CHAPTER FOUR

RESULTS OF THE STUDY

The purposes of this study were : (1) to compare the students' reading comprehension scores whose background knowledge is not activated with those whose background is activated in the prereading phase, and (2) to compare the effects of three types of background knowledge activation: semantic mapping, pictorial previewing, and self-questioning.

The finding of the study are presented according to the purposes mentioned above.

RESEARCH PURPOSE ONE

To compare the students' reading comprehension scores whose background knowledge is not activated with those whose background is activated in the prereading phrase. The details are as shown in Table 4

Table 4: Means of Comprehension Scores of the Three Experimental Groups
and the Control Group.

Group	N	Mean	Standard Deviation
Semantic mapping	24	21.1667	3.5468
Pictorial previewing	24	20.375	2.3556
Self-Questioning	24	20.4583	3.5137
Control group	24	14.875	4.2663
Total	96	19.2188	4.2703

From table 4 means of comprehension test scores of students who received semantic mapping prereading is the highest (M =21.1667), followed by self-questioning group

(M = 20.4583), and pictorial previewing group (M = 20.375), whereas means of the control condition is the lowest (M = 14.875).

One-Way Analysis of Variance (One - Way ANOVA) or F-test were used in finding relation between the experimental group and the control group. The detail of the analysis are presented in Table 5.

Table 5: Summary of Relation of Comprehension Scores of Students in the Experimental Groups and the Control Group.

	df	SS	M.S.	F	P
Between groups	3	612.865	204.288	16.788*	.000
Within groups	92	1119.542	12.169		
Total	95	40.338			

*p < .05.

As in Table 5 , in testing the relation between the experimental groups and the control group revealed that F = 16.788, P = .000 which is lower than .05 level. It suggested that there were significant differences between the experimental groups and the control one which supported to the first hypothesis.

Scheffe Test was used to test dependent variables, it revealed that there were significant difference of the comprehension scores of the experimental groups and those of the control group. The scores of the experimental groups were higher than the scores of the control group.

RESEARCH PURPOSE TWO

In examining comprehension scores of the three experimental groups, the results were as shown in Table 6.

Table 6 : Means of Comprehension Scores of Each Experimental Group.

Experimental group	N	Mean	Standard Deviation
Semantic mapping	24	21.1667	3.5468
Pictorial previewing	24	20.375	2.3556
Self-Questioning	24	20.4583	3.5137
Total	72	20.6667	3.1623

As for the statistic results shown in table 6, the means of semantic mapping group was the highest, 21.0667 (M = 21.1667) while the means of self-questioning group was 20.4583, whereas the means of the pictorial previewing was the lowest.

In examining the relation of the three experimental groups, One - Way ANOVA (One – Way Analysis of Variance) or F- Test was used. The results were as shown in Table 7

Table 7: Results of Comprehension Scores of Students in Each Experimental Group.

	df	SS	M.S.	F	p
Between Groups	2	9.083	4.542	.447	.641
Within Groups	69	700.917	10.158		
Total	71	710.000			

*$p < .05$.

From the table shown above, the result of comprehension scores of each experimental group indicated that F = .447 and p = .641 which exceeded .05 level. It meant that there were no significant differences within the three experimental groups.