words, they were written and put in a form of semantic mapping.

Another finding related to the way used by teacher A in applying the semantic mapping technique is about how she designed the semantic mapping itself. Actually it was made of two aspects; the students ideas of answering teachers questions and the teachers creativities in categorizing those information. In this case, a teacher A was creative enough in designing her semantic mapping. She designed her semantic mapping in unusual form. Sometimes, he made it like an octopus, sometimes like a sky, or like a tree. The examples of the mind mapping created by teacher A can be seen in figure 11.

4.2.4. Pre-Teaching Vocabulary

The next technique used by LBPP-LIA teachers in Padang to activate their students' schemata was pre-teaching vocabulary. It was found that there were two teachers applied this technique in the pre-reading stages; teacher C and teacher F. Both teacher C and teacher F used it in the third meeting of observations done to them. However, it was found that both of them used different details

activities in conducting this technique. It was indicated also that there are several steps were modified. Each of them had their own ways in using this technique to activate their students' prior knowledge.

There was a finding related to how teacher C conducting pre-teaching vocabulary. First of all, the finding is about the duration in which the teachers spent 5 minutes to conduct this technique. Besides, there is another finding in the detail activities used. The detail processes in conducting pre- teaching vocabulary done by teacher C was different with the explanation about this technique in chapter 2 although he still used three phases which had been stated in the indicator before; introducing some related vocabularies, discussing the vocabularies and making prediction.

In the first phase, introducing some related vocabularies, teacher C attached several words written on the visible cards on the whiteboard. In the second phase, in discussing the vocabulary, teacher C modified the techniques. In this case rather than asking the students directly the meaning of each vocabulary, he distributed the students some cards. In

the cards, he had written several explanations related to the words attached on the whiteboard before or their definition.

In the second phase, in discussing the vocabulary, teacher C also modified the activities. In this case, he distributed some cards to the students. In the cards, he had written several explanations related to the words attached on the whiteboard before or their definition. After that, the students were asked to work in pair to discuss the cards they had before they were invited to attach the explanation next to the target vocabularies attached by the teacher. They should be attached based on their meaning. This activity was like a matching game in which the students have match the terms with their explanation on the whiteboard.

In the last phase, after the students matched the cards they had with the cards attached on the whiteboard, the teacher together with the students checked them whether they were put in the right position or not. If there were mistakes, the teacher corrected them and put them in the right position. After that, the teacher also gives some example of

each words attached on the whiteboard.

Like teacher C, teacher F also used different way in conducting pre-teaching vocabulary described in the indicators. There are several findings related to the way applied by teacher F in conducting pre-teaching vocabulary. The first finding is related to the duration spent. It was found that teacher F, spent 15 minutes in activating this technique. The second finding is related to the process of applying the technique itself. Like teacher C he also had three phases in the technique; introducing the related vocabularies and making prediction. The different were in the details processes of those phases.

In the first phase, introducing the vocabularies, teacher F write down several words that were indicated as the target vocabularies then teacher F asked the students to match the word or phrase with the pictures provided. Then, he also asked the students to provide example for each word after the students knew the terms well. The activity was also continued by other kind matching activity. The second matching activity were conducted similarly as what teacher C did in

which the students should attach the cards according to their category on the whiteboard. The card itself consisted of the explanations of the terms written on the whiteboard.

4.2.5. The Used of Video in Pre-Reading Stage

The use of video in the pre-reading stage was used by only one teacher in LBPP-LIA. It was teacher B who used it in the second meeting. In applying this technique, there is a finding found. It was found that the process of using this technique was presented similarly like in the pictorial context since it also presented in three phases; displaying, discussing, and making prediction.

In displaying process, the teacher played the video for 5 minutes. After the students watch the video the teacher came directly to the discussion process in which there were questions and answers activity about the video that they had watch. The questions are asked orally to the students and everybody can answer the questions. While the students answering the questions, the teacher the listed the students answers on the white board. Then, the pieces of information listed on the whiteboard were used for further recall to bring the students to specific theme.

4.2.6. The Pictorial Context Combined with the Pre-Teaching Vocabulary

In applying this technique, teacher C and teacher F did not separate the pictorial context and the pre-teaching vocabulary in different phase or they did not use pre-teaching vocabulary after they use pictorial context. In this case, both of them combined the two techniques with one major technique. The major technique itself is the general techniques used while the other technique is the insertion. In this case, teacher C and teacher E used pictorial context as the major technique and the pre-teaching vocabulary as an insertion to support the use of pictorial context.

Second, it was indicated that teacher C and teacher E applied this technique in the similar main processes. There are four main processes used by them in conducting this technique. It includes displaying, introducing new vocabulary, discussing, and making prediction. In the displaying process, the teachers

separated the students into groups. Then, they showed series of pictures to the students before they asked them to describe the pictures in a paragraph. To help the students in every group describing the pictures, they needed to introduce new vocabularies. Next, in introducing the vocabularies, the teachers just wrote down the targets vocabularies on the whiteboard and explained their meaning and inform them that the words can be used to support the paragraph and could be found also in the text. In the discussing process, the teachers invited the representative of each group to paragraph they had written and compared them with other groups. In the last section, the teacher used the information from the students for further recall and linked them with the reading text that would be read by the students in whilst- reading stage.

However, if it is looked in the details description of activities and media used, it was found that there were some differences. The difference can be seen from how they display the pictures and introduced the vocabularies to the students while the other activities were just almost similar. In showing the pictures,

teacher C did not allow his students to look at the pictures in the students' book because they need to arrange the series of pictures given. Then after they arranged them in a correct chronological, they have to make a paragraph based on the pictures arranged. While the students in group were trying to make the paragraph, he was introducing the some unfamiliar vocabularies that help the students creating the paragraph.

Teacher E in this case asked the students to look at the pictures from the students' book. There were four pictures there. Then, the students also separated the students into four groups. Each group got one picture that they should describe in a paragraph. To make them able making the paragraph for each picture given to them, teacher E showed some related vocabularies in a card and asked the students to guess the meaning. If they could not guess, the teachers inform the meanings.

4.2.7. The Questioning Combined with the Pre-Teaching Vocabulary.

This technique was used by teacher B only. There are several findings related to how this teacher

applying it. First of all, it was found that there were several main processes or phases used to applied this technique. It includes brainstorming, connecting ideas, introducing some related vocabularies and discussing the vocabularies.

In brainstorming, it was found that this phase is closer related to questioning technique. In this process, teacher C asked a simple question to the students. In answering the questions, the teacher used a unique activity. She was called it as "snowball throwing" in which the teachers had a small ball thrown to the students. The students who catch the ball thrown would answer the questions and give their explanation about their answer. Then, the student who has answered the question had a chance to throw the ball to his/her friends. The students who catch the ball thrown by his/her friend would answer the same question. Then, in the process of connecting the ideas, the teacher tried to relate the students' answers with the text that would be read by the students.

In the next process, the teacher needed to introduce some vocabularies. In introducing them, teacher B did it in the unique and fun ways. It was like a matching game but it was presented more unique ways. First, teacher C put seven cards on the floor. On each cards, it was written by the target vocabulary. The words are written big enough so that they were visible for the students. Then, teacher B divided the students into two groups. Group A and group B. The teacher would tell the students a word or a phrase and the both groups were assigned to pick up the cards on the floor based on their synonym. The students must compete to pick up the right cards. The winner was the group who could pick up as many right cards as possible. It means that, if a group knew its synonym, that group should pick up the cards as fast as the teacher finished telling the words unless the other group would take the cards before they could pick up them.

To make sure the students remember the vocabularies and their correct pronunciation, it was identified that teacher B did two activities. First, she asked the groups to read the words in their cards which they had got loudly since they still had the cards with them. If they made

some errors in pronouncing the words, the teacher corrected them. After finish with the pronunciation, teacher B attached several new cards on the whiteboard. The cards were also written with some words and the words were the synonyms of the words written on the cards hold by the students. To make sure the students remember the meaning of the vocabularies. She asked the students to write down the synonym of the words on the whiteboard. In this case, the students should remember the spelling of the words on the cards they had so that they could write the spelling correctly. The pre-reading activity was closed by checking the students work. It was done by correcting the spelling errors written by the students on the whiteboard and giving example of each word in a sentence.

4.2.8. Semantic Mapping Combined with Pre-Teaching Vocabulary.

The combination between semantic mappings with pre-teaching vocabulary for activating the students' schemata was conducted by teacher A. In applying this technique, teacher A did various activities which

make her spend 15 minutes in the pre-reading stage. Besides the duration, there were also several finding related to how teacher A conducting this technique. First of all, it was found that there are four activities used by teacher A in conducting this combination technique. They include brainstorming, classification and subcategorizing, introducing some related vocabularies and discussing the vocabularies.

In The brainstorming and classification or subcategorizing are close related to the semantic mapping while the introducing related vocabularies and discussing the vocabularies belong to pre-teaching vocabulary. In the brainstorming process, it was identified that the teacher introduces the topic to the students and wrote it on the whiteboard. From the topic, the teacher asked several questions to the students. Then, the teacher collected the students' answers and wrote them on the whiteboard.

In classification and subcategorizing, the students' answers were classified or put into a semantic mapping. In designing the semantic

mapping, either the teacher or the students could participate. After finished with the semantic mapping, teacher A directly conducted the pre-teaching vocabularies by asking the students to look at several unfamiliar words on the students' book. They were put in a in a certain place in their book. After that, the teacher together with the students discussed those words by asking questions whether they are familiar with the words or not. If they were familiar with the vocabulary, they would invited to give the synonym or provide example in a sentence but if they did not know, the teacher would explain and provide the example.

In addition, it was also found that teacher A was also creative enough in designing the semantic mapping. In this case, she designed her semantic mapping like a tree (see figure 16). It was very unique since commonly, it was formed in a simple way that was consist of lines and circles. The students' answers of questions given were written in the tree designed. It made the students become more interested.

Besides, it was also found that the teacher also conducted a matching game in which the students compete to match pictures with the words. In this case, the students were divided into two groups. Every group had to rush attaching the pictures given to each group. The pictures should be put next to the words which had been written in the semantic mapping drawn by their teacher. The pictures of course should be related to the words written on the whiteboard. The winner was the group that could attach the right picture in their right places.

After finishing all activities related to the semantic mapping, teacher A asked her students to look at their books. In their books, the teacher asked them to identify some unfamiliar words written in a certain place of their book. The words were also categorized into their part of speech. Those words later also could be found in the text read by the students in whilst reading. In discussing the unfamiliar words, teacher A asked the students to do an exercise in their book. The exercise was like a fill in the blank. She gave time to the students in doing it for 5 minutes before they discussed them together with her.

4.2.9. Pictorial Context Combined with Pre-Teaching Vocabulary and Previewing

Related to how teacher D conducted this technique, it was found several findings. First, there are six main steps were used by teacher D in conducting this techniques which was lasted for 10 minutes in the pre-reading stage. They include displaying the picture, discussing the picture, writing prediction, introducing some related vocabularies, discussing the vocabularies and analyzing contextual clues.

The first step in conducting this technique is displaying the pictures. It was done by showing the students two different pictures and discussing them together with the students by asking several questions. Then, the students' answers were collected and listed on the whiteboard. The teacher used the information for further recall. The further recall was done by asking the students more questions related to their answer.

The pre-reading stage continued by introducing related vocabularies and discussing them together with the students. It was

found that, the activity itself was conducted in a matching vocabularies game. The teachers attached several cards written with some target vocabulary. The words and the cards were big enough so that it was visible for the students. Them the teacher gave every students a card which also written by some words. Then, she asked the students to find the synonym of the word or phrase they have with the words attached on the whiteboard. If the students had already found the answers, they could stand up and stick their cards next to their correct synonym.

After that, the teacher checked the students work and made several changes if the students made mistakes in finding their synonym. Moreover, teacher D was inserted another technique. After showing the pictures, asking the questions related to the pictures and conducting a matching vocabularies game, teacher D asked them to preview the text first. In other words, she asked the students to read the title and see a picture found in the text. From those contextual clues, the teacher tried to make the students predict what the text mainly about. The students'

answers of this question were also accepted by the teacher. However, they were not written on the whiteboard

4.2.10. Pictorial Context Combined with Semantic Mapping and Line Drilling

In the first meeting done to teacher A, it was identified that this teacher also used three techniques in the pre-reading section; pictorial context, semantic mapping, and line drilling. After analyzing the data, the finding related to how teacher A applying this technique is that there were five main steps used in conducting this technique. They include displaying the picture, discussing the picture, making predictions, classification and subcategorizing, conducting line drilling activities. All of the steps were conducted in 16 minutes. This techniques collaboration was begun by displaying 2 pictures to the students. Like teacher D, teacher A also showed the pictures that she had prepared before teaching or they were not taken from the book. There were two pictures shown at that time. They were shown to the students by attaching them on the whiteboard. They were big enough or visible so that the students could see it clearly. From the picture shown, teacher A asked several questions to the students. All students were invited to answer those questions orally without pointing certain student to answer. After that, teacher A, creating a new situation related to the questions asked before. From the new situation, there were another questions asked by her.

After that, teacher A tried to build the students expectation by making prediction about the reading passage that would be read by the students. It was done by informing the topic (problem before the performance) and writing it on the whiteboard. In this case, the students were invited to tell the teacher some probability that might happen to a performer and make him or her cancel the show. Like the previous questions, all students could express their ideas since the teacher did not point a certain students to answer her questions.

All the students' answers of the previous questions were accepted,

collected and written on the whiteboard. On the white board, they were subcategorized into a mind mapping or a semantic mapping. To make it more interesting, the semantic mapping was designed like an octopus (See figure 18).

Finally, there was a question and answer activity done by the students. In this activity, they were standing and moving to ask questions in a card on their hands. LBPP-LIA teachers called this activity as a "Line Drilling activity. This activity was conducted through following steps. The teacher provided some cards as media for students to practice. (in each card, there was a question and its answers were provided in at the backside of the card). The cards were called cue cards. Then, the students were invited to stand up in front of the class and form two lines. They were also instructed facing someone in front of him or her. After the students had stood up in lines, the teacher gave each student a cue card.

Then, teacher A asked them to start asking and answering the questions according

to the card that they get. After finish asking and answering one question, teacher A asked them to give the card to the person on their left and asked them to move to the right. So, they would get a new card with a new question to ask to a different partner. The activities during line drilling were presented in appendix 10.

After the students finished asking and answering questions in line drilling activity, teacher A asked them to back to their seat and bring the card with them. Then, she made sure whether the students still remembered the answers of questions that they had practiced before or not. She asked one student to read the questions on her/his card and pointed another one to answer the question without looking at its answer.

Related to the data about the ways used by LBPP-LIA teacher in conducting the techniques to activate students' schemata. It was found that the techniques applied is not only reflected to the steps described by the experts explained in chapter 2. It was also found in the data that the teachers also modify the technique applied by their own ways such as conducting

game, collaborative learning, drilling, etc. Moreover, the researcher also found some interesting facts about how LBPP- LIA tachers apply the techniques.

First, all LIA teachers tend to SOAR the techniques. SOAR (Supply, Omit, Adapt and Revise) is a term that is very familiar for them. Before they started to apply a technique, they have to SOAR it first. It due to several consideration like the theme of the lesson, and kind of students they had. Then, the most important think is the creativity of a teacher that also will determine the successfulness in applying the technique. In *supply*, the teacher inserted another activity into the techniques that they were using. It. In *omit*, the teachers ignore an activity which belong to the techniques they used. In Revise, beside ignoring the activity, the teachers replace it with other activities. It almost similar like the process of adapting.

Second, from some interview the researcher also found that in applying the technique. LBPP-LIA teachers tried to minimize teachers talking time and maximize students talking time. It can be clearly seen from how all LBPP-LIA teachers only tried to facilitate their students in recalling their ideas during pre-reading stage through question and answer activities. For example, teacher A who conducted semantic mapping which was created by the students answers of her questions and teacher B who asked some questions after showing some videos or teacher C who let the students works in group in answering his questions.

Third, from the techniques combination, the researchers also found about how LIA teachers combine it. It can be divided into two categories. First of all, there is a main technique in that combination and the other techniques is just to support the main technique. Like teacher E and teacher C, who applied pictorial context combined with pre-teaching vocabulary. In this case, pre-teaching vocabulary was used to help the students in answering the questions asked when the teacher showed the pictures. The second category, the techniques are applied separately. The techniques have different role in activating the students schemata. it can be seen from teacher A who applied

semantic mapping combined with pictorial context and line drilling. Those techniques were applied separately in a pre- reading stage and they have different function in recalling the students' previous knowledge.

V. Conclusion

All in all, there are 10 techniques indicated which were used by LBPP-LIA teachers in activating students' schemata. The techniques include questioning, semantic mapping, pre- teaching vocabulary, pictorial context, the use of video, the combination of pictorial context with semantic mapping and line drilling, the combination of semantic mapping with pre-teaching vocabulary, the combination of questioning and pre-teaching vocabulary, the combination of pictorial context with pre- teaching vocabulary, and the combination of pictorial context with pre-teaching vocabulary and previewing.

In conducting the techniques, LBPP-LIA teachers had variety of ways. One technique could be applied in different ways or different procedures. There were some of them who totally adopted the technique described by some experts, there are some of the teachers also modified it in such away by modifying the procedures. For example, a pictorial context technique used by teacher E and teacher F was applied in different ways with the pictorial context conducted by teacher C and teacher D. There are some of them just showed the pictures and asked questions for brainstorming, the are some of them who used the pictures for conducting matching games, there are also some of them who used the pictures to ask the students creating a sentence or a short paragraph. Moreover, there are some teachers in LBPP-LIA Padang who also inserted extra activities in a technique such as inserting games and drilling.

It was found that the variation happened since the teachers are very suggested to SOAR the techniques. It means they have to supply, omit, adapt and revise the activities in a technique used. The consideration in SOAR-ing the techniques is the theme of the lesson and the types of students. the challenge is it really needs teachers' creativity in doing it. Moreover, it is also happened since the

teachers tried to maximize the STT (students talking time). They wanted to let their students discover the topic or the meaning of vocabularies.

References

Ajideh, P. 2003. 'Schema Theory - Based Pre-Reading Tasks: A Neglected Essential in the ESL Reading Class.' *The Reading Matrix,* 3, (1): 1-14.

David, M.K. and L. Norazit. 2000. 'Selection of Reading Text: Moving Beyond Content Schemata'. Retrieved on Friday 6 August 2010 at *http:www2.aasa.ac. jp/~dcdycus/LAC2000 /davidnor. Htm.*

Grabe, W and F.L. Stoller. 2006. 'Reading for Academic Purposes: Guidelines for EL/EFL teacher'. *The Internet TESL Journal*, 15, (3): 1 – 6.

Haggbloom, C. 2006. *Young EFL- Pupils, Reading Multi-Cultural Children's Fiction*. Biskopsgatan: Abo Akademy University Press.

Hatten, A. and M. Redish. 2002. 'Schema theory.' Retrieved on Monday, 15 February 2010 at *http://red6747.pbworks.com/ Schema% 20Theory.*

Irwin, J.W. 1991. *Teaching Reading Comprehension Process.* Toronto: Simon & Schuster Inc.

Judson, H. 1972. *The Techniques of Reading*. New York: Harcourt Brace Jovanovich, Inc.

McWhorter. K.T. 1992. *Efficient and Flexible Reading.* New York: HarperCollins Publishers.

O'banion, D. 2010. 'How to Teach Reading comprehension Strategies'. retrieved on September 18, 2012 at *http://suite101.com/article/how-to-teach-reading- comprehension-strategies-a268683.*

Smith, F. 1982. *Understanding Reading: A psycholinguistic*

Analysis of Reading and Learning to Read. New York: CBS College Publishing.

Stot, N. 2003. 'Helping ESL Students Become Better Readers: Schema Theory Applications and Limitation'. *The Internet TESL Journal.* VII (11): 1 – 7.

Thirumalai, M.S. 2002. 'An Introduction to TESOL. Language in India'. *The Internet TESL Journal*. 16. (4).