

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. Nature of Reading Comprehension

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and literacy (Klingner (2007:2)). Meanwhile, Syahputra (2014: 88) stated that, in reading comprehension the reader interacts with the message encoded in the text to generate an understanding of the author's message. It means comprehension is capacity to grasp meaning in a text and also writer's idea.

According to Keren (2003:90), reading comprehension is dependent on three factors; the first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented. Reading comprehension means that understanding what has been read. It is an active thinking process that depends not only on comprehension but also on the students' experience and knowledge. Reading comprehension in understanding a written text that means extracting they require information from it as possible.

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The Barret Taxonomy in Kusuma (2016), designed originally to assist classroom teachers in developing comprehension questions and / or test questions for reading , is especially useful for classroom questioning in other content areas as well. The first two categories, literal comprehension and reorganization, deal with the fact as presented orally or in the books the students have read, and thus result in closed questions that have a single correct response. Barret Taxonomy consist of :

1) Literal Comprehension

Literal comprehension focuses on ideas and information which are explicitly stated in the selection. A simple task in literal comprehension may be the recognition or recall of a single fact or incident. *Recognition consists of*; Recognition (locate specific information stated explicitly), recognition of details/main ideas (names of characters, places and names), recognition of a sequence, recognition of comparison (identify similarities among characters, places and names), recognition of cause and effect relationships, recognition of character traits. *Recall consists of*: recall of detail, recall of main ideas, recall of a sequence, recall of comparisons, recall of cause and effect relationships. In conclusion that literal comprehension has recognition and recall. Literal comprehension focuses on ideas and information which are explicitly stated in the selection.

2) Reorganization

Reorganization requires the student to analyze, synthesize, and organize ideas or information explicitly stated in the selection. To produce the desired thought product, the reader may utilize the statements of the author verbatim or

he or she may paraphrase or translate the author's statements. Reorganization consists of; Classifying (placing persons, things, and places into groups), Outlining (organizing a selection in outline form), Summarizing (paraphrasing or condensing a selection), Synthesizing (consolidating information from more than a single source).

### 3) Inferential Comprehension

Inferential comprehension is demonstrated by the student when he or she uses the ideas and information explicitly stated in the selection, his or her intuition, and his or her personal experience as a basis for conjectures and hypotheses. Inferential consists of; Inferring supporting details (suggesting additional facts that might have made the selection more informative, interesting or appealing), Inferring main ideas (providing the main idea when it is not stated explicitly), Inferring sequence (conjecturing about what might have happened or will happen when no explicit statements are included in the text), inferring comparisons, Inferring cause and effect relationships (inferring the author's intentions, motivations, or characters), Inferring character traits (hypothesizing characteristics of persons), Predicting outcomes (predicting what will happen as a result of reading part of the text, Interpreting figurative language (inferring literal meanings from the figurative use of language). In conclusion inferential comprehension focuses in analyzing, synthesizing, and organizing information that has been stated explicitly.

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#### 4) Evaluation

According to Barret Taxonomy in Evaluation students make judgments in light of the material. Evaluation consists of: Judgments of reality or fantasy (judging whether an event is possible), Judgments of fact or opinion (distinguishing between supported and unsupported data), Judgments of adequacy and validity (judging whether information in a text agrees with other sources of information), Judgments of appropriateness (determining relative adequacy of different parts of a selection in answering specific questions), Judgments of worth, desirability, and acceptability (decisions of good, bad, right and wrong).

#### 5) Appreciation

Appreciation involves all the previously cited cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of the selection on the reader. Appreciation calls for the student to be emotionally and aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements. Appreciation includes both the knowledge of and the emotional response to literary techniques, forms, styles, and structures. Appreciation (psychological and aesthetic impact of the text on the reader).

Appreciation consists of; Emotional response to content (verbalizing feelings about the selections), Identification with characters or incidents (demonstrating sensitivity to or empathy with characters or events), Reactions to the author's use of language (responding to the author's ability to created language), Imagery (verbalizing feelings produced by the author's selection of words that produce visual, auditory, etc. sensations or images).



In addition King and Stanley (2004) state that reading has five components contained in reading texts, which are appropriate with the junior high school curriculum. They are:

### 1. Finding factual information

Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those which appear with WH question word. There are many types of questions; reason, purpose, result, time, comparison, etc in which of the answer can be found in the text.

### 2. Finding main ideas.

Recognition of the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remember the content later. The main idea of a paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer. An efficient reader understand not only the ideas but also their relative significance, as expressed by the author, in other words, some of the ideas as super ordinate while other subordinate.

### 3. Finding the meaning of vocabulary in context

It means that the reader could develop his or her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.



#### 4. Identifying references

In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you used it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, they, this, etc.

#### 5. Making inferences

Inference is a skill where the reader has to be able to read between lines. King and Stanley divide into two main attentions, draw logical inferences and make accurate prediction.

### 2. Process of Reading Comprehension

In general, the processes of comprehension involve top-down, bottom-up, and interactive process. Bottom-up processing is evoked by the incoming data; the features of the data enter the system through the best fitting, bottom-level schemata. Schemata are hierarchically organized, from most general at the top to the most specific at the bottom. In bottom-up processing, readers have to recognize linguistic signals such as letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers and impose them with their linguistic data-processing mechanisms (Brown, 2001: 299). The readers identify the components of a text from smaller components up to the bigger one.

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On the contrary, top-down is the process used by the readers to understand a text through their knowledge. Goodman in Brown (2001: 299) notes that in top-down model, readers were required to make use their background knowledge to make prediction and inference in order to understand the reading texts. Readers start with the largest elements and work down towards smaller elements to build comprehension of what is being read (Anderson in Nunan, 2003: 71). In this process, reading begins with the reader background knowledge.

Another process is the combination of bottom-up and top-down. It is usually called as an interactive processing. Interactive sees reading as a process of interaction between top-down and bottom up skills, supporting a combination of language development, decoding and strategy development. It combines the ability when reading the text itself and utilizes the background knowledge in mind to understand what a text is about.

### 3. Teaching Reading Comprehension

According to Anderson in Nunan (2003: 74) there are some principles that should be concerned by teacher in teaching reading. They are:

#### 1. Exploit the Reader's Background Knowledge

Carrel in Evi (2016:19) states that a reader's background knowledge can influence reading comprehension. He also said that background knowledge includes all of the experiences that a reader brings to text: life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural

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background and knowledge. So, in teaching reading, teacher should exploit students' background knowledge to help them comprehending the text.

### 2. Build a Strong Vocabulary Base

Levine and Reves (1990) in Nunan (2003:74) emphasized that vocabulary is the great need for teaching program. It means that, In teaching reading, the basic vocabulary should be explicitly taught in order to make students understand the text. However, it is almost impossible for students to comprehend the text if the students have no basic vocabulary. In building a strong vocabulary base, the teacher also should teach vocabulary to help them use context in guessing the meaning effectively.

### 3. Teach for Comprehension

In teaching reading comprehension, one of the most important parts is testing students' comprehension. However, in teaching reading for comprehension, one of the important role of the teacher is to ask the students in teaching reading process in order to make sense with what they read and assisting students in the process of constructing meaning from the text. By doing this, students should use both their cognitive and metacognitive skills. Students learn to engage with meaning and develop ideas rather than retrieve information from the text.

### 4. Work on Increasing Reading Rate

The teacher must work towards finding a balance between assisting the students to improve their reading rate and developing their reading



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comprehension skills. So, the focus here is not to develop speed readers, but fluents readers. It means that the focus here is to teach students to reduce their dependence on a dictionary. Skills such as scanning, skimming, predicting, and identifying the main point. Students should not focus on moving through the passage one word at a time.

### 5. Teach Reading Strategies

Strategies are the tools for active and it is necessary for developing communicative ability. To achieve the desired results, teacher needs to teach how to use range of reading strategies that match with their purposes for reading. So, teaching students by using strategy should be a prime consideration in reading classroom to help them be easier in comprehending the text.

### 6. Encourage Readers to Transform Strategies into Skills

Strategy and skill are different. According to Anderson in Nunan (2003:77) strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic. This characterization under-scores the active role that readers play in strategic reading. While, what called by skill here is the ability to use the strategy. So, the role of the teacher here is encouraging students to transform strategies into skills.



## 7. Build Assessment and Evaluation into Your Teaching

In teaching reading comprehension, one of the most important parts is assessing students' comprehension. Both qualitative and quantitative assessment activities should be included in the reading classroom. Quantitative assessment will include information from Reading comprehension tests as well as reading rate data. Qualitative information can include reading journal responses, reading interest surveys, and responses to reading strategy checklists.

## 8. Strive for Continuous Improvement as a Reading Teacher

The quality of reading teachers highly defined the success of second or foreign language reader. Reading teacher need to be passionate about their work. They should view themselves as facilitators to help each student discover what works best.

Based on the explanation above, the researcher concludes that teaching reading is not only asking students to read the text, but also guiding them to comprehend the message of the text itself. So, the teacher has an important role to teach reading comprehension to students.

In addition, Fachrurrazy in Evi (2016:23) point that procedures of teaching reading implemented by an English teacher in Indonesian is three-phase activity, namely: pre-reading activity, whilst reading activity and post-reading. It is supported by Cahyono and Widiati in their research entitled *the Teaching of EFL*

*Reading in Indonesian Context* due to the text length or unfamiliar vocabulary, teacher should to apply pre-activity, whilst-activity, and post-activity.

Pre-reading activity intended as motivation to introduce the topic for students. This activity can be done by showing pictures to students related to the topic of reading, asking students to guess the topic of reading, and giving question related to the topics will be read. It used to activate students' prior knowledge. Whilst reading activity is a core activity to gain an understanding of the content of reading. This activity is divided into two parts, the surface level and deep level. Surface level can be done by giving factual questions about the content of reading; asking students to look for specific information in text reading (scanning) or get a general idea about the content of reading (skimming), or completing tables, sentences, or a list based on the content of reading. Meanwhile, deep level can be done by giving more difficult questions than before, the questions starting with why or how. In which, answer of the question is implied in reading text; or providing any question completely (true-false), then students have to give reasons for their answer. Post-reading activity intended as the final activity of teaching reading. This section can be done by asking students to retell or rewrite the content of reading text by using their own word.

In short, teacher's role is important for teaching reading comprehension. In teaching reading comprehension especially in Indonesian context, teacher should encourage and facilitate students to comprehend the text through three phase activity. they are: pre-activity, whilst-activity, and post-activity.

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#### 4. The Nature of Descriptive Text

##### a. Definition of Descriptive Text

According to Kane (2000: 352) descriptive text is about sensory experience- how something looks, sounds, taste. Mostly it is about visual experience, but description also deals with other kinds of perception. It means that descriptive text is kind of text that related to our five senses.

In addition, Syafi'I (2013:39) states that, descriptive is used to tell what the subject looks, sounds, feels, tastes, and/or smells like. Descriptive text describes ideas and examples focus on particular subject. This is in line with the purpose of the descriptive text to describe and reveal a particular person, place, or thing. It attempts neither to argue nor persuade. Rather, it presents an impression- your impression-of something, through details that evoke one of the five senses.

Based on definition of descriptive text above, I can conclude that descriptive text is a text which says what a person or a thing is like. The purpose of descriptive text is to describe a particular person, place, or thing.

##### b. Generic Structure of Descriptive Text

Wardiman, et. al. (2008) specifies the generic structure of descriptive text into two parts:

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## 1. Introduction

Introduction is the part of paragraph that introduces the character.

## 2. Description

Description is the part of paragraph that describes the characters.

### c. The Language Feature of Descriptive Text

1. Using attributive and identifying process
2. Using adjective
3. Using simple present tense
4. Using detailed noun phrases, phrases of detail thing, usually illustrate about subject or object.
5. Using adverbials

### Example of Descriptive Text

#### **My best friend**

##### **Introduction**

I have a special friend. She is my classmate and sits beside me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

##### **Description**

Rohmi comes from a very simple family. Her father is a predicable driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.



One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

(Source: <http://demiyurfina.blogspot.co.id/2014/02/contoh-soal-descriptive-text.html>)

## 5. Nature of Schema Activation Strategy

### a. Concept of Schema

According to McGee and Richgels in Moreillon (2007: 20), a schema (plural schemata) is “a mental structure in which we store all the information we know about people, places, objects, or activities”. If people have no schema for a particular topic, they begin that encounter with an immediate loss of comprehension.

Keene and Zimmermann in Moreillon (2007: 20) liken schemas to “homes in the mind”. This metaphor helps educators think in terms of the necessity of familiarity and comfort with a topic if the reader is to be successful at making meaning. By assessing students’ schemas and activating or building background knowledge, they offer students critical support for comprehension.

Then Richards and Schmidt (2002: 115) classify the term schema into two types. They are content schema and formal schema. Content schema refers to background knowledge about the content of a text, i.e. depending on whether it is a text about earthquake, economy, art or cooking. Furthermore, formal schema is knowledge about formal, rhetorical, organizational structure of different kinds of texts, such as whether the text is a simple story, a scientific text, a news report, etc. Knowledge of both types of schemata influence how a reader understands a text.



In addition, Brown (2001) also states that content schemata includes what we know about people, the world, culture, and the universe, while formal schemata consists of our knowledge about discourse structure.

Carrell and Eisterhold in Kurnia (2014 : 28) give a clear definition about content schema.

In other words, one type of schema which readers are said to possess is background knowledge about, and expectations of, differences among rhetorical structures, such as differences in genre, differences in the structure of fables, simple stories, scientific texts, newspaper articles, poetry, and so forth. Our schema for simple stories, for example, includes the information that the story should have, minimally, a setting, a beginning, a development, and an ending. In schema theory research, this type of formal schematic knowledge is usually contrasted with content schematic knowledge, which is claimed to be background knowledge about the content area of a text, such as a text about washing clothes, celebrating New Year's Eve in Hawaii or Halloween in Carbondale, and so forth.

From the explanation above, it is obvious that the readers should have content schema in order to comprehend the text effectively. Content schema can be summarized as anything that the readers know about the topic being discussed in the text. The more the readers know about the topic of the text, the more they have content schema. As a result, they easily comprehend the text. Thus, giving the students interesting and familiar topics is an essential thing that the teacher should consider in the teaching and learning reading.

### **b. Concept of Schema Activation**

According to Cook in Vera (2015: 20) Schema Activation deals with the reading process, where readers are expected to combine their previous experiences with the text they are reading.

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Carrell and Eisterhold in Vera (2015: 21) formalize the role of background knowledge in language comprehension as schema activation, and claim that any text either spoken or written does not itself carry meaning. Carrell and Eisterhold claim that a text only provides directions for readers as to how they should retrieve or construct meaning from their own, previously acquired knowledge. The very important role of background knowledge on reading comprehension is noted by Carrell and Eisterhold and Anderson (1999), that readers' comprehension depends on her ability to relate the information that she gets from the text with her pre-existing background knowledge.

Swales (1990: 83) cite background knowledge – also prior knowledge – is supposed to consist of two main components: “our assimilated direct experiences of life and its manifold activities, and our assimilated verbal experiences and encounters.”

Schemata is accepted as interlocking mental structures representing readers' knowledge. In the reading process, readers integrate the new information from the text into their pre-existing schemata (Nuttall, 1996; Wallace, 2001). Not only do schemata influence how they recognize information, but also how they store it.

According to Harmer (2001), only after the schema is activated is one able to see or hear, because it fits into patterns that she already knows. The notion of schema is related with the organization of information in the long-term memory that cognitive constructs allow.





### c. Concept of Schema Activation Strategy

According to Shahan and Lomax in Vera (2015:20),s Schema activation strategy is very likely, a technique usually associated with the pre-reading phase, also occurs in the while reading and the post reading phases. Schema activation strategy could encourage students actively to be engaged in constructing meaning from text. Schema activation is a technique usually associated with the pre-reading phase, also occurs in the while reading and the post reading phases.

By reminding students that one reads first to see what a passage is about, the instructor helped students set goals for an initial reading and called attention to the skills and strategies that might serve them best. Knowledge of cognition (metacognition) and the ability to monitor ones comprehending processes can aid in successful reading. Readers' expectations are based on readers' prior knowledge. Background knowledge that aids in text comprehension has recently been studied under the rubric of schema theory. This theoretical framework (aptly termed by Grabe, 1991, a "theoretical metaphor) emphasizes the role of preexisting knowledge (a readers "schemata") in providing the reader with information that is implicit in a text.

From the explanation above, I can concluded that schema activation strategy is an active strategy coding technique necessary for facilitating the recall of knowledge. As new knowledge is perceived, it is coded into either pre-existing schema or organized into a new script. In essence schemata are organized mental structures that aid the readers' ability to understand and associate with what is being presented to them.



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#### d. Teaching Reading Comprehension through Schema Activation Strategy

Carrell in Vera (2015:23) points out, “students’ apparent reading problems may be problems of insufficient background knowledge (content, formal, and linguistic)”.

However, students might have sufficient schemata, yet unable to comprehend the text if such schemata are not appropriately activated. Students are familiar with the topic of the text they are reading (i.e. possess content schema), aware of the discourse level and structural make-up of the genre of the text (i.e. possess formal schema), and skillful in the decoding features needed to recognize words and recognize how they fit together in a sentence (i.e. possess language schema), they are in a better position to comprehend their assigned reading. Deficiency in any of the above schemas will result in a reading comprehension deficit.

Brown (2001) states that a text does not by itself carry meaning. The reader brings information, knowledge, emotion, and culture – that is schemata, to the printed word.

Clark and Silberstein in Brown (2001) indicate that research has shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page. This would all seem to point to the fact that our understanding of a text depends on how much related schema we, as readers, possess while reading. Consequently, readers, natives and non-natives, failure or confusion to make sense of a text is caused by their lack of appropriate schemata that can easily fit with the content of the text. This lack of appropriate schemata

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can be either formal or content-based. Brown (2001) defines these two as follows: content schemata includes what we know about people, the world, culture, and the universe, while formal schemata consists of our knowledge about discourse structure.

Aebersold and Field in Vera (2015: 24) indicate perhaps one of the most important schemas that pose immediate threat to students is content or topical schema. As assert “If the topic ...is outside students’ experience or base of knowledge, they are adrift to an unknown sea”. Ways of activating content schema is an area that needs further exploration.

Cook in Ajideh (2006: 5) states “The mind stimulated by key words or phrases in the text or by the context activates a knowledge schema”. Cook implies that we are not necessarily dealing with conscious processes, but rather with automatic cognitive responses given to external stimuli. This view clarifies that schemata are activated in one of two ways:

1. New information from the outside world can be cognitively received and related to already known information stored in memory through retrieval or remembering. In this case, new concepts are assimilated into existing schemata which can be altered or expanded;

2. New information can be represented by new mental structures. In this case, in absence of already existing schemata, new knowledge builds up new schemata.

In both cases, the individual is piecing bits of knowledge together, attempting to make sense of them (Plastina in Parviz, 2006). It follows that the

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main features of schemata are flexibility and creativity. Schemata are flexible in that they undergo a cyclic process within which changes are brought about actively and economically, i.e., information is stored in memory and provided when needed with the least amount of effort. They are creative in that they can be used to represent all types of experiences and knowledge - they are specific to what is being perceived.

Thus, because texts are never completely explicit, the reader must rely on preexisting schemata to provide plausible interpretations. Yet, there is much evidence that good and poor readers do not always use schemata appropriately or are unaware of whether the information they are reading is consistent with their existing knowledge.

In schema activation, the students will be taught reading comprehension through pictures. The students have positive effect to accept the lesson, because schema activation strategy use their prior knowledge, so they will remember what they learn. The researcher believes that schema activation strategy is an appropriate strategy for teaching reading comprehension.

**e. Steps of using Schema Activation Strategy**

According to Willis (2008), Schema Activation Strategy contains into the following steps:

1) Building interest and attention

Once the students were interested in the lesson, they felt at ease in understanding the lesson. Besides, when the students had paid their attention to the lesson, the process of teaching and learning reading ran well. Considering the

importance of building interest and attention, the researcher used several ways in this step. Researcher choose interesting topics which were closely related to their reality, took the reading materials from many sources, and told the students about the reading goals, so that they were motivated to read the material. Besides, the researcher also used media or slides in building the students ‘interest and attention.

### 2) Accessing prior knowledge and exploring key words

The researcher asked the students some questions related to the picture and the topic introduced. The researcher also tried to relate the picture and the topic to the students‘real life. Those questions were about what the meaning of the topic was, what the picture was, what the students have already known about the picture, and about things, which were related to the picture and the topic. According to Willis (2008: 131), these activities belong to exploring key words. The purposes of this activity were improving the students‘vocabulary and preparing them before reading new materials.

### 3) Building connection between students‘ prior knowledge and the new material.

The students were not directly asked to read it. They were asked to predict the content of the text. It was done by presenting a new picture to the students with the title of the text. The picture was closely related to the text. The students firstly asked to look at the picture and the title. Then, they were asked some questions related to the picture. After that, the students were asked to write everything they know about the picture and the title of the text as their prediction. The students did this activity in pairs or groups in order to build their cooperation

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with others and to make the activity became more challenging. After that, the researcher gave the text to the students. Furthermore, the students were asked to match their prediction with the content of the text.

#### 4) Comprehending the new material

Reading the text in depth became the activity in comprehending the new material. It was done to find the content of the text. While the students read the whole text, the researcher also asked the students to highlight the difficult words. Nevertheless, they were not allowed to find its meaning from the dictionary. The students were helped in finding its meaning by giving some clues. Next, doing the comprehension questions was also one of the activities done in this step.

### B. Relevant Research

According to Syafi'i (M. Syafi'i, et al, 2007, p.122) relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research being conducted. The researcher has to analyze the point that was focused on, informs the design, finding and draw conclusion from the previous research.

Fisrt, Dentyana Fitriyari on her study entitled *The Use Of Schema Activation Strategy to Increase Students' Reading Comprehension*, she conducted a true experimental study whose respondents were the students of grade VIII at SMP N 10 Semarang. The study consisted of conducting pre-test, doing a treatment on the use of Schema Activation Strategy for English teaching and learning, and conducting a post-test. The effectiveness of using schema activation strategy could be known from the significant differences between the mean score

of the experimental group and the mean score of the control group. Based on the data analysis, she concluded that the use of schema activation strategy could improve students' reading comprehension.

Second, Xiaoguang Zhao and Lei Zhu did also a research under the issue of schema theory and reading entitled *Schema Theory and College English Reading Teaching*. This study aims to expound on the schema theory, its activation and construction on college English reading class. The research shows that the application of the theory was fulfilled throughout the whole reading process by designing various activities before, during and after the reading. The results testified the assumption that its application was beneficial to cultivate students' reading interest, quicken their reading speed and make proper judgments.

### C. Operational Concept

Operational concept is the concept used to avoid misunderstanding and misinterpreting in scientific study. Syafi'i (2013:94) says "operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing-a research paper". There are two variables used in this research, they are variable X that refers to Schema Activation Strategy and variable Y that refers to reading comprehension.

The Procedures of Using Schema Activation Strategy:

- a. The teacher chooses interesting topics and also uses slides that contain some pictures and materials used in the lesson.

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- b. The teacher asks students some questions about what the meaning of the topic, what the picture, what the students have already known about the picture and about things related to the pictures and topic.
- c. The teacher asks the students to predict the content of the text related to the picture, the students do this activity in pair or groups in order to build their cooperation with other and to make the activity more challenging.
- d. The teacher asks the students to read the text in depth, then the teacher asks the students to highlight the difficult words and the teacher gives some clues, last the teacher gives the students comprehension questions.

Based on the theory, the indicators of reading comprehension are follows:

1. The students are able to find main idea in reading descriptive text.
2. The students are able to identify the generic structure of descriptive text.
3. The students are able to identify language feature of descriptive text.
4. The students are able to identify reference in reading text especially in descriptive text.
5. The students are able to identify inference in reading text especially in descriptive text.





## D. Assumption and Hypothesis

### 1. Assumption

According to Khemlani and Lynne (2000) Schema activation strategy is a way of reading in which the readers are expected to use a strategy to activate their own prior knowledge when they read an English text or passage. So, readers are expected to be accustomed with the text they read before they are going to understand and comprehend it.

Therefore, the researcher assumes that Schema Activation Strategy can improve students' reading comprehension in Descriptive Text. The Students are able to comprehend the descriptive text better than before, especially for the eighth grade at State Junior High School 1 Inuman Kuantan Singingi Regency.

### 2. Hypothesis

Syafi'i states that hypotheses is a temporary answer to the problems proposed in research project (M Syafi'i, 2007, p.125 ). The hypothesis of the study can be formulated as follows:

**a.  $H_0$**  : Students who participate in schema activation strategy class of the eighth grade at State Junior High School School 1 Inuman Kuantan Singingi Regency have not better reading comprehension than students who participate in conventional class.

**$H_a$**  : Students who participate in schema activation strategy class of the eighth grade at State Junior High School School 1 Inuman Kuantan

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Singingi Regency have better reading comprehension than students who participate in conventional class.

**b. H<sub>0</sub>** : There is no significant difference on students' reading comprehension taught by using and taught without using Schema Activation Strategy on Descriptive text at state junior high school 1 Inuman Kuantan Singingi Regency.

**H<sub>a</sub>** : There is a significant difference on students' reading comprehension taught by using and taught without using Schema Activation strategy on Descriptive text at state junior high school 1 Inuman Kuantan Singingi Regency.