Original Article

The Impact of Using Schema Theory on Reading Comprehension among Eighth Grade Students in Karak Governorate in of Pre-Prepared Knowledge Activities

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ABSTRACT

The aim of this study is to investigate the impact of using Schema theory on reading comprehension among the students of the eighth grade in Karak Governorate in the light of pre-prepared knowledge activities. To test the hypotheses, a representative sample of the study population was selected by (170) students and distributed on two groups: experiment and control group for the application of the study tool, and after the completion of application of study tool, post -test was conducted on SPSS, and the results were: 1-there are statistical differences at the level of significance (0.05) in comprehension between grade eight students in favor of the experiment group that has been taught using the suggested program.2-there are not statistical differences due to gender at the level of significance (0.05).3-that there are no differences due to the interaction between method and gender at the level of significance (0.05). Those results were discussed and a set of recommendations related to the teaching-learning process were introduced for the decision makers.
Key words: Schema, Reading comprehension, eighth grade, knowledge activities.

INTRODUCTION

The first word revealed by Allah Almighty in the Qur'an is (read) and it is a clear sign by the Almighty on the importance of reading in the life of the individual and the group, reading is still and will remain the backbone and the foundation for knowledge and information, and it is communication among humans. Despite the availability of various means of communication such as computer, Internet and the media, the reading does not lose its importance and standing in the process of learning and teaching. Due to the importance of reading, which is a main cornerstone in the arts of Arabic Language, it has become a pot of culture and heritage, and it expresses the great civilizations; being a tool to inform a public message and a means to perform the rites of religion, and reading is one of the important means that improve personality and provide the learner with the required knowledge. The reading is defined as the process of thought leading to understanding, comprehending recoding and this requires a sold knowledge for that one that is familiar with its components (Ashour *et al* 2007). Also reading known as: the process of psychological language leading to rebuild the meaning expressed by the writer in the form of written symbols, and thus it is the process of extracting the meaning of the written symbol (Assafassfe, 2004). Also known as a complex process done by the reader gradually to decode the symbols that the writer sends in a printed material (Ashour, 2003).
We conclude from these definitions that they all revolve around two axes:

- It's a mechanical process or decoding symbols to form a significant meaning, and various definitions focusing on these symbols as a complex mental process, associated with thinking processes to different degrees.
- We also believe that reading is not an easy and simple process however, it requires analysis, structure, meditation, linking and regulation process in addition to, many of the strategies such as problem solving, inquiry and reasoning.

Due to the importance of reading, several ways have been followed in the process of teaching reading in order to make the meaning much easier to the reader, one of the most famous methods is Synthetic Method, which depends on teaching from part to the whole or from easy to difficult. However, the psychologists focus on teaching by comprehensive analytical method; because human sees the total first and then see parts (Al–Dulaimi' *et al* 2007). Reading has passed through several stages through researches and studies however; there is numerous practical decoding to get these symbols linked with each other, in order to have a complex process. Also it has different dimensions where the reader reacts with the reading material, according to text, and reading employed in everyday life to solve the problems and obstacles faced by human beings in shaping their lives. As mentioned earlier, reading plays an important role in our daily lives as a measure to progress of societies. Mainly, the main focus shall be on children's right to be able to express their ideas according to their mental abilities, as well as to express their sensations, feelings and needs. Reading took its importance since the revelation addressed Prophet Muhammad - peace be upon him -saying the Almighty: (Read -prophet Mohammed- in the name of your Lord who created, created the human from a (blood) clot) (verse 1)), (Al-'Alaq (The Clot)) Ayaat), so there is a need to keep pace with the development of reading comprehension among students for what they read and to address obstacles that might face students since a young age, to seek to be addressed before it becomes a difficult problem. Although, Arabic Language is considered to be as the most difficult languages, specialists must work seriously to find ways about what may be alleviate that difficulty, to strengthen the students' ability in learning language. As well as, Arabic Language is the language of Holy Our'an and the people of Paradise, so if it is easily accessible to the students it will be easy to students to accommodate what they read (Wajih, 2000). According to educational literature, the researches and studies have shown the best ways in teaching Arabic language for learners, but we do not prefer one method or another, because perhaps one of them may lead to the intended purpose , and the student is considered as a field of experiences, despite the fact that he/she is a main factor for the development of nations , however this is in contrast to the developed world which pay a special attention to the humans and particularly learners, Mainly, plans and programs are placed and adjusted as well as changed to cope with learners' needs and desires, and to facilitate the delivery of learners' information, knowledge, and facts that are a millstone of teaching-learning process. Due to importance of reading in the life of the individual and the groups, a lot of the studies that provide many educational models, offering solutions to facilitate: learners' understandings, which are consistent with: (Corroll's Model), (Ruddell Model), (Singer's Model) and (Good Mode) . Through our study of these models, we notice that reading occupies the first place because of its role in the teaching-learning process. Gray divided reading into several levels, the most important is reading between the lines, reading the lines, and read behind the lines. He also considering these levels as literal, deductive, and applIed levels , as well as classifyling them due to the objectives as follows:Literal reading, creative reading, interpretative reading, and critical reading (Abbabneh, 2001). In this research, the literal and deductive level was adopted.

Literal and deductive level

These levels include a set of skills to be achieved, namely:

Literal level

A - Increasing verbal and linguistic inventory for the learner.

b - Searching details, because reading is full of details for arts of Arabic Language.

C - Identifying the main idea throughout the dialogue and research.

D - The logical sequence during reading. E - Analyzing the text thoroughly.

F - Reading the text correctly according to the rules of reading.

Deductive level This level is achieved through the main conclusion or ideas, rules and principles in readable article. The focus in this level is on the following:

- Interpretation of the meaning contained in the text.

- Drawing the ideas that contained in the text.

Analyzing the language characters then, identifying the emotions and trends. (Abbabneh, 2001) and (Habibullah, 1997). These levels focus on a lot of things that are the backbone of reading during teaching Arabic Language and reading specifically, but our teachers have not paid the required attention for these things during the classroom and implemented these things, making us rethink our ways and methods to make reading easier for students and to reach understanding and comprehending the reading text. In this study , we benefited from the trend of knowledge in general and the theories of Piaget in particular, we focused on a strategy of guided reading which is useful in provoking the experiences of knowledge stored for the learner and the follow-up to his/ her understanding of the reading texts and note how to make conclusions required after understanding and absorbing the texts and then follow-up activities carried

out by the students, and we noted of these objectives to be achieved that they are one of the basics that we focus on while teaching, because of their importance in reading and preparation for daily life. Reading do not aim to read superficial , but we want students to understand, analyze, explain, and link what he/she reads , and realizes what behind the lines and intended target.Schema Theory has played an important role in reading comprehension and has the main role in the development of the skills of the learner .It also helps the learner to be the main player of teaching- learning process; it makes him turn from a recipient to self-independent. There are a lot of school strategies, which train the learner to be independent, relying on him/her self during the reading and most importantly is S03R* model and principle upon which the surf reading is based on asking, reading, and repeating by heart. What are the better principles adopted by , and if applied strictly ,will they move students to the interactive, who is looking for the information and this is what it focused in the development of education in Jordan which is advocated by His Majesty the late King Hussein Bin Talal, 1987.

 The learner during the learning process has to employ his/her intelligence in the collection of knowledge and to achieve the planned objectives , and this is what advocate by Schema Theory which is consistent with the concerning of educational development which considered students as the main part in the teaching-learning process while teacher is a guide and consultant.

The successful teacher according to this theory is the one who employs its potential abilities and experience to prepare educational positions that are based on certain problems to promote learner and prepare him/ her to be a good researcher owning analyzing and concluding skills. This is what strive for education and learning recently, and by this mechanism, the student employs all of previous and subsequent knowledge and ,builds and connects knowledge with each other to solve problems that were built in the light of the problem, and thus the classroom will be a place for interaction and exchange of views. Participation in the class room is the main target according to educational service attitude, this is what argued by Schema Theory and adopted by the researcher in the study, where they focus on:

- The development of the behavior of learners and move from conventional theory to build effective learning that built on interaction, debate and dialogue.

- Focus on higher mental processes during learning such as arrangement, analysis and evaluation, experiment-tation and creativity.

-   The school is for the community, where there is an interaction and communication between the community and the school, which tells the parents about their children's levels and to address the imbalance.

Survey, Question, Read and Recite Review

 The concern of this method is the student who is considered as a key focus in teaching- learning process, and help student to search for information and the teacher as a guide and consultant.

In this study, the researcher seeks to investigate the extent of students' possession for the appropriate Schemas in reading positions; because these cognitive structures necessary to understand and comprehend what he/she reads and thus any text cannot be understood unless the student has the required knowledge about structure. Hence the focus is on pre-prepared knowledge activities which called start - up activities in the style of an integrative approach linking the prior knowledge with the subsequent, and promote the motivation of the learner to learn in order to achieve the objectives.

Problem of the study

Cognitive structures (Schema) plays an important role in the reading material and it has great importance in understanding and reading comprehension. Studies on this topic are few in the field of education and generally in the south of the Kingdom of Jordan and in Arabic language particularly.

Taking into consideration the researcher's experience in education as a supervisor of Arabic Language for the students in basic stage; because they read but they do not understand or comprehend what they read, the researcher seeks for a mechanism to perhaps solve this problem, the problem of the study is limited to the answer to the following question:

-   What is the impact of Schema Theory on reading comprehension for the eighth grade students in the light pre-prepared knowledge activities? A set of hypotheses were derived to answer this question; to identify the impact of this theory on reading comprehension, as follows:

There is no statistically significant effect between the means of students' marks at the level of significance (a = 0.05) due to the method of teaching.

There is no statistically significant effect between the means of students' marks at the level of significance (a = 0.05) due to gender.

There is no statistically significant effect between the means of students' marks at the level of significance (a = 0.05) due to the interaction between the method and gender.

Importance of the study

Study derives its importance as it is one of the rare studies in the field of education, and rely on its results to increase information regarding Schema Theory for the decision - makers and those who interested in education of generation with information about the importance of Schema Theory and its role in understanding and absorbing the reading material.

The importance of this study stems out by its ways to attract students to read, focus, and absorb reading materials; which is reflected on the results of the students and we hope that this study also finds that supply and provides curriculum makers with what they need to know about the role of Schema Theory and the impact of different strategies of knowledge in helping our students to absorb the reading topic

The study results show the role of pre-prepared knowledge activities in providing students with the knowledge and linking previous and subsequent learning with each other.

Objectives of the study

In this study, we look forward to achieve number of objectives which reflected on the education reality and to keep pace with the developed world in the field of education, including the following:

- Identifying the importance of Schema Theory for teachers in the field of   education and its impact on reading comprehension, especially in the field of Arabic language and other fields.

-   Providing information to curriculum makers and decision-makers in the field of education taking into consideration this theory, while preparing texts for reading.

- Focus on activities that playa prominent role in Schema Theory which enrich the reading comprehension strategies and lead to obtain more information, interaction and exchanging roles between learners.

- Providing the Ministry of Education with the recommendations which must be taken into account when preparing the curriculum.

Study limitation

This study is limited to eighth grade students (Basic stage), in Karak Governorate, this stage and this age group has an age range of (11-14 years), and identified in this class; because we can during this phase develop reading comprehension through pre-prepared activities and; because they are still in the beginning of life, which helps to achieve the objectives of the study.

- The study is limited to Karak Governorate and in the course of Arabic language specifically and this study focused on specific lessons from the book of Arabic Language for eighth-grade.

Definition of terms

Schema

It is a group of cognitive structures present in human memory. It has a genetic origin and by which we have been dealing with the surrounding environment and these structures grow and evolve with the maturity and through human interaction with the environment (Aridah, 1996). It is also defined as a central term in Piaget's theory, with different levels of combinations. In simple level like a "Drawer" in the brain that stores specific information about a particular subject in a particular area. (Piaget, 1980).

In this paper, it is defined as a group of knowledge stored in the mind of a human being and employed in the life when he/she faced a certain position, and the human mind is composed of a group storing knowledge. If a problem or a particular position is faced, the knowledge will be chosen and the appropriate information for the position will be used.

Reading comprehension

It is the students' response on the pre test and post test prepared by the researcher for the study purpose, to achieve the goals planned for this study. Also defined as: the process of amending the new experiences and information to match with current mental structure of the individual, also it means using previous experience in solving new problems namely change in the environment to make it compatible with the existing mental structure of the individual.

In this paper, it is defined as the understanding, comprehending, and employing knowledge in everyday life and solving the problems that faced students.

Knowledge activities

They are group of positions provided by the researcher before the educational situation, to increase the interaction of the reader with reading. The activities divided into two parts, curricular and extracurricular activities. Each of them enrich the learner and increase interaction, as well as knowledge activities which are provided by the researcher and directly affecting the later educational situation.

Eighth grade

It is ranked eighth on the ladder of education in the Hashemite Kingdom of Jordan, and is one of the upper primary stages and extending from seventh to tenth grade.

Karak governorate

Is one of the provinces of the Hashemite Kingdom of Jordan and it is located in the southern part of the Kingdom, away from the capital, Amman (135) km and it is followed by a group of provinces and districts.

Previous studies

The aim of this study was to investigate the effect of Schema Theory on reading comprehension for the eighth grade students in the light of the knowledge activities which are provided by the researcher for the purpose of the study.

The researcher surveys studies on Schema Theory, and found only few studies, that do not cover all aspects of Schema Theory especially in the field of Arabic language in particular. Most of the studies were conducted in the past, such as the study of (Abu Alhaijah , 1989) about the impact of providing the second intermediate grade students with reading comprehension skills, in the development of their language abilities. The following results were concluded: -

- There are statistically significant differences between the performance of the experiment and the control group in favor of the experiment group.

- There are differences in means between the two groups due to the level of achievement (high, medium, low), in favor of those who obtain high achievement.

(Abbabneh, 2001) conducted a study which seeks to investigate the impact of Schema Theory on reading comprehension for the ninth grade students in Kenanah District and concluded with the following results:

- There are statistically significant differences at the level of significance (a = 0.05) between the performance mean of experiment and control groups and in favor of the experiment group due to the method of teaching (proposed program).

- There were statistically significant differences at the level of significance (a = 0.05) between the experiment and control groups due to the level of achievement (high, medium, low).

The study revealed that there are no statistically significant differences, due to the interaction between the achievement level and teaching method.

This study showed that the method of teaching by the proposed program were not more effective than the traditional method. Namely, all categories of the experiment group (high, medium, low) have taken advantage of the proposed program for the development of reading comprehension skills.

The study of (Altai and Miqdadi 1992) was conducted to explore the impact of the capacity of reading and teaching methods, and displaying text in the literal and implicit comprehension , the statistical methods were run and concluded that the means of eighth grade students with the linguistic literacy ability is higher than the means of students with weak ability in reading comprehension.

The study of (Wilson, 1997), aimed to explore the reading comprehension according to the basis of background knowledge or linguistic analysis as well as knowledge strategy however,only one of these models was used to compare between these variables. The analytical methods for comparison between these different variables were used. It was concluded that the linguistic knowledge impacts reading comprehension in the second and third grades, as well as knowledge background has a significant impact in the third and fourth grades in the upper grades, and this study confirmed that the impact of cognitive strategy in the upper grades has a weak effect of knowledge background. (Carver, 1992)

(conducted a study under the title of "The impact of prediction of activities, prior knowledge, and the types of texts on comprehension" ,the results showed the impact of the activities, prior knowledge, and the types of texts on reading comprehension , and that the three elements are not important in the normal reading , also it showed that many of the Schema concepts stem out of the analysis of difficult reading, and suggested that Schema Theory variables may appear in cases of abnormal reading.

After reviewing the previous studies that related directly with the subject of research, the researcher concluded with the following:

- Most of the studies were conducted in early time in the Western world particularly.

- The conducted studies have dealt with different areas, only three studies were conducted on the Study of Arabic Language, most of them were in the North of the Hashemite Kingdom of Jordan, and there were no studies conducted in the South and specifically in the field of Arabic Language.

- Most of the studies have focused on the importance of Schema Theory in the teaching and development of reading comprehension. However, we find some of the studies that did not confirm this fact, and underestimate the importance of this theory in the field of education and learning, despite this did not reduce the importance of this theory in teaching.

This study is consistent with (Abbabneh, 2001), (Abu Alhijah, 1989) and (Carver, 1992) hence, the researcher conducted this study to investigate the effect of Schema Theory on reading comprehension among the students of the eighth grade in light of the range of pre-prepared knowledge activities in the

classrooms at Karak Governorate, and in Arabic Language to promote methods of knowledge in a convenient and easy way, in order to keep up with educational development, which considers the student as a center of the teaching-learning process.

Tools of the study

To achieve the purposes of the study, the researcher used the following tools:

The researcher prepared a program of knowledge activity on the development of reading comprehension among the students of the eighth grade, and related to lessons in the textbook of Arabic Language, in the light of Schema Theory.

The following mechanism was followed during the preparation of this activity:

-The researcher reviewed what has been written about Schema Theory, taking into consideration all its aspects and the aim of this theory.

-The researcher considered the specialists' views in the field of psychology and education, particularly supervisors and teachers of the eighth grade.

-Considering what has been achieved as well as providing it to a group of university professors and specialists in the fields of education, science and the guidance of Al - Hussein Bin Talal University and Mutah University.

The lessons that this study deals with are all lessons of the second semester of the academic year 2011/2012, approved by the Ministry of Education.

These lessons were taught in the light of a certain program and the well -prepared activities, and all the internal and external variables were controlled, so that they do not affect the results of the experiment. The experiment was conducted by a male and a female teacher at the same schools, they have the experience and competence, also the researcher has followed the program of activities vigorously during its implementation. Taking into consideration that class hours (lessons) should be related to the school program so that they do not affect the parts of the prescribed curriculum by the Ministry of Education.

- A test consisting of (25) paragraph was prepared and focused on the extent of eighth grade students' comprehension to comprehend the reading, and it has shown to a group of experienced and competent arbitrators and supervisors who teach the eighth grade.

- Validity and reliability were determined.

Procedures of the study

Study population

The study population consists of the eighth grade students, who are related to the Ministry of Education in Karak Governorate. They were (886 boys) and (920 girls), and thus the total study population was (1806) students distributed on (69) School for boys and girls.

The boys were divided into (32) schools and the girls into (37) schools.

Study sample

The study sample was (170) students, after excluding schools, as the maximum limit of eighth grade students in these schools was not exceeding (10) students. Students almost have similar circumstances in terms of having modern school buildings and the needed equipment to serve the teaching-learning process, as well as the qualified and experienced teachers. Schools have a special concern from the Ministry of Education and are followed up continuously by the educational supervision.

The study was conducted after selecting the study groups (experiment and control) as follows: The pretest was applied on a sample of the study at the beginning of the second semester; all internal and external variables were controlled to obtain valid results with the agreement with the teachers and the administrations of schools, as well as the researcher's follow- up.

The instructions of examination that indicate both the instructional and what must be followed during the response, and the examination was supervised by the involved teachers, also the researcher supervised the application of the exam as well as its timing.

Pretest examination papers were revised and the statistical process was completed, whereas the mean of the experiment group was (24.9111) and control group was (24.5070) which indicate(table 1) that the two groups are considerably equal, and that encourages the researcher.

Table 1. The mean and standard deviation for two groups on pretest

Group	Gender	The number of students in each division	Mean	Pretest standard deviation
Experiment group	Males	45	24.2011	8.29677
(A)	Females	44	25,6211	9.01054
Sum		89	24,9111	8.90798
Control group	Males	38	24.9211	8.34195
(B)	Females	43	24.0930	8.64047
Sum		81	24,5070	8.45889

This table shows the procedures that are carried out by the researcher to ensure the equivalence of the two groups.

There was an agreement between the researcher and two of his colleagues, to teach group (A) through pre-prepared knowledge activities as well as to train students on how to prepare introductory activities, in order to motivate them to join the next step. The researcher concluded that these activities should be relevant to subsequent activities as much as possible also considering the student's needs, desires, and interests, in order to integrate and involve them in teaching-learning process. Thus, the researcher's colleagues agreed to conduct the experiment during the classrooms in order not to interrupt the curriculum.

The control group(B) was taught using traditional method, without using pre-prepared knowledge activities . The experiment took a whole semester, then the posttest was applied also the papers were revised and treated statistically, through comparing the results of the pretest and the posttest. The standard deviation and the mean were shown in Table (2) as follows:

Table 2. Standard deviation and mean of the posttest

Group	Gender	Mean	Posttest standard deviation
Control group	Males	28.3684	8.56271
	Females	28.0930	8.31469
Sum		28.2307	8.38004
Experiment group	Males	32.1556	7.72821
	Females	35.7273	8.13366
Sum		33.9414	8.08790

Throughout studying this table we could recognize that the mean of the experiment group was (33.9414) and of the control group was (28.2307), which shows that the cognitive structures (Schema) played a major role in improving the performance of the experiment group. This urged the students to study and prepare, also to link pre prepared knowledge with the subsequent, as well as to be more active during class hours.

RESULTS

This section provides an overview of statistical processes, which show the differences and indications due to this experiment, to answer the study's hypothesis.

Statistical processes were conducted to verify the equivalence of the two groups, which show that the mean of the two groups were almost the same, which gave the researcher an indication on which extent students are similar in circumstances, and that the following results will influence the applied method. Finally, all variables were controlled by teachers and ministries.

To find out the differences on the mean of the posttest, and whether it has a statistically significant on the applied method or not, the researcher made statistical processes specifically on the covariance analysis, in order to examine the hypothesis at the level of significance (a = 0.05). Table (3) shows the results of the analysis as follows:

Throughout studying Table (3) we could recognize that the two groups were equal even before conducting the study and that stimulated the researcher to conduct the experiment, because the following results will refer to experience as well as the equivalence, at the level of significance (0.05), when (P) value reaches (0.220) at the level of significance (0.561).

Table 3. The covariance analysis on the posttest

Source	Sum squares	Df	Mean squares	value(p)	Significance
Present	5136.711	1	5136.711	0.220	0.561
Method	691.397	1	691.397	19.165	0.000
Gender	8.028	1	8.028	0.223	0.638
Method*gender	1.293	1	1.293	0.036	0.850
Error	5952.397	5952.397	36.075		
Sum	11789.83	11789.83			

It also shows that there are statistical differences at the level of significance (0.05) when the value of (P) is (19.165) at the level of significance (0.00), in favor of the experiment group that has been taught using

the suggested program. This program offering activities and knowledge that link the previous lessons with the following ones, as well as motivating students and encouraging them to gain new knowledge, it also stimulates them to participate according to their abilities and capabilities. Finally, this program helps students to benefit from one another's experience, cooperate, and compete with each other.

As a conclusion, students have to respect each other's views and benefit from the classroom environment and other activities.

It appears also that there are no differences as mentioned in the second hypothesis "there is no statistical differences at the level of significance (0.05) due to gender, when the value of (P) is (0.223) at the level of significance (0.638). This outcome can be predictable; because the schools circumstances are similar also teachers have the same qualifications and experiences. Activities were almost similar due to the similarity of lessons and topics, as well as the researcher's follow-up. This experience has adopted pre-prepared knowledge activities that focus on the interaction of students, and motivate them to expand their knowledge; because it focuses on different topics such as the application, conclusion, analysis, synth-esis, conclusion, and reading between lines and beyond lines ... etc.

The same table shows that there is no statistical differences at the level of significance (0.05) due to gender where the value of (P) is (0.360) at the level of significance (0.580), and that indicates that the experiment method did not differ in providing knowledge, preparing activities, considering the statistically significant differences, or supervising the whole experiment. Also, it has focused on involving the students in preparing activities and knowledge, as long as they are matching curriculum content. The local (social) variable did not have any effect on the experiment.

DISCUSSION

After conducting statistical processes, specifically covariance analysis it appears that the two groups were equal before conducting the pretest and this argue due to teaching all categories of students (boys and girls) using a traditional method, which has not any motivating means or activities, to help the students on following learning. However, the old teaching methods focused only on reading the lesson, discussing general questions and answering the questions. Thus, these methods prevent students from thinking correctly, and focus only on specific topics, so that students get almost similar marks and are restricted to the curriculum. It appears during covariance analysis that the two groups are equal at the level of significance (a = 0.05) where the value of (P) is (0.220) at the level of significance (0.561), then the study population was conducted.

The result of the statistical process rejected the first.

Theory, because there are statistical differences at the level of significance (a = 0.05) between the eighth grade students' comprehension of experiment means in Karak Governorate, when the value of (P) is (19.165) at the level of significance (0.00). This result is predictable due to Schema Theory; because it provides students with cognitive structures and pre-prepared knowledge activities that focus on the literal, deductive, and applied level. Also, the statistically significant differences were considered.

This Result is consistent with (Carrasquillo and Nunz, 1988) study, that the experiment group surpasses the control in comprehension test. It is also consistent with (Abbabneh, 2001) study which shows statistical differences at the level of significance (0.05) due to teaching method.

The results of (Carver, 1992) study have spot light on the impact of activities, prior knowledge, and types of texts on the reading comprehension, which also consistent with (Welson,1997) , that pre-prepared knowledge helps to comprehend the reading materials of second and third grades students which affects third ,fourth, and upper classes. Also these are consistent with (Abu Alhaijah, 1989) which says that there are statistically significant differences in the experiment group of reading comprehension skills.

The researcher justifies these differences to the following:

- Mach prior knowledge with the following one and employ it in educational fields; because students make benefits from cognitive activities. –

-Promote learners' motivation to learn through knowledge activities, which were provided before the implementation of classroom.

- Generate new experiences and mach them with the texts, which affect the results of this experiment.

- Consider the statistically significant differences between students when making activities.

Recognize the importance of Schema Theory analysis, connectivity and conclusion in direct education towards strategies such as gathering, repetition and regulation strategies.

This table shows that there are not statistical differences due to gender ,when the value of (P) is (0.223) at the level of significance (0.638), that students weremotivated to this experiment; because it provides knowledge and Activities to encourage them to gain knowledge in an interesting way also taking into

consideration their needs, desires, and trends . These knowledge and activities also help them to participate in cooperative learning, which motivate them to interact and compete in providing information, as well as becoming leaders and bear responsibility and belonging.

Table (3) shows that there are no differences due to the interaction between method and gender, at the level of significance (0.05) when the value of (P) is (0.360) and at the level of significance (0.580), which indicates that the experiment do not have a major impact.

Although the results focused on the importance of gaining knowledge using Schema Theory, other results indicated that students' comprehension and merger are not related to knowledge itself. (Abu-Rabia, 1996). Other studies suggested that there are lack of statistically significant differences due to gender or interaction between method and gender.

RECOMMENDATIONS

- To provide teachers with important instructional activities, to help them in improving their methods.

-To encourage learners to match between pre-prepared and subsequent knowledge in order to make a completed educational system.

-To focus on Schema Theory which is instructed according to scientific and knowledge aspects.

To create an environment that helps students in understanding and clairvoyance.

To enrich curriculums with learning activities

To consider students as the core of teaching-learning process

To consider sequence of logic during providing knowledge

To train teachers on how to employ Schema Theory in teaching process

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