

CHAPTER II

LITERATURE REVIEW

This chapter discusses: (a) theoretical framework (b) previous related studies, (c) hypotheses of the study, and (d) criteria of testing hypotheses.

2.1. The Concept of Reading

Reading is an important language skill that should be mastered by the students. The reason why reading is very important as stated by Patel and Jain (2008), reading is certainly an important activity for expanding knowledge of a language. Furthermore, Burt, Peyton, Adam (2003) state that reading is essentially the process of getting important and meaningful information from written language. An article from Al-Qur'an that explains about reading as follow:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ. خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ. اقْرَأْ وَرَبُّكَ الْأَكْرَمُ. الَّذِي
عَلَّمَ بِالْقَلَمِ. عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning: "Read the name of God than creating. Creating humans are from clod-blood. Read, God is an honor that had reached us. God preached human to read some lesson that they don't know yet" (Al-alaq, verse 1-5).

The surah above implies that Islam has taught from the beginning how important science is to us. The first ayah revealed that the letter Al-alaq 1-5, because by reading all the knowledge will be known. In the verse, the command reads not once but twice because if only one reading of course not enough knowledge our

can, because usually after the second time and so on reading there are still new things will be found.

Then, Medina states that reading is an interactive process in which the writer and the dialogue interact through a text. For academic purposes, reading is important because it used mostly language skills in everyday life (as cited in Ariesca and Marzulina, 2016, p. 24).

Based on the statement above, reading is an important activity for expanding knowledge of a language from the text or written language. By reading the student will get much knowledge.

2.1.1. The Concept of Teaching Reading

Teaching is the process to transfer knowledge, information, and experience to the students. According to Harmer (2004), a teacher gives some knowledge or instruct to the students and to make students smart and understand. Brown (2000), states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (as cited in Ariesca & Marzulina, 2015). In teaching reading, both teacher and students should give full concentration on this subject because teaching reading is not easy when the teacher teaches reading should know the way to make students to comprehend a text and concentration in a text. Pang, Muaka, Bernhardt, and Kamil (2003) argue that teaching reading is difficult to the word where teachers must be aware of the progress that students are making and adjust instruction to the changing abilities of the student.

Teaching reading is the process teacher to guide and give instruction about some ways in reading to comprehend well in text. So, teaching reading the teacher should find some strategies to make students easy to understand in learning English.

2.2. The Concept of Reading Comprehension

Reading comprehension requires the reader to actually know and understand what they read. Wolley states that reading comprehension is the processing of making meaning from the text. The goal is to gain an overall understanding of what is described in the text. (as cited in Nofitarina, 2017, p. 70). Moreover, Brassell and Rasinski argue that reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information (as cited in Handayani, 2017, p. 50). Then, Snow (2002) explains that reading comprehension is a complex activity that interaction between the readers and the text. It means that the reader reading comprehension is a process to know whether the reader understands or not about a text, that the reader read.

Based on the statement above, reading comprehension is processed to comprehend a text when during reading to seek more information and knowledge.

2.2.1. The Stages of Reading Comprehension

When having a reading activity in the classroom, teachers should not ask students to read certain texts on certain pages without any introduction or hints on

anything special to do while reading. According to Brown, there is a three-part framework in teaching reading (as cited in Fazri, 2013, p 7). There are:

- 1) Before reading: Spend some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata.
- 2) While reading: Not all reading is simply extensive or global reading. There may be certain facts or rhetorical devices that students should take note of while they read. The teacher should be able to create a sense to all students that they have a purpose in reading a particular text. So, the students would feel that they read a particular text not only because the teacher ordered it.
- 3) After reading: Comprehension questions are just one form of activity appropriate for post reading. The teacher also considers vocabulary study, identifies the author's purpose, discusses the author's line of reasoning, examines grammatical structures, or steers students toward a follow-up writing exercise.

2.2.2. The Aspect of Reading Comprehension

Reading comprehension has some aspects of the questions. According to Roe and Burns (2011), there are five types of questions used in a set of comprehension question in reading. The following types of questions are:

1. Main Idea

The main idea is called the topic sentence. It tells the content of the paragraph. In other words, the main idea is the important ideas that are developed by the writer thought out the paragraph and sometimes are available keywords and an explicit or implicit message.

2. Specific Information

Specific information or supporting idea develops from the main idea by giving the specific definitions such as for example, comparison, cause and effect that is related to the topic sentence.

3. Reference

Reference is the words or phrases that are used either before or after the reference in the reading text.

4. Inference

When a reader adds information that he or she already knows what is stated, the reader is making an inference.

5. Vocabulary

The stock of words is used by a person, class of people, a profession is called vocabulary.

Furthermore, Richards and Schmidt (2002) classify reading comprehension based on the reader's purposes in reading and the type of reading used, those are:

- a) **Literal comprehension:** reading in order to understand, remember, or recall the information explicitly contained in a passage.
- b) **Inferential comprehension:** reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring
- c) **Critical or evaluative comprehension:** reading in order to compare information in a passage with the reader's own knowledge and values

- d) Appreciative comprehension: reading in order to gain an emotional or other kinds of value response from a passage.

2.3. The Concept of Schema Activation Strategy

Schema activation strategy is appropriate to enhance reading comprehensions such as familiarity with reading text, vocabulary, content of the text, generic structure, and summary of the text. Elaine (2002) state that Schema activation is a general procedure for enhancing student is encoding of new information. It can involve having students describe an example from their experience, perform an experiment, review previous learning, or use the context in which new material is presented. Moreover, An (2013) states that schema activation strategy will give the students more attention in vocabulary and basic language points. Students can be active in their process of reading, guessing, confirming the text positively. Then, Shen (2008) says that schema activation strategy helps the students to receive the content of text easily and to get summary the text from producing their thinking. In addition, Ping & Sha (2016) define that schema activation strategy has a great influence on reading comprehension such as language schema covers vocabulary, sentence structure, and grammar. Content schema refers to the background knowledge about content. And the form schema refers to the discourse structure of various genres of articles

From the explanation above, it is obvious that the readers should have schemata in order to comprehend the text effectively. The definition above, schema activation helps the students to get vocabulary, familiarity with reading

text, summary, and generic structure. As the result, they easily comprehend the text.

2.4. The Advantages of Schema Activation Strategy

Applying Schema Activation strategy in teaching reading comprehension needs some procedures. According to Ajideh (2006), there are some advantages of using Schema Activation Strategy in learning reading:

1. These activities are interactive because students are active participants and they work with each other before they target the text. Students directly involved in the learning process.
2. These activities have a predictive nature. The student's discussion basically anticipates what will appear in the reading material.
3. These activities are student-centered because they make use of student's prior knowledge and the students have control over the learning. The students have more chance to share their experience related in the text not only teacher dominated to explain the material, but also students are involved in the learning process.
4. These activities create a fresh atmosphere in ESL classes and motivate the students to enhance their learning. The students are not the passive learner, they can share their experience with the teacher and with other students in the classroom and create a fresh atmosphere.
5. These activities in pre-reading strategies have been developed to help students relate new information in written discourse to their existing knowledge and improve their vocabulary.

6. *These activities whilst activity* will help the students to get summary, contents, and structure of the text.

2.5. The Procedures using Schema Activation Strategy

Frayers et. al propose some steps to activate students 'Schema Activation in prior to reading (Housel, 2002, p. 15). It consists of:

Pre-Reading Activities:

1. The teacher previews the material, select a key concept, and then choose a phrase, picture or word your class to initiate a discussion.
2. The teacher asks the students to brainstorm everything they know about the topic. Brainstorming is very important, since listening to the associations and explanations of other causes students to add to their own knowledge and helps the teachers to determine the level of prior knowledge that your student has about the subject. This also empowers academically weak students by letting them know that they have some knowledge about the topic to be studied.
3. The teacher creates a master list of student ideas on the board.

Whilst-Reading Activities:

Moreover, Shen (2008) proposes some steps to activate students 'Schema Activation in whilst and post reading. It consists of:

4. The students read the text deeply to check their prediction.
5. The teacher gives an explanation based on the global meaning of the texts after the students read the text.

6. The students required to have a summary of the text after the teacher gave an explanation.
7. The students write the structure of text based on their summary.

Post-Reading Activities:

8. The students will write an article or an essay, using the phrases learned in the text.
9. The students will be required to express their ideas about the text.

2.6. Previous Related Studies

In relation to the use of Schema Activation strategy, there have been many reporting its effectiveness in improving students' reading skill.

The first research was conducted by Fitriani (2011). The purpose of her study was to find out whether or not Schema Activation strategy effective in reading comprehension of a recount and narrative texts in the Tenth Grade students SMA YP Unila Bandar Lampung. The result of her study is there is a significant effect of Schema Activation strategy toward reading comprehension of the Tenth Grade students in the class X.4. The similarity between her study with my study are in the independent variables, namely, use schema activation strategy in teaching reading. However, the difference is in the population of the study. In my study, the population is the eighth grade students of SMP Karya Ibu Palembang while in Fitriani's study was the first year of SMA YP Unila Bandar Lampung.

The second study was conducted by Dewi (2014). The purpose of her study was to find out whether or not Schema Activation strategy effective in

reading comprehension of the Eighth Grade students SMPN 1 Sleman to the 30 students of class VIII. C. The result of her study showed that there was a significant effect of Schema Activation strategy toward reading comprehension of the Eighth Grade students. The similarity between her study with my study are in the independent variables, namely the used schema activation strategy in teaching reading. However, the difference is in the population of the study. In my study, the population of this study is the eighth grade students of SMP Karya Ibu Palembang while in Devi's study was the eighth grade students of SMPN 1 Mlati Sleman.

Another study was conducted by Hastuti (2014). The purpose of her study to find out whether or not Schema Activation strategy effective in reading comprehension of the Eighth Grade students SMPN 11 Surakarta for the 31 students of class VIII. E. The result of her study showed that there was a significant effect of Schema Activation strategy toward reading comprehension of the Eighth Grade students. The similarity between her study with my study are in the independent variables, namely its use schema activation strategy in teaching reading. However, the difference is in the population of the study. In my study, the population is the eighth grade students of SMP Karya Ibu Palembang while in Hastuti's study was the eighth grade students of SMPN 11 Surakarta.

2.7. Hypotheses of the Study

Hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics. Hypotheses of this study are proposed they as a null hypothesis (H_0) and an alternative hypothesis.

1. (H_0): There was no significant improvement on the eighth grade students' reading comprehension achievement by using Schema Activation strategy of SMP Karya Ibu Palembang.

(H_a) There was a significant improvement on the eighth grade students' reading comprehension achievement by using Schema Activation strategy of SMP Karya Ibu Palembang.

2. (H_0) : There was no significant difference between the eighth grade students' reading comprehension achievement between those who were taught by using Schema Activation strategy and those who were not of SMP Karya Ibu Palembang.

(H_a) : There was a significant difference between the eighth grade students' reading comprehension achievement those who were taught by using Schema Activation strategy and those who were not of SMP Karya Ibu Palembang.

2.8. Criteria for Testing the Hypotheses

To prove the research problems, testing the research hypothesis is as follows:

- 1) If the p-output (Sig.2 tailed) is higher than 0.05 and t-obtained is lower than t-table, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.

If the p-output (Sig.2 tailed) lower than 0.05, and t-obtained is higher than t-table, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

- 2) If the p-output (Sig.2 tailed) is higher than 0.05 and t-obtained is lower than t-table, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.

If the p-output (Sig.2 tailed) is lower than 0.05, and t-obtained is higher than t-table, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.