

# STUDENTS' SCHEMATA ACTIVATION IN EXTENSIVE READING AT STAIN PONOROGO

Andi Susilo, Ahmadi & Wiwin Widyawati\*

## **Abstract:**

*This study was aimed at investigating the extent to which the lecturer employed strategy and occupied effective classroom language to assist students' schemata activation on Extensive Reading class at English Department-STAIN Ponorogo. To meet with the objectives, qualitative case study formed the methodological basis of this present research involving an extensive reading lecturer as the research subject with one of her respective classes consisted of 32 students of fourth semester. The data were derived from lecturer's utterances (verbal) and body language (nonverbal). Those data were obtained from the transcripts of the recorded lecturer's utterances during two periods of meeting, and note-taking taken from observations and interviews. The results revealed that the lecturer used to employ questioning technique to activate students' schemata. Various strategies were predominantly occupied in lecturer's questioning behaviors to engage students in question-answer activities, such as probing, redirecting and reinforcement. Generally, those strategies were observed not only to provide motivation and focus students' attention towards the topic being discussed, but also to give a wide chance of opportunity for them to recall their prior knowledge and ease them to predict the content of reading texts they were going to read. Besides, the language the lecturer used under this investigation was fairly fulfilled the requirements to be communicative as some communicative features of talks were utilized properly, such as referential questions, content feedback, and speech modification to optimize students' participation and performance in the process of reading.*

**Key Words:** *schemata, pre-reading activity, reading comprehension, questioning technique, teacher language*

---

\*Penulis adalah dosen tetap Jurusan Tarbiyah STAIN Ponorogo

## INTRODUCTION

It is widely asserted that mastering reading skill is a kind of complex process that requires students' ability in understanding the meaning of vocabulary, language structure, interpretation to the symbols, realization of the detailed process of thinking, and understanding of the discourse attached in the text. In accord to this, Grellet confirms that reading is constant and active process/activities in predicting, examining, understanding, and thinking of questions to find meaning in a text.<sup>1</sup> It is strongly recommended to teach the reading skill to students effectively and intensively in order that students are able to comprehend the text as well as discover their own patterns or strategies in improving their competence. In reality, however, students are mostly encountered in reading that they find it difficult to understand or even do not comprehend the content of the passage they are reading as it is stated by Ajideh. It is noted that the problem arises not because they have poor knowledge about the content of reading, but this condition is much affected by inability of educators to activate students' knowledge and experiences in learning (students' schemata).<sup>2</sup>

Landri describes schemata as the structural framing of the knowledge used to understand the material being read.<sup>3</sup> In learning activities, when one or students acquire new knowledge, they try to relate the concept that knowledge into their memory structure to help understand new knowledge. The main function of schemata in reading according to Chia is that to bridge students in accessing information from reading text with the discourse knowledge which they had before -the previous knowledge (Prior Knowledge)- so that they are able to construct and find (inquiry) new knowledge.<sup>4</sup>

In reading comprehension, students are not only required to know the meaning of the word or sentence level, but they must be able to identify and interpret the content of reading. Wallace states that activating student's schemata able to help them to predict what

---

<sup>1</sup>Grellet, *Developing Reading Skill* (Cambridge: Cambridge University Press, 1992), 8.

<sup>2</sup>P. Ajedeh, "Schema-theory Based Considerations on Pre-reading Activities in ESP Textbooks," *Asian-efl-Journal*, Vol 16 /2 (2006), 66.

<sup>3</sup>K. L. Landry, "Schema theory-based pre-reading tasks: A neglected essential in the ESL reading class." *The Reading Matrix*. 3/1, (2002), 34.

<sup>4</sup>H.L. Chia, "Reading Activities for Effective Top-Down Processing," *Forum*. 39 (1), (January-March, 2001), 22.

will come next in spoken or written discourse as well as organize information.<sup>5</sup> It means that the activation of schemata assists students in predicting discourse or new information and compiling the information.

In order that students are able to understand the passage optimally, their schemata must be activated before the process of reading is started.<sup>6</sup> Activating schemata might help them succeed in comprehending the text—students' schemata is going to be active as new information from the outside can be accepted and linked to information that already exists in memory and that information will be developed. Shortly, activating schemata may assist students to ease and focus on interpreting literature as linguistic structures and or difficulties in socio-cultural concepts in the text.

Researches in the area of schema theory and reading comprehension have been generally concluded that closer the match between the readers' schemata and the text, the more comprehension occurs. In accord to this, some previous research findings dealing with the nature of schemata theory on the process of reading are highlighted. The experiment done by Anderson et. al., had provided adequate proofs for the hypothesis of plan for retrieval.<sup>7</sup> In their study, the subjects were divided into two groups: one group read the story as robbers, and the other as house-purchasers, and was asked to recall the story. The subjects were required to change their roles. The results of the second recall have shown 10% more than the first recall revealing that, with the change of the viewpoint, many details which were not recalled and not seen as important previously but now important have been recalled. From this, it can be underlined that the information that was not recalled previously was retrieved when the participants changed their role because the schema was activated and the information related to the new schema was searched in a 'top down' way and retrieved.

A classroom action research conducted by Restu Mufanti and Sugihariyono attempted to improve the quality of reading process at SMA Negeri 1 Banyuwangi by employing Schemata theory based

---

<sup>5</sup>Wallace, *Reading* (Oxford: Oxford University Press, 1992), 33.

<sup>6</sup>*Ibid.*

<sup>7</sup>Xuping Xie, "The Influence of Schema Theory on Foreign Language Reading Comprehension," *The English Teacher*, Vol.XXXIV, (2005), 67-75.

pre-reading activities.<sup>8</sup> This study was started by conducting preliminary study to get the first hand data about the English teaching and learning process, and to identify the initial problems faced by the English teacher and students. The research was carried out in two cycles involving students of SMA Negeri 1 Banyuwangi, especially class XI IPS 2 as subjects. The result of reflection revealed that students' reading achievement had improved from 66.9 in Cycle I up to 73.1 in Cycle II. The improvement of students' achievement in reading comprehension was in line with the increasing of their participation in the reading activities. In sum, the action could improve the quality of teaching-learning reading process and fulfilled the criteria of success.

Farahani & Mirsharifi conducted an experimental study to find out whether there is any significant difference between effective and less effective teachers in terms of their questioning behavior and feedback in the classroom.<sup>9</sup> This study involved 60 university students majoring in English that were randomly selected and representing two proficiency levels of L2 as intermediate and post-intermediate learners. This study revealed that effective teachers delivered significantly more questions than less effective ones, provide significantly more corrective feedback and asked referential questions more often.

Furthermore, Shomoossi endeavored to explore the patterns of questioning behavior and their interactive impacts.<sup>10</sup> This study employed non-participant observation involving forty reading classes in Tehran universities focusing on two question types, display and referential. The findings indicated that display questions were used by teachers more frequently than referential questions, and showed that not all referential questions were able to create enough interaction. Some factors leading to the reduced amount of interaction were found such as repeated questions, low language proficiency, and limiting the class to the textbook, while the factors that enhanced the

---

<sup>8</sup>Restu Mufanti and Sugihariono, Meningkatkan Kualitas Pembelajaran Ketrampilan Membaca Bahasa Inggris Di SMA Negeri 1 Banyuwangi melalui Schemata Theory Based Pre-Reading Activities (Proceeding:Untag Banyuwangi, 2009), 1-16.

<sup>9</sup>D.B. Farahani, & F. Mirsharifi, "Effective and Less Effective Teacher Questioning and Corrective Feedback Behavior in an EFL Context," *English Forum*, 41, (2008), 5-23.

<sup>10</sup>N. Shomoossi, "The Effect of Teachers' Questioning Behavior on EFL Classroom Interaction: A Classroom Research Study," *The Reading Matrix*, Vol. 4, No. 2, (2004), 96-103.

amount of interaction such as interesting topics, teacher's attention, misunderstanding, information gap and humor.

Reflecting upon the discussion above, it can be stated that the researches agree that pre-reading activity is obviously important to manage as it helps students activate schemata to focus on the content or linguistic features in the text, understand socio-cultural or conceptual problems, remember and make a connection as well as improve their prior knowledge to develop activities and comprehend the material. However, little has been discussed on how the teacher assists on students' schemata, for instances, the extent to which the teacher uses effective strategy and/ or his/her language to engage students in pre-reading activity to activate schemata. In this void, therefore, this present study endeavored to explore the ways how the lecturer used effective strategies and language to assist students activating their schemata. The main concern of this study was to investigate the way how the lecturer employed the strategy and used appropriate language to assist students develop their schemata in pre-reading activity.

## RESEARCH METHOD

This study was aimed at investigating students' schemata activation on Extensive reading class at English Department, STAIN Ponorogo. To meet with the research objectives, qualitative case study formed the methodological basis of this present research. This approach aligned with the research objectives as it began with individuals and sets out to understand and interpret their experiences of a particular phenomenon to explore the merit of schemata on reading as it is confirmed by Cohen et al.<sup>11</sup> This approach allows the researchers to understand the subjective site of students' experience by making an effort to get inside the person and to understand from within. However, the main purpose of the present study was not attempted to generalize the conclusion to a larger population. It was more emphasized to gain a thorough and in-depth understanding of theory and concepts of schemata to promote students in learning reading and to provide fruitful suggestions for future researches.

---

<sup>11</sup>L. Cohen, L Manion & K. Morrison, *Research Methods in Education*, 5<sup>th</sup> Edition (London: Routledge Falmer, 2002), 23.

This current study involved a reading lecturer as research subject with one of her respective classes consisted of 32 students of 4<sup>th</sup> semester. Conducted during two lecturing sessions in English Department, STAIN Ponorogo on even semester of academic year of 2012/2013. Accordingly, this class shared similar characteristics and English proficiency with similar culture background. The data in this study were drawn from the applications of strategy and language used by the lecturer verbally and non-verbally. Verbal data were in the form of utterances; words, phrases, or sentences exposed by the lecturer when she was activating students' schemata. Meanwhile non-verbal data were taken from the lecturer's body language: facial-expression, eye contact, and gestures.

Three techniques of data collection were employed such as classroom observation, audio-taping, and interviews to gain the main data particularly all phenomena that happened in the class when the lecturer attempted to activate students' schemata. The fundamental assumption of this method was that watching and listening were the best ways for the researchers to discover what is happening and to capture the most important events, which tend to be taken for granted in a setting.<sup>12</sup> Two periods of classroom' instruction ran about 200 minutes were observed to record various phenomena happened during the process of activating students' schemata. All lecturer's reading instruction as well as students' responses and activities were noted by using observation sheet in which it was complemented with analytical and explanatory comments towards observer's interpretations and insights of data.

Meanwhile, interview was conducted once with the lecturer to support the findings. Interview was done by using a semi-structured face-to-face format. This technique is employed under consideration that it is essential to ensure that the researcher is in a position of being able to access the degree of the interviewee's interest and involvement.<sup>13</sup> In addition, Gilham confirms that it is also appropriate because of its flexibility balanced by structure and the quality of the

---

<sup>12</sup>J. M. Morse and L. Richards, *Readme First for a User's Guide to Qualitative Research* (Thousand Oaks, US: Sage Publications, 2002).

<sup>13</sup>C. Robson, *Small-Scale Evaluation: Principles and Practice* (London: Sage Publications, 2000), 90.

data so obtained.<sup>14</sup> Hence, semi-structured face-to-face interview technique allowed the interviewee to respond questions in different orders depending on the response given on previous question and create a more relaxing as well as encouraging atmosphere. The interviewee was ensured about the importance of providing truthful and honest responses to gain natural portrait of students' schemata.

Data analysis was performed after the data from the results of observation, audio-taping, and interviews were collected. The data obtained were analyzed through several stages. Firstly, recording data obtained were transcribed then were identified and categorized. The data were then sorted by collecting the similar information with the data from the field notes before they were analyzed. The data sorted, additionally, were analyzed using interaction analysis model adopted from Moskowitz.<sup>15</sup> This analysis model was used to analyze the behavior of educators whether it was lack or had been effective in implementing the observed variables which could be indicated with the students' performance in reading after the lecturer activated their schemata on pre-reading activity directly or indirectly. After that, the data from the transcription were adjusted by the data taken from observations and interpretations were performed by referring to the three research questions. Finally, the results of interpretation were validated with the data from the interview with lecturer to answer the research questions.

## RESEARCH RESULT AND DISCUSSION

The two periods of classroom instruction under this investigation served sufficient data to explain the extent to which the lecturer used her technique and employed effective language to assist students in activating their schemata. The result revealed that mostly questioning was occupied by the lecturer in pre-reading activity. Students were engaged in question-answer sessions approximately within fifteen up to twenty minutes to build their schemata. However, it was revealed that the lecturer frequently encountered problems in creating communicative interaction among students as they

---

<sup>14</sup>B. Gilham, *Research Interviewing: The Range of Techniques* (Open University Press, 2005), 70.

<sup>15</sup>Moskowitz, "Interaction Analysis: A New Modern Language for Supervisors," *Foreign Language Annals*, Vol. 5, (1971), 213.

pretended to keep silent and were reluctant to express ideas. The lecturer's questions were also followed by little or empty response from students even though she had tried to repeat the question and encourage them to speak. In short, it could be stated that some parts of questioning strategies were not well-implemented by the lecturer. As a result of this, students were still not encouraged to engage actively in classroom interaction.<sup>16</sup>

Based on the interview, those problems were supposed to be much more affected by inadequate proficiency in English and lack of willingness among students in learning as well. It was admitted that they were frequently encountered problem in comprehending the reading texts due to lack of vocabulary mastery. As a result, most students got difficulties to comprehend the text even though they reread the text for a couple of times. Although students had passed from previous reading courses, it was observed that they were not able to use some reading strategies they had learnt optimally, in examples skimming and scanning.<sup>17</sup>

On the other hand, however, those problems might not be fair to blame the students alone which caused the process of pre-reading activity ran less effectively. It was reasonable to say that the quality of reading process was also influenced by the way how the lecturer organized the class and delivered the instruction. In other words, the lecturer might still not be able to build students' schemata optimally because of the strategy employed or the language the lecturer used was not appropriate or less effective. For instance, the lecturer was only subsequently to probe students' ideas, so that they were not too motivated to provide response or join in the reading process.

In this void, it could be underlined that there were some lecturer's questioning practices that were not well-implemented. The way how the lecturer encouraged and assisted the students to engage in such communicative interaction in her classroom questioning was predominantly to affect the result of learning. It was in line with Richards and Lockharts' opinion that the most important key to creating an interactive language classroom and sustainable interaction

---

<sup>16</sup>Interview with DPK (Initial of Informant) at Monday, June 3<sup>rd</sup> 201 about student's schemata.

<sup>17</sup>Interview with DPK (Initial of Informant) at Monday, June 3<sup>rd</sup> 201 about student's schemata.

in the classroom is by developing a repertoire of effective questioning strategies. In accord to this, they justify that effective lecturer's questionings can stimulate and maintain students interest, encourage students to think and focus on the content of the lesson, enable the lecturer to check students understanding, enable the lecturer to elicit particular structures or vocabulary items and encourage student participation in a lesson.<sup>18</sup>

Regardless of some weaknesses found on the lecturers' questioning behaviors, however, generally the use of questioning technique was able to trigger students' participation in classroom interaction and focus their attention towards the reading text being discussed. The lecturer was observed to surmount with the problems. Some questioning practices that the lecturer conducted were adequately essential to assist students in building their schemata related with the reading activity they performed.

There were some questioning strategies that were fruitfully occupied by the lecturer during her classroom questioning behaviors. It was observed that the lecturer attempted to use probing subsequently when she found that students only provided short reply towards her question or their response was vague or unclear due to encounter many grammatical mistakes. This strategy was seemed to provide motivation and convenience for students to grasp and express their ideas freely without being felt embarrassed or afraid. To provide more ideas and students' participation, it was also seen that the lecturer subsequently redirected her question to other students by nominating/asking them voluntarily to add ideas.

As it was told by the lecturer, she attempted to always create free risk learning atmosphere.<sup>19</sup> Therefore, she did not concern much on giving feedback focusing on the form although she frequently found that students made mistakes on some area of languages such as on grammar and lexis. But, she focused much on giving feedback focusing on the content of students' ideas. The side effect of this activity was that the students increased their awareness in learning and were motivated to take apart in the question-answer more actively.

---

<sup>18</sup>Richards and Lockharts, *Reflective Teaching in Second Language Classrooms* (New York: Cambridge University Press, 1996), 185.

<sup>19</sup>Interview with DPK (Initial of Informant) at Monday, June 3<sup>rd</sup> 201 about student's schemata.

Moreover, she also attempted to always encourage students by using reinforcement strategy both verbally and non-verbally.

Formerly, it was obviously found that the questioning strategies occupied by the lecturer were arranged to facilitate and assist students in building their schemata.<sup>20</sup> The question-answer session held in pre-reading activity enabled students to initially discuss the topic related with the text that was going to learn. Additionally, this activity was to warm up students before they engaged in real whilst reading process. Hence, it was not only to focus their attention in learning, but also to provide them with adequate knowledge of the field before hand. In particular, the lecturer's questioning strategies and the language she used in classroom instruction to assist students' schemata activation as well as its impact on students' performance in reading are presented and discussed as follows.

### **1. The Use of Questioning Strategies in Assisting Students' Schemata Activation**

There were some essential phenomena that were noted during the two-periods of classroom investigation when the lecturer attempted to build students' schemata on pre-reading activity. The first observation revealed that students engaged less actively during the question-answer phase. It was frequently found that the lecturer's questions were followed by little or almost empty response from the students. However, the second observation found some improvement on the way how the lecturer managed the question-answer activities. It was seen that she was better able to engage students by occupying several well-organized strategies accompanied with the use of more effective language in her classroom questioning behaviors.

Some weaknesses found on the previous instruction might encourage the lecturer to always aware of using effective strategies to handle students' response. Probing question, for instance, was one of strategies that was not obviously employed in the previous instruction could be optimized by the lecturer. Although there were only some data that were found in this study, however, the way how the lecturer probed the students' ideas or understanding was adequately

---

<sup>20</sup>Interview with DPK (Initial of Informant) at Monday, June 3<sup>rd</sup> 201 about student's schemata.

used to explain the nature of this technique to facilitate the students in learning English.

Primarily, the lecturer occupied probing questions when she found that the students' responses were vague, the language was unclear due to encounter many grammatical errors, or the students' answer needed more detail explanation. In this regard, the use of probing questions seemed essential to be occupied to check for the completeness or clarity of the information provided and help students to analyze their own initial reasons critically. Furthermore, the lecturer used probing questions to push students recall previous knowledge/experience.

Probing question was also employed when the lecturer found the students' answer was superficial. In this notion, the lecturer wanted to seek for further information to understand what the student wanted to say by asking for clarification. This strategy was used to urge the students in order that they could explore or support the answer they provided so as to the ideas given were more comprehensible. Furthermore, the lecturer used probing question to evaluate the students' comprehension about the text that was going to discuss.

This strategy seemed quite effective to involve the student in the process of learning and create genuine conversation. The important of probing technique is in line with Mc Comas and Abraham's idea who state that probes can be used to: (a) analyze a student's statement, make a student aware of underlying assumptions, or justify or evaluate a statement, (b) help students deduce relationships. Instructors may ask student to judge the implications of their statements or to compare and contrast concepts, and (c) have students clarify or elaborate on their comments by asking for more information.<sup>21</sup> In sum, it was possible to say that probing strategy was one of the lecturer's ways that could assist students engage in more productive learning, help them elaborate ideas and increase critical thinking as well as create genuine communication.

Besides, redirection strategy was also employed by the lecturer in her questioning behaviors to assist students' schemata. However, this technique was only subsequently used by the lecturer in her class-

---

<sup>21</sup>Mc Comas and Abraham, *Asking More Effective Questions* (University of Southern California: Center for excellent in Teaching, 1995). Retrieved on January 25, 2012. Available on [http://cet.usc.edu/resources/teaching\\_learning/pdf](http://cet.usc.edu/resources/teaching_learning/pdf).

room questionings. Hence, it was observed that students tended to pay little attention and were reluctant to join in the question-answer activities and seem only to take it for granted. However, the use of this technique in this study gave positive contribution in the process of learning. Although there were only little efforts in using this technique, the lecturer still could help students participate in pre-reading activities. This technique could facilitate them to share and receive information or experience from different point of view, give suggestion or rejection each other, help them comprehend the text or the content of discussion and involve them in more productive discussion. In short, when this technique was employed in the process of question-answer, the lecturer was able to get the students focus on the lesson and participate actively in the classroom interaction.

In accordance to the result of observation, it was also seen that the lecturer used to encourage students to involve more actively during the question-answer session. Reinforcement strategy was necessarily undertaken by her in order to get the students actively engage in such productive and communicative interaction in the classroom. Positive and appropriate reinforcement was seen addressed very well in pre-reading activity. Hence, it provided motivation for students to be more active in future participation. It was possibly to say that students were motivated in learning when their work or performance is, even little, rewarded.

Reinforcement was occupied to encourage students to engage in classroom communication by responding or giving opinions, acknowledge the student's performance and help them focus on the task. Moreover, the use of encouragement was not merely directed to get the correct answer from the students. It was also occupied to dig students' understanding about the topic, focus attention toward the lesson, and encourage to take part more in the lesson. Besides, it was also used to treat students' misbehavior in order to catch students' attention, manage the lesson, and create conducive atmosphere.

Mc Comas and Abraham's suggestion who confirm that the type of reinforcement provided should be determined by the correctness of the answer and the number of times a student has responded. If a student gives an answer which is off target or incorrect, the lecturer may want to briefly acknowledge the response but not spend much time

on it and then move to the correct response. Beside that, the lecturer may want to provide a student who has never responded in class with more reinforcement than someone who responds often. It is suggested to vary reinforcement techniques between various verbal statements and nonverbal reactions and avoid the overuse of reinforcement in the classroom by overly praising every student comment.<sup>22</sup>

## 2. The Use of Effective Language in Facilitating Students' Schemata Activation

The use of language in the classroom instruction known as teacher talk was the other aspect that could affect the quality of pre-reading process delivered by the lecturer. The data showed that the lecturer was fairly good to facilitate and involve students in question-answer because she might be able to employ some suitable questioning strategies followed with the use effective language in her questioning behaviors. It was seen that she could encourage the majority of students to focus on her instruction and engage in the question-answer.

The effective use of communication skills by the lecturer was the key factor to the development of positive interaction in the classroom. The use of effective language in guiding questions was able to invite students' participation in learning and encourage them to share ideas to others. This notion was supported by Nunan who states that lecturer's language is crucially important, not only for the organization of the classroom but also for the processes of acquisition. The use of effective language plays important role for the organization and management of the classroom since the language that the lecturer occupies impact on the success or fail in implementing their teaching plans.<sup>23</sup> Additionally, Cullent suggests the lecturer to pay attention not only on how much teacher talk should be occupied but also on how effectively it is able to facilitate learning and promote communicative interaction in the classroom, for instances, the kinds of questions they ask, the speech modifications they make when talking to the students, or the way they react to student errors.<sup>24</sup>

---

<sup>22</sup>Comas and Abraham, *Asking More Effective Questions*.

<sup>23</sup>David Nunan, *Language Teaching Methodology: a Textbook for Teachers* (Cambridge: Cambridge University Press, 1991).

<sup>24</sup>R. Cullent, "Teacher Talk and the Classroom Context," *ELT Journal*, Volume 52/3 (1998)179-187.

Based on the result of observation, it was revealed that there were some types of language which were occupied by the lecturer appropriately and effectively in her questioning behaviors, such as using open-ended questions or known as referential question, giving feedback focused on the content, and making speech modification. Referential question was used occasionally by the lecturer in her questioning behaviors to build students' schemata. The closer analysis revealed that the use of referential question could facilitate the students in question-answer more dynamically and invite them to reply the lecturer's question as well as improve their motivation to always use the target language as their own. Furthermore, the genuine conversation happened when the lecturer endeavored to use referential question. It proved that students attempted to participate in the discussion by asking or replying questions, offering suggestions, or giving additional information voluntarily. Besides, the use of referential questions could involve the students in more negotiation of meaning between the lecturer to students or among the students themselves.

In addition, feedback focused on the content was obviously given by the lecturer in her questioning behaviors. The result of analysis showed that the subsequent use of content feedback given by the lecturer had positive effects on the students' subsequent performance. Providing feedback to students focusing on the content was one of important aspects of the lecturer's ways to create communicative teaching. As it is stated by Cook that this kind of feedback is regarded as the teachers' evaluation of the student response to help them improve the fluency of their speaking.<sup>25</sup> This could set up interactive communication, help students to be more aware to get involved in the classroom discussion, and facilitate them to be more confidence in conveying the ideas.

There were some strategies used by the lecturer in providing content feedback to the students towards their speaking, such as reformulation, elaboration, comment and repetition. Content feedback in the form of reformulation seemed to be used more frequently by the lecturer to reshape students' thought. Besides, elaboration was observed to extend the content of the student's reply and spice it

---

<sup>25</sup>*Ibid.*

up as well. Furthermore, the comment was used when the student's reply or answer was vague due to it encountered with grammatical errors on the sentence structure or the student's idea was definitely unclear due to very limited opinion provided. Meanwhile, repetition was used to reiterate the student's reply for confirmation.

The other type of lecturer's effective language was the use of speech modification. The result revealed that there were some speech modifications occurred during the question-answer process. The most dominant modifications made by the lecturer were such as the use of modified pronunciation, pauses, and self repetition. The lecturer under this investigation tended to use natural pronunciation but sometimes she emphasized the meaning of her speech by raising the intonation, volume, or the speed. The lecturer attempted to make pauses consciously when talking to students to get their attention toward the task and give them valuable knowledge on how to finish off the task.

Besides, the use of pause in her speech provided the students a wide range of opportunities to process the input, help them reduce cognitive load, and comprehend the content or topic being discussed. Furthermore, it was often that the rate of lecturer's speech appeared to be slower, especially when she tried to move on further question to dig the students' understanding about the material that had been discussed. Another factor that might has fruitful effects on students' participation in question-answer was the amount of time the lecturer paused between asking a question and waiting for students' reply. It was found that the use of appropriate wait time enabled them engage more in classroom questioning as students were better able to comprehend the question, consider the available information, formulate an answer and provide optimal response.

## CONCLUSION

Based on the research results and discussion, it could be outlined the findings of this study. The result revealed that the lecturer used to employ questioning techniques to activate students' schemata on pre-reading activity. It was found that the lecturer attempted to vary the strategies used in her questioning behaviors to engage students in question-answer activities. There were some strategies

that were predominantly utilized by the lecturer, such as probing, redirecting and reinforcement strategies. Generally, those strategies were observed not only to provide motivation and focus students' attention towards the topic being discussed, but also to give a wide chance of opportunity for them to recall their prior knowledge and ease them to predict the content of reading texts they were going to read.

In particular, the extent to which the lecturer employed questioning strategies on pre-reading activity in assisting students' schemata was as follows. *Firstly*, the use of probing question was noticeably able to help students recall their previous knowledge or experience, assist them to analyze their own initial reasons critically, and check for the completeness or clarity of the information provided. Additionally, this strategy was also occupied by the lecturer to handle students' superficial responses in order to seek for further clearer reply and urge them to explore or support the answer they provided so as to the ideas given were more comprehensible. *Secondly*, the use of redirection strategy provided students with wide range of opportunity to practice their language, focus on the lesson, and participate actively in the classroom interaction. It could facilitate them to share and receive information or experience from different point of view, give suggestion or rejection each other, help them comprehend the text or the content of discussion and involve them in more productive discussion. *Thirdly*, the use of reinforcement was better able to encourage students engage actively in classroom communication, acknowledge the student's performance, help them focus on the task and create conducive learning atmosphere.

On the other side, the effective use of communication skills during question-answer was also the key factor to the development of positive interaction in the classroom. Some communicative features of talk were utilized well by the lecturer to stimulate students to practice on delivering ideas to others, encourage them to use the target language, and get the students' participation and performance in the classroom. The lecturer made a use of effective language during question-answer by occupying referential question to probe students' ideas, providing feedback focused on the content, and modifying the speech.

Particularly, the extent to which the lecturer employed effective language on her questioning behaviors in assisting students' schemata was as follows. The use of referential questions could establish genuine conversation on question-answer activity in which the students attempted to participate in the discussion by asking or replying questions, offering suggestions, or giving additional information voluntarily. Besides, the use of referential questions could involve students in more negotiation of meaning with the lecturer or among the students themselves. Hence, it was better able to promote target language usage and make classroom interaction more communicative. Besides, the use of content feedback could help students engage more in classroom discussion and facilitate them to be more confidence in conveying the ideas. The students could reshape their thought, extend the content of the student's reply and spice it up as well as improve the fluency of their speaking. Moreover, the use of speech modification, for instance pause in speech, provided the students a wide range of opportunities to process the input, help them reduce cognitive load, and comprehend the content or topic being discussed. Besides, the use of wait time enabled students engage more in the classroom questioning as students were better able to comprehend the question, consider the available information, formulate an answer and provide optimal response.

To sum up the findings, it is possible to state that the questioning strategies employed by the research subject, such as probing, redirecting and reinforcement took essential role in assisting students to activate their schemata. Hence, the students could engage in more productive learning, elaborate ideas and increase critical thinking as well as create genuine communication in the classroom. Besides, the language the lecturer used under this investigation was fairly fulfilled the requirements to be communicative. This was because she could utilize such communicative features of talks properly, such as referential questions, content feedback, and speech modification to optimize students' participation and performance in the classroom.

Based on the findings of this current study, several suggestions can be offered to some persons as follows. For the lecturer, it is expected that she is able to incorporate optimally various strategies and effective classroom language in her questioning behaviors to assist

students build their schemata especially in pre-reading activity. It is suggested that the lecturer can reinforce the student response, probe for further information, refocus the question, redirect the question in order to promote and sustain genuine communication. Furthermore, the findings suggest that the lecturer should optimize the way how to use referential question, content feedback, and speech modification to create more productive and communicative interaction in the classroom. In addition, the results of this study are expected to contribute positively to the future researchers as input in conducting further research related to schemata with a more detailed analysis of the crucial variables using other research designs. Some aspects that are not well covered in this study can be explored and revised to obtain better results.

## REFERENCES

- Ajedeh, P. Schema–theory Based Considerations on Pre-reading Activities in ESP Textbooks. *Asian-efl-journal*. Vol. 16 /2, 2006.
- Chia, H.L. Reading Activities for Effective Top-Down Processing. *Forum*. 39(1) January/March, 2001, 22.
- Cohen, L, Manion, L, & Morrison, K. *Research Methods in Education* (5<sup>th</sup> edition). London: Routledge Falmer, 2002.
- Cullen, R. “Teacher Talk and the Classroom Context.” *ELT Journal*. Volume 52/3, 1998, 179-187.
- Farahani, D.B. & Mirsharifi, F. “Effective and Less Effective Teacher Questioning and Corrective Feedback Behavior in an EFL Context.” *English*. 41, 2008. 5-23.
- Gilham, B. *Research Interviewing: the Range of Techniques*. Open University Press, 2005.
- Grellet, F. *Developing Reading Skill*. Cambridge: Cambridge University Press, 1992.
- Landry, K. L. “Schema Theory-Based pre-Reading tasks: A Neglected Essential in the ESL Reading Class.” *The Reading Matrix*, 3 (1), 2002.
- Mc Comas, W.F and Abraham. L. *Asking More Effective Questions*. Center for excellent in teaching, University of southern of California, 1995. Retrieved on January 25, 2012. Available on [http://cet.usc.edu/resources/teaching\\_learning/pdf](http://cet.usc.edu/resources/teaching_learning/pdf)
- Morse, J.M. and Richards, L. *Readme First for a User's Guide to Qualitative Research*. Thousand Oaks, CA, US: Sage Publications, 2002.
- Moskowitz, G. “Interaction Analysis: A New Modern Language for Supervisors.” *Foreign Language Annals*. 1971, 5: 211-21.
- Mufanti, R. & Sugihariono. *Meningkatkan Kualitas Pembelajaran Keterampilan Membaca Bahasa Inggris di SMA Negeri 1 Banyuwangi melalui Schemata Theory Based pre-Reading Activities*. Proceeding: Untag Banyuwangi, 2009.

- Nunan, D. *Language Teaching Methodology: A Text Book for Teachers*. Cambridge: CUP, 1991.
- Richards, J. & Lockhart, C. *Reflective Teaching in Second Language Classrooms*. New York: Cambridge University Press, 1996.
- Robson, C. *Small-Scale Evaluation: Principles and Practice*. London, Sage Publications, 2000.
- Shomoossi, N. "The Effect of Teachers' Questioning Behavior on EFL Classroom Interaction: a Classroom Research Study." *The Reading Matrix*. Vol. 4, No. 2, 2004, 96-103.
- Xuping Xie, "The Influence of Schema Theory on Foreign Language Reading Comprehension". *The English Teacher*. Vol. XXXIV, 2005, 67-75.
- Wallace, C. *Reading*. Oxford: Oxford University Press, 1992.