

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Reading Comprehension

2.1.1 Definition of Reading Comprehension

Most people believe reading comprehension makes it easier for students to improve their understanding of other aspects of language and achieve academic success (Indahwati: 2020); without reading, we as students don't comprehend what text is. Reading comprehension is the first goal in reading (Sari:2015). Therefore, Reading aims to make an invisible layer, the underlying meaning visible and apparent (Kose, 2006). It means that Reading is an essential skill for everyone searching for knowledge. This ability enables a person to understand what the writer meant and then build on his meaning from the text he had read.

These are four skills that students have to master. But, according to (Block & Israel, 2005), improving our understanding of Reading is predicting what helps the reader to determine the purpose of their Reading. The reading comprehension to measure the students' reading Comprehension. There are some comprehension questions to identify the students' comprehension of the text based on Pearson and Johnson (1972) in Rhicard R. (2005) such as:

1. Literal comprehension



Literal comprehension refers to understanding the direct meaning of a text, such as events, vocabulary, dates, times, and places. Literal comprehension questions can be: Answer directly and clearly from the text. In our experience working with teachers, we have found that they often test literal comprehension first to ensure their students have understood the basic or superficial meaning of the text.

An example of a literal comprehension question for this reading text: *The characteristic Malinkundang is a healthy, diligent, and strong boy (true or false)*

2. Reorganization

Reorganization based on literal comprehension of the text; Students should use information from different parts of the text and combine them to improve comprehension. For example, we can read at the beginning of the text that a woman named Maria Kim was born in 1945, and then at the end of the text that He died in 1990. To answer the question, *how old was Maria Kim when she died?* Students must piece together two pieces of information taken from different parts of the text.

3. Inference



It takes more than literal understanding to draw conclusions. Students may find it difficult to answer the conclusion question at first because the answer is based on the content of the text but is not explicitly stated. Finally, students combine their literal understanding of the text with their own knowledge and intuition.

An example of a question that requires the reader to make an inference is: *Are the authors of this article experienced language teachers?* The answer is not in the text but there is information in the third paragraph.

4. Prediction

Involve students in using both notions systematically go through the passages and your own knowledge of subjects and related issues what will happen next or after the story ends.

And uses two types of predictions: while reading and after reading. Predictive reading questions differ from predictive post-reading questions in that students can quickly learn the accuracy of their predictions by continuing through the passage. For example, students could read the first two paragraphs of the passage and then be asked what will happen next. You can find out the answer by reading the memory text. Prediction questions after reading can be: *Do you*



think they will stay married? Why or why not?

Depending on some factors, including textual evidence and the reader's personal experience, a yes or no answer is guaranteed.

5. Evaluation

Requires the learner to provide a global or comprehensive evaluation of some aspect of the text. For example, comprehension questions that require the reader to evaluate this article are: *How will the information in this article be useful to you?*

To answer these types of questions, students must understand the text literally and know the topic of the text and related issues. Due to cultural factors, some students may be reluctant to criticize or reject the printed word. In such circumstances, teachers may want to model possible feed back to assessment questions and ensure that these contain both positive and negative aspects.

6. Personal feed back

Personal feed back requires the reader's feed back to feel the text and subject. The answer is not in the text; They come exclusively from readers. Although no personal opinion is wrong, it cannot be groundless; They should relate to the content of the text and reflect a literal comprehension of the material. For



example, *What do you like or dislike about this article?* Such as evaluation questions. Students must use their literal understanding and knowledge to respond.

2.1.2 The Purpose of Reading

According to Anderson (1992:53), there are five goals of reading, facts, reading for main idea, reading for inference, classifying Reading, reading for evaluation, and comparing the reading for the contest.

- a. Reading for details and facts: reading to find out what the subject of the subject is the story.
- b. Reading for key ideas: reading to get a problem statement.
- c. Reading conclusions: reading to know what is meant by the author's story.
- d. Reading to classify: reading to find unusual things.
- e. Reading to evaluate: reading to know the value of the story.

2.1.3 Narrative text

Narrative texts are quality texts that improve life more than knowledge (Güneş, 2002: 88). Local farm-based media with narrative of materials are found at every level in high school. A narrative is a text containing a story or story of something, such as folklore. While local wisdom is the integration of local cultural values that is displayed in the form of local stories (Laily.R, Ashar. R, Rahmawati: 2012).



The narrative text is a story in English that tells events that have passed. In narrative texts use action verbs in the past tense. The goal is to entertain or draw the reader's attention to the story. The narrative text is generally imaginative, or not real. While some children can figure out the more elaborate structure of narrative text on their own such as that stories have a plot, characters, setting, and theme (Susan Dymock: 2007) in Dewi. N (2015).

There are four generic structures of narrative text:

1. Orientation

Orientation means introduction. So, the first paragraph of narrative text usually contains an introduction to the characters and settings involved in the content of the story.

2. Complication

This section will begin to enter a paragraph that tells about the beginning of the problem of the character of an event or event.

3. Resolution

Resolution is the end of the story or the conclusion of the story. In this section, the problem is solved by the main character, and the resolution section also usually has moral values.

4. Re-orientation



This section does not have to be in the narrative text. However, generally, the sentences in this paragraph will tell the last condition of the character in the story, or it can also contain lessons and moral messages that can be taken by the reader to implement in real life.

2.2 Spinlope (Spinning Envelope) Media

Spinning comes from the word spin which means turn and wheel which means wheel, so the spinning wheel is spinning. The spinning wheel is a medium in the form of a circle, there are various colors that are played by rotating according to their axis and stop at one of the coloured in the circle. Heres' the capture of spinning wheel.



Figure 1. *Spinning wheel media*

According to Bafadal (2019), the Spinning Wheel media is a wheel-shaped media that can be rotated and divided into several sectors so that it can help the effectiveness of the learning process (Rachmaida: 2022). The spinning wheel media



is a set of cards containing questions about the material being studied to increase students' interest and motivation so that they can be actively involved in participating in learning activities (Chairana: 2022). It means in general, spinning wheel media are games in the form of wheels and question cards. However, this was modified *Spinlope* with the addition of an envelope and contained a set of cards of questions about the material being studied thus motivating students' learning so that they can be actively involved in following learning activities. In the learning process, teachers must be creative to do a comfortable class for learning. Teachers can use games, songs, or others that can make students feel comfortable and joyful learning. Game-based education helps the learning process become fearless and meaningful (Hashemi: 2021). *Spinlope* modified the focus technique on the ability to formulate text within the *spinlope*, and shuffle the color paper according to the color of the group's envelope. Forward one person according to the shuffle to spin the *spinlope*, and pick up a card whose contents are his or her questions about the text.

2.2.1 The Modification of Spinlope

Spinlope is a modification of Spinning wheel. Spinning Wheel media is a wheel-shaped media that can be rotated and divided into several sectors. I modify it with the envelope included the English statements and questions which are as the instructions of spinning row in the wheel board. Thus, I named



it the *Spinlope* (Spinning Envelope) media. *Spinlope* is a media which is formed a wheel and a row on it in the middle of a cardboard. There are four colored envelopes around it, which in each envelopes is cards with the questions and sentences in.

2.2.2 The Procedures

The procedures of playing the *Spinlope* in this study are:

- 1) Divide the students into groups (it depends on the sum of the students, which is each group has min. five students)
- 2) Divide the reading text into groups
- 3) Give 15 minutes for the students to read the text silently
- 4) Shuffle the colors paper according to the color of the group envelope (to get the representatives group according to the color envelope got the arrow in to play *Spinlope* media)
- 5) Take the card in an envelope and follow the instructions on the card
- 6) Answer or respond the instruction given in the colored envelop to get points noted in the card, but if the group cannot respond and answer it, the other group will get the chance to grab the points.

2.3 Previous Studies

There are two studies in this research. The first previous study was conducted by Sartika (2019) conducted the second previous study used by researchers as a tool to convey material



to students so that the lesson does not seem monotonous. This study aims to find out how significant the effects students' ability to speak narrative text in learning media spinning wheel. Her research used experimental research design. The subjects in this study were class X1 students totaling 37 students as experimental and X5 classes totaling 35 students as control classes. The results of data analysis a positive influence on English learning using learning media, the spinning wheel to talk to students with narrative text material at SMA Senior 6 Muaro Jambi, or in other words, this method is suitable for use for other subjects.

Sofyan (2020) conducted the second previous study used by researchers as a tool to convey material to students so that the lesson does not seem monotonous. This study aims to investigate whether the Spinning Wheel media use affects or not on teaching speaking at the seventh-grade students of SMPN 5 Kota Bima in the academic year 2019/2020. Her research used Experimental Research design. In this research, the researcher used a quasi-experimental design with 60 students as the population. The results of the data analysis showed that the average score of the experimental class was 72.15 with 80 degrees. The average score of the control class was 61.85 degrees. It can be concluded that there is a difference in the average learning outcomes of students who are taught with



Spinning wheel media compared to students who do not use spinning wheel media.

Based on the two previous studies above, this research was different. Sartika research focused the effect of using the spinning wheel in teaching narrative tests for a class of state high school students 6 Muaro Jambi, and there are significantly differences between experimental classes and control classes. And Sofyan research focused provides a way out of this problem by providing alternative media in teaching English by using spinning wheel media in teaching descriptive text and to determine whether the spinning wheel media has an affect or not in learning speaking by using spinning wheel media and find out significant differences between students who are taught using the spinning wheel media and without using the spinning wheel media in speaking at seventh-grade students of SMPN 05 Kota Bima in 2019/2020.

