

**THE INFLUENCE OF USING PELMANISM GAME TOWARDS  
STUDENTS' READING COMPREHENSION ON DESCRIPTIVE  
TEXT AT THE TENTH GRADE OF SMKN 1 TANJUNG SARI  
LAMPUNG SELATAN IN THE ACADEMIC  
YEAR OF 2021**



**A Thesis  
submitted as partial fulfillment of  
the Requirements S1-Degree**

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## ABSTRACT

### **The Influence of Using Pelmanism Game towards Students' Reading Comprehension on Descriptive Text at the Tenth Grade of SMKN 1 Tanjungsari Lampung Selatan in the Academic year of 2020/2021**

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Based on the pre-liminary research, it was found that some students got difficulties in reading comprehension. They were confused how to understand and to get the meaning of the whole text because of their lack of vocabularies. Therefore, pelmanism game was used as a way in teaching and learning process to build up the students' reading comprehension on descriptive text. The objective of this research was to found out whether there was a significant influence of using Pelmanism Game towards students' reading comprehension on descriptive text.

Quasi-experimental design was used in this research. The population of this research was the tenth grade. There were two classes as the sample which X TKJ 1 was chosen as the experimental class with 35 students and X TKJ 2 as the control class with 34 students. To collect the data, pre- test and post-test were implemented in reading test. After administering pre test and post test, the data were analyzed by using SPSS 16 to compute independent sample t-test which should be normal and homogenous.

The result showed that there was significant influence of using Pelmanism Game towards students' reading comprehension on descriptive text. It was proven by the result of the data analysis which obtained that Sig. ( $P_{value}$ ) = 0.015 and  $\alpha = 0.05$ . Because Sig. ( $P_{value}$ ) was higher than  $\alpha$ , it means that  $H_0$  was rejected and  $H_a$  was accepted.

*Key Words : Pelmanism game, students' reading comprehension, quasi-experimental design.*



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## DECLARATION

I hereby stated that this thesis entitled “The Influence Of Using Pelmanism Game Towards Students’ Reading Comprehension On Descriptive Text At The Tenth Grade Of Smkn 1 Tanjung Sari Lampung Selatan In The Academic Year Of 2021” Is Completely My Own Work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, 4 November, 2021

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## MOTTO

فَنَعَلَى اللَّهِ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ إِلَيْكَ

وَحْيِهِ، وَقُلْ رَبِّ زِدْنِي عِلْمًا ﴿١١٤﴾

“Exalted is Allah, the True King! Do not rush to recite ‘a revelation of’ the Quran ‘O Prophet’ before it is ‘properly’ conveyed to you,<sup>1</sup> and pray, “My Lord! Increase me in knowledge.” (Thaaha: 114)<sup>1</sup>



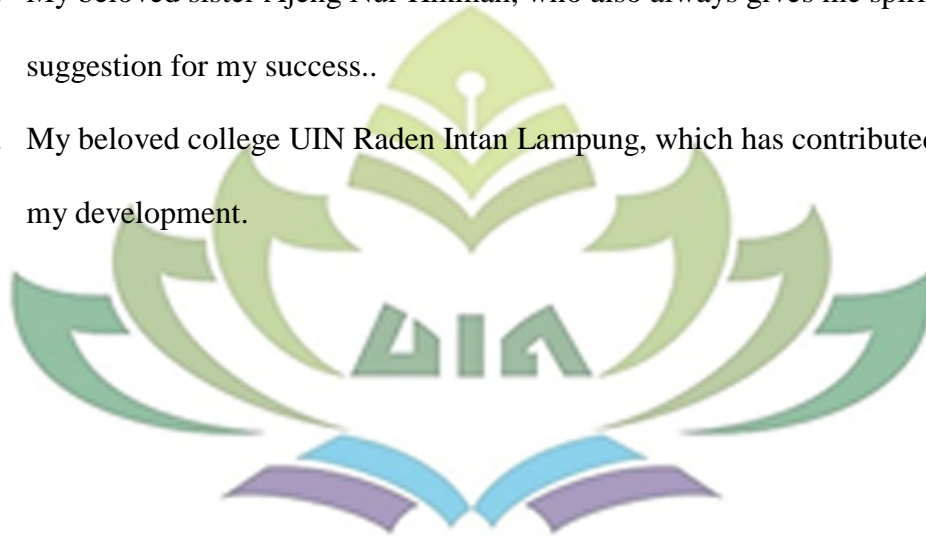
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<sup>1</sup> Mamud Y, Yazid, *The quran: an English Translation of the meaning of the qu’ran*, (lebanon: Dar Al Chaura, 1980), p, 320

## DEDICATION

From the bottom of my heart, I would like to dedicate this thesis to:

1. My beloved parents Mr. Mujiono and Mrs. Ambarwati who always pray for my success and give me motivation to finish my study, thank you for everything. I love them so much
2. My beloved sister Ajeng Nur Hikmah, who also always gives me spirit and suggestion for my success..
3. My beloved college UIN Raden Intan Lampung, which has contributed a lot for my development.



## CURRICULUM VITAE

Ibnu Taufel was born in Tanjungsari, on July 1<sup>st</sup>, 1996. He is the first child of Mr. Mujiono and Mrs. Ambarwati. He has one sister named Ajeng Nur Hikmah.

The researcher started her study in at SD N 2 Sidomulyo Semaka Tanggamus in 2001 and finished in 2007. After that, he continued to junior high school at SMP N 1 Bahrul ulum Tanggamus and passed in 2010. After graduated from junior high school, he began her study in senior high school of SMA N 1 Semaka Tanggamus and finished in 2013. In 2014, he started his study in State Islamic University of Raden Intan Lampung as a student of English education of Tarbiyah and Teacher and Training Faculty.

While being a college student, the researcher was a member of Pramuka in State Islamic University of RadenIntan Lampung. The researcher also was a member of IKAM (Ikatan Mahasiswa) Lampung Selatan, the students community from South Lampung. In the 5<sup>th</sup> semester of study, the writer studied how to make a proposal in research methodology subject, and studied of proposal seminar subject in the 6<sup>th</sup> semester. In the 7<sup>th</sup> semester, the writer had his Community Study Service (KKN) in Banjar Agung, South Lampung. After having KKN, the writer did his Field Teacher Training (PPL) in SMA 2 Muhammadiyah Bandar Lampung.



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Alhamdulillah, thanks to Allah the Almighty, for the blessing, mercy and kindness. My shalawat and salam always be with the prophet Muhammad, who brings us from the darkness to the lightness, from the jahiliyah era to the this modern era.

This thesis is presented to English Education study program of UIN RadenIntan Lampung. The primary aim of writing this thesis is to fulfill a part of student's task in partial fulfillment to obtain S1-degree. For that reasons, the researcher would like to thanks the following people for their ideas, time and guidance for thesis :

1. Prof. Dr. Hj. Nirva Diana, M.Pd the Dean of Tarbiyah and teacher training faculty of UIN RadenIntan Lampung.
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Finally, none is perfect of this thesis. Any corrections, comments, and critics for the betterment of this thesis are always open-heartedly welcomed.

Bandar Lampung, 7 April 2021

The Researcher,

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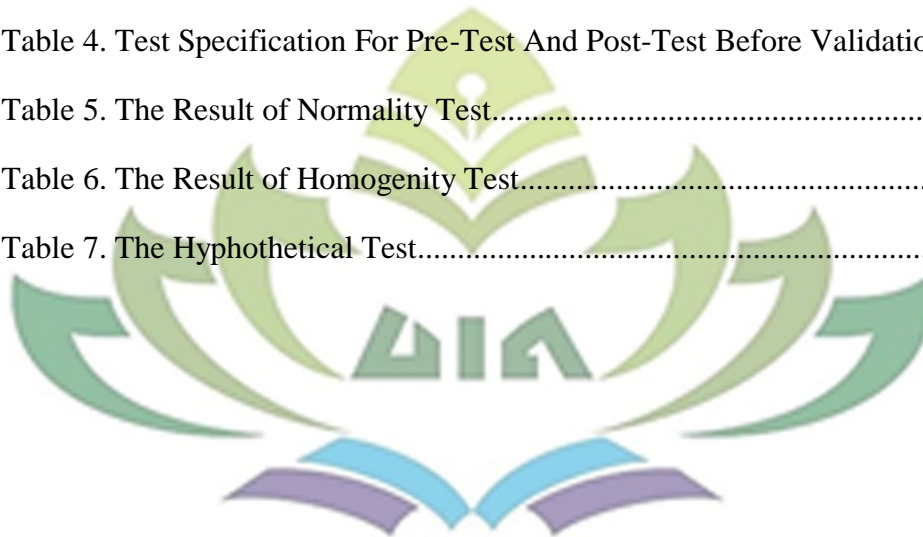
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# CHAPTER 1

## INTRODUCTION

### A. Background of the Problem

Learning a language in order to use it as a means of communication, the pupils need to deal with the four language skills-listening, speaking, reading and writing- and the language system-sound structure and vocabulary.<sup>1</sup>

Learning English, at school especially, as one of the subject that must be done, students are expected to be able to integrate all skills in communication acts, to understand what people say and give the best responses, read what have been written and get the point of it, and write in English in a good way.

Reading is a set of skills that involves making sense and deriving meaning from the printed word.<sup>2</sup> From that statement, it can be said that reading is an activity which start from see the text and find out the meaning of it. More than just read the text, but reading is also about how people understand it.

Patel states “Reading is an important activity in life with which one can update his/ her knowledge. Reading skill is an important tool for academic success”.<sup>3</sup> By reading, we will get newest information about something. It is

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<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition, (Lomdom: Longman, 1999) P.73.

<sup>2</sup>Caroline, T.Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraww-Hill, 2005), p.69

<sup>3</sup> M.F. Patel, Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise, 2008) p. 113



useful for people, especially for students to get best achievement in their study.

Reading is a totally complex system regarding a range of things that have interaction with one another. It must be advanced in graded and sequential phases. The elements worried in studying encompass sub-studying skills (including phrase recognition, skimming, scanning, sentence comprehension, getting the topic, etc.) and historical past knowledge.<sup>4</sup> Some factors which are mentioned should be considered by the reader, because it will help them in reading activity process. Having previous knowledge about something related to the text that they read, might be ease them to comprehend the whole text. It is supported by Harmer who states the previous knowledge is employed as we approach the process of comprehension when we read a story or a newspaper, listen to the news, or take a part in conversation.<sup>5</sup>

The capability to understand the meaning of text is called comprehension. Linse stated that reading comprehension refers to reading for meaning, understanding, and entertainment.<sup>6</sup> The successful reading is when reader understand about what they read. Unconsciously, when we read a story or text, our mind will imagine it immediately. It trains our mind to get to know how the story or text we read happened.

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<sup>4</sup> Eka Kurniasih, *Teaching the Four Language Skills in Primary EFL Classroom: Some Considerations*, (Jakarta: Sekolah Pelangi Kasih National-Plus), p.77

<sup>5</sup> Jeremy Harmer, *OP.Cit*, p.199

<sup>6</sup> Caroline, T.Linse, *Op.Cit*, p. 25

As the pre-liminary research in SMKN 1 Tanjungsari, Lampung Selatan, that had done, it was known some data related to english teaching and learning situation there. For teaching english especially reading comprehension activity, teacher used translation technique. It allowed the students to translate word by word and then construct it into the main ideas of every sentences. For some students, it was hard when they have to construct every word's meaning to become a whole meaning.

There were some troubles should be overcome by students when learning English, especially in reading comprehension. Teacher stated some factors, like, the students's interest in reading comprehension activity was less because they thought that English is not their own language. The students were difficult in getting the meaning of word to form meaningful ideas. It was proved by the students' score below :

**Table 1**  
**Students' Score of Reading Comprehension at the Tenth Grade of SMKN 1 Tanjungsari Lampung Selatan in the Academic Year of 2020/2021**

No	Grade	Learners' Score		Amount of Students
		≥ 63	<63	
1	X TKJ 1	10	25	35
2	X TKJ 2	12	22	34
3	X TKJ 3	11	29	40
4	X TKJ 4	9	31	40
<b>Total</b>		42	107	149
<b>Percentage</b>		<b>28%</b>	<b>72%</b>	<b>100%</b>

*Source: English Teacher in SMKN 1 Tanjungsari*

The Criteria of Minimum Mastery (KBM) in SMKN Tanjung Sari was 63. It could be seen at table 1, showed that only 28% students got scores more than KKM from 149 students, and 71% students got score less than KBM. It could be said that many students feel confused and hard in comprehending text.

The data was related to the result of interview with students. After collecting the students' answer, it was found some causes of their low score. The students' biggest problem was they have no any interest in learning English itself, reading comprehension specially. They considered English is not their own language, so there is no duty to learn it. Moreover, they always thought that English was hard to be learnt and mastered. It made them not interested in learning English.

Most of them feel that reading activity is such a boring activity because they get hard to comprehend the text. It happens because they focus on what the meaning of every word and many word that they do not know its meaning. Then, it makes them to be hard in getting the point of the text.

Reading ability is like another skill that should be practiced as much as it can. By practicing, students is used to comprehend the text and unconsciously it will ease them in knowing what the purpose of the text. Teacher's role is needed to help students keep up their interest in reading activity.

Teacher should discover the way to ask students be more active and interested in learning English, especially reading activity. Numerous ways or techniques can be used to teach English. Nevertheless, it should be matched with the subject want to be shared and the students' condition itself. One of some ways to encourage language acquisition in the class is by using language games.

Wright says, "game is activity which is entertaining and engaging, often challenging, and activity in which the learners play and usually interact with others".<sup>7</sup> Games is considered not only for just fun but beyond that. Learning by using games as a way will make students not realize that they are in learning activity. Many kinds of game can be used to teach reading which are crazy professor reading game, jeopardy game, kahoot game, and many more. Then, pelmanism was chosen as the way to teach reading comprehension in this research.

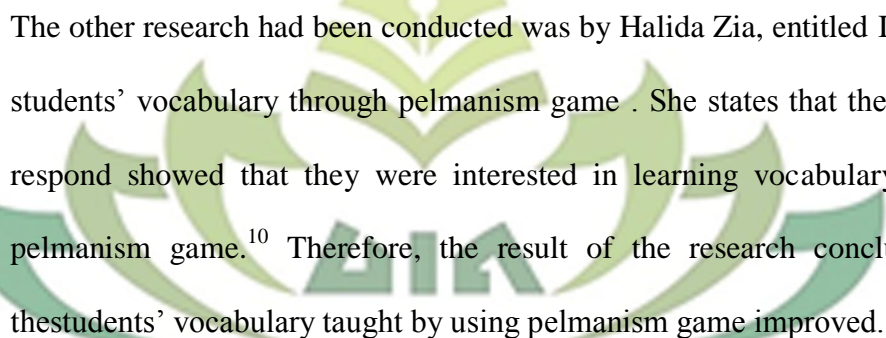
Pelmanism refers to any activity that learners have to complete by memorising objects. Skimming for gist in order to match pairs of cards.<sup>8</sup> This game is expected to ease students in understanding and getting the point of the text. This is done by grouping, so it will make them more active in its process.

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<sup>7</sup> Andrew Wright, et.al. *Games for language Learning*, Third Edition. New York: Cambridge University Press, 2005). P. 2

<sup>8</sup>Ibid, p. 55

Some research that is using pelmanism game have been conducted before. Puas Fajarwati Trianingsih conducted the research entitled “The Effectiveness Of Using Pelmanism To Improve Students’ Reading Comprehension Ability”. There is some effectiveness of using Pelmanism to improve students’ reading ability. It motivates the students to read and comprehend the text easily.<sup>9</sup> It can be concluded that using Pelmanism is effective to improve students’ reading ability.



The other research had been conducted was by Halida Zia, entitled Improving students’ vocabulary through pelmanism game . She states that the students’ respond showed that they were interested in learning vocabulary through pelmanism game.<sup>10</sup> Therefore, the result of the research concluded that the students’ vocabulary taught by using pelmanism game improved.

Based on the explanation above, there are some differences between this research and the previous research. The research conducted by Puas Fajarwati Trianingsih, used pelmanism game on reading comprehension and do not state the spesific text. And the other researc had been conducted by Halida Zia, used pelmanism game to improve students’ vocabulary and conducted this research in qualitative research. Meanwhile, this research will be used

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<sup>9</sup> Puas Fajarwati Trianingsih, *The Effectiveness of Using Pelmanism to Improve Students’ Reading Comprehension Ability on the Eighth Grade at SMP N 2 Pejagoan in the Academic Year 2013/2014*. (Department of English Language Education, Universitas Muhammadiyah Purworejo 2014).

<sup>10</sup> Halida Zia, *Improving Students’ Vocabulary Through Pelmanism Game*. ((English Education Study Program Language and Arts Education Department, Teacher Training and Education Faculty. Tanjungpura University Pontianak 2015).

pelmanism game to know the significant influence towards students' reading comprehension on descriptive text, and this research was a quasi experimental design.

Related to the explanation above, the students was involved in pelmanism game. This research takes a title of this thesis "The Influence of Using Pelmanism Game towards Students' Reading Comprehension on Descriptive Text at the Tenth Grade of SMKN 1 Tanjungsari Lampung Selatan in the Academic year of 2020/2021".

### **B. Identification of the Problem**

Based on the background of the problem, there were number of problemns in reading comprehension's teaching and learning, as follows:

1. The pupils were hard to get the meaning of words.
2. The pupils were confused to construct the words to form meaningful ideas.
3. The pupils' interest in reading activity was less.

### **C. Limitation of the Problem**

As a result of the problem, the problem was limited to be focused on the influence of pelmanism game towards students' reading comprehension on descriptive text about things, places, and people.

#### **D. Formulation of the Problem**

Seeing the limitation of the problem, the problem of the research could be written as follow; “Is there any significant influence of using pelmanism game towards students’ reading comprehension on descriptive text at the tenth grade of SMKN 1 Tanjungsari Lampung Selatan in the academic year of 2020/2021?.

#### **E. Objective of the Research**

Depends on the formulation of the problem above, the purpose of this research was to know whether or not there is an influence of using pelmanism game towards students’ reading comprehension on descriptive text at the tenth grade of SMKN 1 Tanjungsari Lampung Selatan in the academic year of 2020/2021.

#### **F. Significance of the Research**

The research is aimed to be utilizes in some English teaching field, as follow:

1. Theoretically

The research is expected can support the previous theories of using pelmanism game as a best way in teaching English, especially in reading comprehension activity.

## 2. Practically

### a. For the teacher

This research is expected to give some information and inspiration to teach English by using an effective and creative strategy to create a good teaching and learning activity as effective and funny as it could, especially to teach reading comprehension.

### b. For students

The result of this research is expected to make a students to comprehend the text easily than before by using pelmanism game as a way to practice their comprehension. Moreover, it also could keep the students up to reach a best achievement in reading comprehension activity.

### c. For institution

The result of this research could be used to get some information, data, sources about pelmanism game as a technique of teaching English and could be applied as well.

### d. For the researcher

The researcher will know how to make a students get their best achievement on reading comprehension, one of the way which is by



using pelmanism game. And it can be applied into the next teaching and learning activity in the classroom.

### **G. Scope of the Research**

According to the title, the scope of the research can be described as follow:

#### 1. Subject of the Research

Tenth grade of SMKN 1 Tanjungsari Lampung Selatan in the academic year of 2020/2021 was as a subject of this research.

#### 2. Object of the Research

Students' reading comprehension on descriptive text was as an object to be researched for.

#### 3. Time of the Research

First semester in the academic year of 2020/2021 was chosen as the time of this research.

#### 4. Place of the Research

SMKN 1 Tanjungsari Lampung Selatan was chosen as the place where this research was conducted.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Concept of Reading

Reading is one of skill should be mastered by language learners. Reading means to understand the meaning of printed words i.e. written symbols.<sup>1</sup> Reading is not only read a word by word or letter by letter, but also involve the ability of understanding the word, sentence, and the whole text. it is supported by Andrew who stated that Reading is the practice of using text to create meaning. If there is no meaning being created, there is no reading taking place.<sup>2</sup>

Reading is an important activity to update people's knowledge. By reading, the reader will get a lot of information they have not known before or to make sure what they have known before. It is supported by Harmer who stated that reading is an encridibly active occupation.<sup>3</sup> It is because when the reader reads a text, their mind also works to find out its meaning. Sandra also stated that reading is an active process. The students worked intensively, intercatating with the text in order to create meaningful discourse.<sup>4</sup> That is why reading can be said as an active activity.

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<sup>1</sup> M.F. Patel, Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise, 2008) p. 113

<sup>2</sup> Andrew P. Johnson, *Teaching Reading and Writing*, (Plymouth: Rowman & Littlefield Education, 2008), p.3

<sup>3</sup> Jeremy Harmer, *How to Teach English*, (New England: Longman, 2002), p.70.

<sup>4</sup> Sandra Silberstein, *Techniques and Resources in Teaching Reading*, (New York: Oxford University Press, 1994, p.6

As Broughton, et.al stated that reading is a complex skill, that is to say that it involves a whole series of lesser skills.<sup>5</sup> It means that reading skill requires more than how to pronounce the word but also how to construct the meaning of the text. Good reader is not whose can pronounce the text well but whose can interpret the text in their own understanding.

It can be concluded that reading actually is an interesting activity which can be build our knowledge. Reading is not only read aloud a text with a good pronunciation but also mean the text by our own understanding.

## **B. Concept of Reading Comprehension**

Reading is a complex act and it's important to pin down which memory systems matter most. (Dian Mcguinne, 283) Reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information.<sup>6</sup> Reading is an activity which requires the reader to interpret the word by word then put it all together to get the main idea from their knowledge. Unconsciously, when the reader read a text, their mind will imagine it based on what they have known before or what they see in the text. Scallon, et.al, additionally stated that When an individual listens to or reads a text, a complex interaction takes place between what the individual already

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<sup>5</sup> Geoffrey Broughton, et.al, *Teaching English as a Foreign Language*, Second Edition, (Routledge: New York, 1980), p.89.

<sup>6</sup> Donna M. Scanlon, et.al, *Early Intervention for Reading Difficulties*, (New York: The Guilford Press, 2010), p. 9

knows and what is presented in the text.<sup>7</sup> Therefore, our previous knowledge before read a text is matter to get the meaning of the text.

To understand this text, the reader obviously needs to be able to (1) read the words, (2) retrieve the words' meanings, (3) put the words together to form meaningful ideas, and (4) assemble a larger model of what the text is about. Because difficulties with any of these processes can result in reading difficulties, all of these important processes need to be considered when designing instruction to help children learn to read. (masalah students)

As starting read a text, our comprehension takes a place. As Perfetti, et.al, stated in Scallon, Comprehension occurs as the reader builds a mental representation of the text. Moreover, Scallon, et.al, states, "comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader's preexisting knowledge related to the topic of the text."<sup>8</sup> When reader read a text, then their mind task is to find out the meaning of every word based on their previous knowledge. After that, they construct every meaning word to get the main idea of the sentence before a whole text. Their background knowledge is also used in this activity, because the more they have an information before about the text, it is easier to them in getting the main idea of the text.

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<sup>7</sup> Ibid, p.279.

<sup>8</sup> Ibid, p.176.

As Anderson, et.al, quoted in Klinger, et.al, knowing how to read words has ultimately little value if the student is unable to construct meaning from text. Ultimately, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.<sup>9</sup> It means that reader is required to know how to read the word in order to get its meaning. It happens only if they have an enough vocabulary mastery before and general knowledge to ease them in comprehending the text. Because it will be hard for them to construct the meaning with a less previous knowledge.

According to Klinger, reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).<sup>10</sup> Beside knowing how to read and preexisting knowledge, the other tool in comprehending text is strategy use. Reader should know first what reader types are they in order to find the suitable way in reading. The best way of reading is that can ease them in understanding the text. It is also related to the favorite text type. To train our comprehension, it can be started first with the text we like the most.

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<sup>9</sup> Janette K. Klingner, et.al, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), p.2.

<sup>10</sup> Ibid, p.8.

covers the comprehension of these features:

- a. Main idea (topic)
- b. Expressions/idioms/phrases in context
- c. Inference (implied detail)
- d. Grammatical features
- e. Detail (scanning for a specifically stated detail)
- f. Excluding facts not written (unstated detail)
- g. Supporting idea(s)
- h. Vocabulary in context

### **C. Concept of Teaching Reading**

Brown states that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know \or understand.<sup>11</sup> It means that in teaching and learning process, the teacher should prepare the materials that will be taught, interact with the students to explain the material clearly and apply a suitable technique in order to achieve the goals of teaching and learning process.

There are many reasons why getting students to read English texts is an important part of the teacher's job. In the first place, many of them want to be able to read texts in English either for their careers, for study purposes or

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<sup>11</sup> H.Douglas Brown, *Principle of Language Learning and Teaching*, (New Jersey: Prentice Hall Regents, 1994), p.7.

simply for pleasure. Then, it is teacher's turn to make reading easier for the students in order to get their goals in reading.<sup>12</sup>

1. Reading is not a passive skill
2. Students need to be engaged with what they are reading
3. Students should be encouraged to respond to the content of a reading text, not just to the language
4. Prediction is a major factor in reading
5. Match the task to the topic
6. Good teachers exploit reading text to the full<sup>13</sup>

#### **D. Concept of Descriptive Text**

Descriptive text is one of text-types which is taught in English teaching. Oshima and Hogue state, “descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes and/or sounds.<sup>14</sup> The object can be both concrete such as the shape and color, and can be an abstract like the attitude, feel and taste.

It is in line with Gerot and Wignell also define “descriptive text is a text which has social function to describe a particular person, place, or thing”.<sup>15</sup>

The function of descriptive text is to make the readers draw what writer says

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<sup>12</sup> Jeremy Harmer, *How to Teach English*, (New England: Longman, 2002), p.68.

<sup>13</sup> Ibid, p.70.

<sup>14</sup> Alice Oshima, Ann Hogue, *Introduction to Academic Writing*, Third Edition (New York: Longman), p.61.

<sup>15</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Antipodean Education Enterprises (AEE), 1994), p.165.

in their mind. Therefore, the writer should draw something looks like as clear as possible to get the readers feel and see it as real as it.

Based on statements above, it can be concluded that descriptive text is a kind of text with a purpose to describe something. The context of this kind of text is the description of particular thing, animal, person, place or other either its personality or appearance.

### E. Generic Structures of Descriptive Text

Every text has structure to compose it. Furthermore, Gerot and Wignell give generic structure of descriptive text as the followings:

1. Identification : identifies phenomenon to be described.

Identification is a part to introduce or identify the recognition. Moreover, it can be general statement about the object that want to be described.

2. Description : describes parts, qualities, characteristics.

Description or main body of the paragraph tells vivid details of place, person, or thing that are described so that the reader can easily imagine or picture the object , or they can feel the object with the five senses. Here is the example of descriptive text.<sup>16</sup>

**Identification** : I have a new bag. Its colour is soft green. I always bring it when i go to school. It is made of strong fabric.

**Description** : There are some parts of my bag. The first part is the pocket. I put my money and my library card in the pocket. The second part is the main part. I put my books and pencil case in this

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<sup>16</sup> Titanindya, "Descriptive Text", available on: [www.Brainly.co.id.htm](http://www.Brainly.co.id.htm) (30 April 2018).



part. The third part is a small pocket at the left side of the bag. I keep a bottle of water in this pocket. I love my bag.

It can be concluded that in descriptive text the writer should consider about its generic structure. It contains two parts which are identification and description.

#### **F. Grammatical Features of Descriptive Text**

Every text has its own characteristics in grammatical, so does descriptive text. Its function is to differentiate each text and to ease language learners in identifying every text. The significant lexicogrammatical features of descriptive text, as follows:

1. Focus on specific participants.
2. Use of simple present tense
3. Use of attributive and identifying process
4. Frequent use of epithets and classifiers in nominal groups.

Based on explanation above, we can conclude that there are some grammatical features in descriptive text that should be concerned about by the reader in order to understand descriptive text.

#### **G. Concept of Game**

Game means activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.<sup>17</sup>

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<sup>17</sup>Wright, Andrew, et.al, *Games for Language Learning*. (New York: Cambridge University Press, 1984). p.1

Game is identical word which connected in the children world. In addition, Hadfield states, “game is an activity with rules, a goal and element of fun”.<sup>18</sup> When talking about game, is not only about playing but more than it. Every game should have a rules therefore the players know to play it clearly in order to achieve its goal.

Nowadays, game is not only played to spend the leisure time. Game also can be used as the technique in teaching and learning. Setiyadi says, “a technique implementation, meaning that a technique is something that actually takes place in language teaching and learning in the classroom”.<sup>19</sup> In addition, Andrew said that language learning is hard work. Games help and encourage many learners to sustain their interest and work.<sup>20</sup> It can be said that game can be used as technique to deliver the material offers a medium for students to explore and interrogate information in a fun and interactive way.

It is related to Lee, game is one of the situations which brings a foreign language to life in the classroom is provided by gestures, by handling and touching things, by incidents and activities, by pictures, by dramatization, by interesting stories spoken or in print, and not least by certain contest and games.<sup>21</sup> It means that using game is meaningful to make the class more alive and get the students to be more active. By using game, teacher can put the

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<sup>18</sup> Jill Hadfield, *Intermediate Communication Game*. (England: Addison Wesley Longman, 1999), p.4.

<sup>19</sup> Ag Bambang Setyadi, *Op.Cit*, p.14.

<sup>20</sup> Wright, Andrew, et.al, *Op.Cit*, p.2.

<sup>21</sup> Lee, W R, *Language Teaching Games and Contests*. Second edition. (Britain: Oxford University Press, 1979), p2

real situation of English use in the class in order to help the students to experience language rather than merely study it.

From the statements above, it can be concluded that game is one of activity that can be used in teaching and learning to attract the learners' interest. It offers fun activity, so they can play and learn at the same time.

## H. Pelmanism Game

Pelmanism is a game which skimming for gist in order to match pairs of cards.<sup>22</sup> It is played with pair cards as a media that should be matched by player. It is supported by Lawson, who states, "Pelmanism is a memory game which can be played by turning up pairs of cards from a pack and trying to pick out matching pairs."<sup>23</sup> This game could be done by grouping, as Wright stated to make a set of 10 pairs of cards for each group of three to four players.<sup>24</sup>

Scrivener stated that Pelmanism is a useful card game which helps students to recall grammatical or vocabulary items and their relationship to each other.<sup>25</sup>

It can be said that this game could attract the students' reading comprehension. Because this game requires them to understand what the text is about in order to match it to the correct card.

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<sup>22</sup> Andrew Wright, et.al, *Games for Language Learning*. (New York: Cambridge University Press, 1984). p.85

<sup>23</sup> *JELT Vol 6 No 1 Serie E Maret 2017* ISSN: 2302---3198 350

<sup>24</sup> Andrew Wright, Op.Cit, p.85.

<sup>25</sup> Halida Zia, *improving students' vocabulary through Pelmanism game*, (English Education Study Program Language and Arts Education Department Teacher Training And Education Faculty : Tanjungpura University Pontianak, 2015), p.2

As the students play the game, not only learning how to get the meaning of text but also have fun. Pelmanism is a simple and effective way to practice language meaningfully in a fun way.<sup>26</sup>

### **I. Procedure of Teaching Reading by Using Pelmanism Game**

Procedure below is proposed by Wright.<sup>27</sup>

1. Invite the learners to form groups of three or four. Give each group a set of cards, and help them become familiar with the pairs. A simple way to do this is to invite them to muddle all the cards face up and then see how quickly they can pair them together.
2. Ask the learners to shuffle the cards and lay them *face down* so that the pictures and/or writing on the cards cannot be seen. It doesn't matter if the players see the cards being put down and if they try to remember where the pairs were placed.
3. The first players in all the pairs then pick up two of the cards. If they think their cards match, they make some appropriate comment to the others, before picking them up.
4. If the others agree that the cards are a pair, the player keeps them and takes another turn.

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<sup>26</sup> JELT, Op.Cit, p.349

<sup>27</sup> Andrew Wright, Op.Cit, p.86

5. When two cards are picked up which do not match, they must be shown to the other players and replaced in exactly the same position from which they were taken. Then the next player has a turn.
6. This continues until all the cards have been paired off. The player with the most pairs is the winner.

#### **J. Procedure of Teaching Reading by Using Pelmanism Game**

Below are the technique of how to use Pelmanism game towards students' reading comprehension:

##### 1. Opening Session

- The students were greeted by teacher and check the attendance list
- The last material were recalled to prepare the students before came into material today.

##### 2. Main Session

- The students were introduced the example of descriptive text first.
- The students were asked to observe the text and mention the information related to the text.
- The students were explained furthermore about descriptive text.
- The students were divided into some group consists of four students to be given a pair of cards.
- Each group would beat the member of their group to pair the cards up. The cards were two kind, name and its explanation. They were required to understand the explanation so they could match the right pair of cards.

- After the cards were paired up, the teacher helped them to check the result of their work.
- The students were asked to discuss about the activity and their comprehension about descriptive text.

### 3. Closing

- The students were asked to conclude the activity and made some suggestions and critiques.
- The teacher gave the key point of the material today.

## **K. Translation Technique**

Translation technique is the process of rendering written language that was produced in one language (the source language) into another (the target language), or the target language version that results from this process.<sup>28</sup>

When the reader read a text, there will be a process of understanding it in order to get the complete information into target language form.

Translation technique is the way used to transfer messages from the source language into the target language, applied at the level of words, phrases, clauses or sentences.<sup>29</sup> It requires the reader to understand every word, phrase, clause and sentence in written text to get the information and transfer it into target language.

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<sup>28</sup> JEE/2.2; 124-131; December 2017

<sup>29</sup> *ELITE Journal Volume 05 Number 02, December 2018*

Molina and Albir defines translation techniques as procedures to analyse and classify how translation equivalence works.<sup>30</sup> Translation is not just the process of translate word by source language to target language. Translation requires the equality also between source and target language in order to the message or information is delivered well.

Based on the definition of translation techniqie according to experts above, there are some point can be concluded. Translation technique means the process of delivering the meaning of one language into another language. The meaning is not about word by word in text, but the whole meaning of text to get the complete message or information. Therefore, in transferring message by one language into another language, the equality of meaning between two languages should be concerned then the message will be delivered well.

#### **L. Procedures of Teaching Reading Comprehension by Using Translation Technique**

The procedures of translation technique in teaching reading comprehension as follow:

1. In-class translation activities were introduced explicitly at the beginning and included discussion on the definition of translation, and what the translator needs to translate from one language to another.
2. Translation was integrated into reading activities.

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<sup>30</sup> lucía molina and amparo hurtado albir, 'Translation Techniques Revisited: A Dynamic and Functionalist Approach'. Meta: Translators' Journal, vol. 47, no. 4, 2002, p. 509.

3. Translation was conducted at both sentence (English to Indonesia) and passage (Indonesia to English) levels.
4. Several short english text translations (around 400 characters) were integrated progres-sively into class activities.
5. Feedback was provided in the following week by 1) correcting individual translation work and, 2) presenting common mistakes/errors in class. <sup>31</sup>

### **M. Frame of Thinking**

Reading ability is an important skill to be mastered by language learners since there are a lot of its advantages. By reading, students can upgrade their knowledment to achieve succesful study. In fact, there are many problems faced by students in their reading activity especially reading English text. It is normally when students get hard to read a foreign language text, because of their less vocabulary mastery. They tend to waste time only on looking up the meaning of word by word instead of to get the point of the text. They have no idea about how to get the main idea of the text. Because of their difficulties in reading an English text makes them not interested in it.

As a teacher who has an important role in the class should find the best way to get the students be more interested in reading activity. Moreover, the students are not only expected to read a text but also to comprehend the meaning of a whole text. Comprehending text is such a complex activity

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<sup>31</sup> Sayuki Machida. *A Step Forward to Using Translation to Teach a Foreign/Second Language*, (Australia : University of melbourne, 2008), p. 144



because they should find the key word of the text in order to get the meaning of the whole text. Therefore, pelmanism game is chosen as the way to help the students in comprehending the text.

Pelmanism game is used a card as a medium to be matched in correct pair. It is worked as a group but actually it is individual work. It is because a race between every member in a group to match the card as many as possible they could. In pelmanism, the students do not only learn new words but also learn how to pronounce them well and match the words with the picture correctly in order to understand the meaning of the words easily. Through this game, the students gave fully their span of attention and concentration to study. It can be concluded that the pelmanism game is an effective way to be used in teaching reading ability.

#### **N. Hypothesis**

Based on the explanation above, the hypothesis will be formulated as follows:

$H_a$  : There is a significant influence of using pelmanism game towards students' reading comprehension on descriptive text at the tenth grade of SMKN 1 Tanjungsari Lampung Selatan in the academic year of 2020/2021.

$H_o$  : There is no significant influence of using pelmanism game towards students' reading comprehension on descriptive text at the tenth grade of SMKN 1 Tanjungsari Lampung Selatan in the academic year of 2020/2021.

### **3. Suggestion for the Further Research**

- a. For this research, pelmanism game was applied to teach reading comprehension on descriptive text. Hopefully, the other researcher for the next time may apply this technique to teach either another types of texts or another English skill.
- b. Due to this research was conducted in senior high school level at the tenth grade, the further researcher may apply this on different level of grade.

### **4. Suggestion for the School**

- a. Good facility must be prepared by school to support the teacher in applying pelmanism to be a technique that is used in teaching and learning process, so that the learners can upgrade their reading comprehension on descriptive text.
- b. English program must be opened, such as an English community to practice and learn more their english competency.
- c. English books must be prepared to be read by the students, so they can train their reading skill and also to increase their knowledge.

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