

CHAPTER V

CONCLUSION AND RECOMMENDATION

The previous chapter has presented the analysis and discussion towards the findings of the process of schema activation in helping students reading the selected picture book. This chapter is divided into two sections: conclusions, and recommendations of this study. The conclusion section begins with a brief discussion underlying this study: background, purpose, findings, and conclusion. Then, the recommendation section presents the suggestion for the next research.

1.1 Conclusion

The presented research focused on schema activation to find out how students' develop intertextual response toward the picture book, *My Dad* by Anthony Browne.

In accordance with the research question, it was concluded that by giving the right stimuli through schema activation, students' responses and views of reading can be maximized. From the data analyzed, activating students' schema before reading the text can signal and guide the students in to a richer and deeper understanding of the text. The whole process of schema activation helps students relating their existing knowledge with the information given in the text which results thorough response in form of words even drawings.

Intertextual responses were seen by looking at how the students finding references in their daily life and cultural experiences prior of responding. As they read the book, intertextual response appeared by recognizing the story of Red

Riding Hood and Three Little Pigs which were related with the presented information in the book.

1.2 Recommendation

From the presented result of the research, schema activation can be an important guide for teachers in designing classroom activities, not only in reading but also in other skills. Awareness of students' schemata and sufficient stimuli to activate them can result a more meaningful and beneficial classroom activities for the students and also the teachers. It cannot be denied that it is hard for the students to get all the students involved deeply in classroom activities, however if they have enough chance to bring out their knowledge of the topic and also given enough stimuli on that, their understanding of the topic will be improved and their confidence in doing all the activities will be increase as well. In results the whole activities in the classroom can be maximized to the fullest.

As for the government, the awareness of schema activation was seen in text book in form of pre-reading activity in the very first part of every chapter based on the text book mostly used by public schools, the one published by the department of education. However, there is no exact instruction on how and why it should be done. Therefore, further instruction should be available for the teachers along with additional time relocation for the intended activities.

The findings had shown that students' schema serve these following functions; providing ideational scaffolding for assimilating text information, facilitating selective allocation of attention, enabling inferential elaboration,

Dea Rizki Ananda, 2018

***SCHEMA ACTIVATION IN SHAPING STUDENTS' INTERTEXTUAL RESPONSES IN READING
PICTURE BOOK***

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

allowing orderly searches of memory, facilitates editing and summarizing and permitting inferential reconstruction.

1.3 Concluding Remarks

This chapter the researcher has discussed the conclusion based on the research question ensued in the study. Suggestions have also been offered with the intention to shed the light for pedagogical implications of schema ctivation in classroom reading activities.