

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter the researcher will explain about reading skill, classroom procedure, and schemata.

#### 2.1 Reading Skill

One skill that must be mastered to become a master in English is reading skills. It is not only one component that must be mastered but more than that. Reading skill are also the most important skill of the other four skills. According to Mickulecky & Jeffries (1996: 1) expert in reading make someone able to easily master the general skills in English. Such as helping in English think, enlarge skills in English vocabulary, to improve writing skills, help in English in non-English speaking country practice, preparation for study in English-speaking country, and skills to find out about new ideas, facts, and experiences.

Meanwhile, according to Harmer in Fauziati (2015: 113) reading skill is one of the skills in English that must be taught in classroom learning. Mastering reading skills for students is very important to support their careers, their study, or simply their pleasure. Reading skill also becomes something important for students in mastering language. Students will find it easier to learn languages by remembering something interesting and they understand from the process of good reading. If students are given interesting reading material, their understanding of the text being read will be successful. The reading text activity is also an opportunity for students to learn about grammar, vocabulary, pronunciation, and

also about English writing. Then also the way sentences, paragraphs, or text are constructed. Also, reading text can introduce interesting topics and also stimulate discussion in language learning.

Moreover, according to Al-Issa (2006), Reading is an interactive and multilevel skill to build meaning conveyed by text through a scheme. In this case what is meant is that reading is an interactive skill to remember old memories through schemata, also multilevel because from the incomprehension of reading text then becoming understood.

From some opinions above, it can be concluded that reading skill is an ability that must be mastered by everyone. That is because when someone has a reading skill, he will easily master other English skills. Reading skill can help this because in reading skill the reader is accustomed to activating their schemata to understand a text they read in learning every other skill they want to master.

### **2.1.1 The Importance of Reading**

In modern times like today humans really need English language proficiency in their daily lives. Reading is one of the skills in English which is very important for each individual to master. Students must be able to read texts in English both for their careers, to study, or just for fun. (Fauziati 2015)

According to Mickulecky and Jeffries (1996: 1) one of the importance reading is to help improving general language skills in English, such us: it helping learning skills in English; it helps improving English vocabulary; it helps improving writing skills; it helps learning the practice of English for people who are not in a country with English as the language of everyday communication; it

helps preparing self abilities for people who want to study in a country that communicates with English; it helps readers get ideas, facts, and experiences that have never been obtained before.

The development of English is also very important to be mastered today. Especially with the internet as a network to run many supporting tools for human work today such as computers. Mastering English can make it easier for us to master computers or other devices with internet networks in working everyday. And also in the opinion (McDonough, Shaw and Masuhara 2013) reading skill will help student understand the subject with English. English is also the main language in using the Internet.

### **2.1.2 The Purpose of Reading**

Reading activities are not activities without reason. The activity is carried out by a reader because it has a reason. The reason of reading activities is to focus on the reader in reading. This makes it easier for them to be more optimal in understanding the contents of the reading. Because the essence of reading activities is to understand the contents of the reading very correctly. So it is very necessary that each reader has a reason in reading. Then the classification of the reason of reading according to (Grellet:1981) There are two main reasons for reading:

- a. Readers read to get information, such as (to know something or to do something with information that has been obtained from reading activities).

- b. Readers read for pleasure. Reading activities by enjoying the contents of the text being read. Reading activities by enjoying the contents of the text being read. This is because readers choose their own pleasant reading what they read.

It can be found that the ability of a reader will only be improved when they practice reading a lot. Frequently they read will train them to read, so they will be nimble or increase in reading ability. Practice by reading frequently from reading reasons to get information or reading reasons to get pleasure. Reading skills to get information can be obtained through reading newspapers and magazines, recepies, articles, review, etc. While reading for pleasure can be obtained through reading mysterism, romance novels, science fiction, biographies or anything that is liked to be read. (Mickulecky and Jeffries, 1996: 13).

From these two objectives, one of the reason is the reason of seeking pleasure. It can provide good development for students' language skills. At the very least, some languages stick to their minds as part of the process of mastering the language, and if the reading text is very interesting and mastery that involves is likely to be more successful. (Harmer,1998:80)

From the many experts above, it can be identified that reading is not just to get information. Reading to get pleasure is also a lot of people who do it. Even when reading can be felt with a pleasant feeling, language skills will increase.



### 2.1.4 Strategies of reading

In the reading process it is also known to have the type of reading technique. According to (Grellet: 1981) in reading there are several techniques used. The technique of reading are as follows:

- a. Skimming: quickly run one eye above the text to get the point.
- b. Scanning: quickly browse text to find a specific section information.
- c. Extensive reading: read longer text, usually for own pleasure. This is a smooth activity, especially involving global understanding.
- d. Intensive reading: read short text, to extract specifics information. This is more an accuracy activity that involves reading for details.

According to Fauziati (2015: 118) skimming and scanning have differences in search, when in the general skimming search the idea is a text but different from scanning which focuses more on specific information. Scanning very quickly to find specific things like date, name, and number, etc.

According to Mikulecky (1996: 22) scanning is also called reading very quickly. The benefits of reading scanning also make the reader faster in reading because it skips non-essential words to read. The reader will only read words related to the answer. So that time in reading can be efficient.

There are many ways used by readers when the reading process takes place. The ways used in the reading process is determined based on the tendency of the reader to seek comfort in the process of understanding a text. So, in the study that there were four techniques chosen by the reader in reading activities as stated above. They have their own differences.

## 2.2 Classroom Procedure for Teaching Reading

In the classroom procedure there are several stages in teaching reading. From several researchers on average there are three and four stages in the process of teaching reading in the classroom. According to Akyol, Çakiroğlu & Kuruyer (2014) the reading program has four procedures. These procedures are pre-reading, while reading, post-reading, and vocabulary. Pre-reading activities are to activate the knowledge that was previously owned, read the title of the reading text, make predictions about the images seen, determine the desire to learn, produce curiosity and how to read the text. While reading includes activities such as uniting the meanings of a reading, predicting, answering questions when during pre-reading and trying to issue new questions, using reconnaissance strategies, reading by considering predictions about the title of the reading and drawing then making visualization in mind. Post-reading is an activity such as determining the truth of the words predicted before reading the text appears or not, pursuing the main idea, can comment on the text being read, summarize, use a story map and concept map, also take strategic thinking seriously. At the word level, the activity that occurs is the introduction of a word and the introduction of a sound used.

The reading activity itself has three procedures in the classroom according to Fauziati (2015: 119). The three procedures are pre-reading, while reading, and post reading. Pre-reading is an activity that is used to prepare before students read. What is done during pre-reading activities, namely student's background knowledge from topics and language content, links cultural information that can be associated with text to better understand the contents of the text, making

students more interested in the texts they will read and tell about the purpose of reading, and make an opportunity for the group to discuss. After pre-reading activities, then the next activity is while reading. While reading, students match the objectives of their reading activities and their understanding of the text being read. Then last but not least is post-reading. The function of post-reading is to close the class in the process of reading.

Pre-reading is an activity that is intended to activate a knowledge structure that fits or complements the knowledge of the reader. (Salehi & Abbaszadeh, 2017)

From the various opinions above, it can be concluded from the pre-read activity is an activity carried out to activate the previous knowledge carried out by the reader. These activities are to complement the reader's knowledge. Connect cultural information that can argue with text to better understand the contents of the text. it can occur compilation of students reading the title of the reading text, viewing pictures in the text, and discussion. Discussion activities can link cultural information that can refute with the text to better understand the contents of the text, making students more interested in the texts they will read and tell about the purpose of their reading.

### **2.3 Schemata**

Some researches found that schemata are important thing should be considered in reading activity. The scheme is one of the terms in psychology. The meaning of the scheme in psychology is a past experience. If it is associated with written text, then the text of the text does not have its own meaning. So the text



only gives direction to the reader to compile the meanings obtained with knowledge obtained from the past. In student counselors, schema theory must not be ruled out because it can help students understand reading texts from a global perspective. (An 2013)

As stated by Ajideh (2006) schema theory has the benefit of readers helping to remember the old knowledge they have to help understand new knowledge. in reading activities when the reader activates the scheme theory, it will be easier for them to understand the reading texts they are reading. by connecting old knowledge to new knowledge, the process of understanding new knowledge will be easier.

The prior knowledge that someone has in his mind that results from the experience he has done is the scheme. So that if someone has the knowledge produced from his past experience, then he remembers it, so he has activated the scheme in his mind. ( Xiao-hui, Jun dan Wei-hua 2007)

From above opinions above it can be concluded that the scheme is a term in psychology that connects old knowledge and new knowledge. The activity of connecting the two things in the activity of understanding the reading text is very helpful to the reader. The reader will find it easier to understand the reading text by activating the scheme in his mind. Written text does not have a direct meaning so that in understanding a text the reader can activate the scheme to arrange the meanings contained in the reading text through the process of connecting old knowledge and new knowledge.



### 2.3.1 Schemata Classifications

Schemata is not just a term in psychology which is a term to explain an event of thinking in human reading activities. Much deeper than that, the scheme also has classifications. According to (Fauziati, 114: 2018) schemata has two classifications:

a. Formal schemata

Background knowledge of the reorical organizational structure of various types of texts or genres such as fairy tales, simple stories, scientific texts, newspaper articles, poetry, etc.

b. Content schemata

Background knowledge about text areas such as dealing with washing clothes, celebrating new year's eve on landon, pilgrimage pilgrimage, Indonesian economy, etc.

From the explanation above that formal schemata has an important role in reading comprehension. This is because it is based on where the reader has a standard in the ability to read related to the genre of types of text. It can be said by another name that the formal scemata is the same as the default scheme that is shared by the reader. (Carrel: 1987)

Content schemata contains conceptual knowledge or information about what happens in a particular topic, and how these events relate to each other to form a coherent whole. These events and typical entities open for certain events. For example, the scheme for going to a restaurant would include information

about services, menus, ordering dishes, paying bills (tipping), and so on. The content scheme is mostly specific to culture. (An: 2013)

From the two types of classification above, we can see that the schema has its own classification, but the two classifications are related to each other. Like a text that has a particular genre, it will not be easy to understand if readers who will read with the schemata theory do not know about the topics discussed in the text.

### **2.3.2 Using Schemata in Pre- Reading Activity**

Pre-reading activities are used to prepare students for reading. It is important to find the right one in activating students' schemes in pre-reading activities. Then, according to Ajideh (2006) the questioning is one of the best ways to activate the schema in students. Questioning is also included in one type of top-down processing activity. Questions can be asked by the teacher or student and must be done before reading, not after reading. The steps are as follows:

- a. The teacher introduce reading topics that students will read.
- b. After the topic is shown, the teacher makes a group then gives the command to students in the group to make a list with two columns. The first column contains a list of what students believe about the topic presented and the second column lists what students are not sure about the topic presented.

Sure	Not Sure /don't know
1. Whales are not fish	1.How many kinds?
2. The largest are 40 meters long.	2.How long do they live?
3. There are different kinds.	3. What do they eat?
4. They are used to make soap	4. How fast can they swim?
	5. How heavy are they?

Table 2.1 The Example of Listing the Idea by Ajideh (2003)

- c. The teacher advises each group member to voluntarily submit facts or questions, so that no group members are ignored.
- d. After that, the teacher asks representatives from each groups to write one or two items from their list on the board so that some are interesting items, which other groups may not think about and then discuss together.