

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sections. First, the conclusions of the research conducted based on the research questions as mentioned and explained in Chapter I. Second, the suggestions addressed to the teachers and researchers who are interested in conducting further research on the schema theory in teaching reading comprehension.

#### 5.1. Conclusions

In relation to the two research questions which are stated earlier in Chapter I, namely the strategies used by the teachers in activating students' content schema in teaching reading comprehension, and the students' responses on the strategies used by the teachers, there are four conclusions that can be drawn.

First, there are four strategies used by the teachers for activating students' content schema in teaching reading comprehension. They are questioning strategy, analogy and questioning, showing pictures and questioning, and storytelling demonstration strategies.

Second, the activating students' content schema is important to be conducted before having students read the text in teaching reading comprehension. It helps the students activate their content schema, and relate it to the content knowledge provided in the text while reading. In other word, it builds the bridge between the students' existing knowledge and the new knowledge provided by the text.

Third, the activating students' content schema spends five to ten minutes before reading activity. It depends on the strategy that is used by the teacher and the students' responses on the activity.

Fourth, the teacher can continue to the reading phase when they think that the students' content schema have been active. It can be seen from the students' responses when the teacher is applying a certain strategy before reading. Furthermore, when the teachers have applied certain strategy for activating students' content schema but they think that the students' content schema have not been active, they use an alternative strategy.

Fifth, since the students think that activating students' content schema is helpful for them in comprehending the reading text, the students respond positively to the activities conducted by the teacher before reading. It also makes the students excited and increases their motivation to read.

## **5.2. Suggestions**

As it has been stated above that there are four strategies used by the teachers for activating students' content schema, it is advisable for the teachers to try to use those strategies in their teaching reading besides other strategies to increase the students' reading comprehension.

It is also advisable for the teachers to identify the students' responses on the strategy used by the teacher for activating students' content schema. This can be a valuable input for the teachers to use the strategies which are appropriate for the students.

Since this research is limited to the investigation of the strategies used by the teachers for activating students' content schema and the students' responses on the activity, it is important for other researchers to investigate the effects of those strategies on the students' ability in comprehending reading text.

