

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the important things in learning English. Reading is the activity of getting information on the written text and comprehension what the content of text is. Proficiency in reading basically involves gaining competence in two separate but complementary processes, namely word identification (decoding) and linguistic comprehension.¹ Good readers read a lot of stories and books. They read for pleasure, not only for school or work.²

Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.³ In this case if there is no text, so impossible there is reading process because two this matter is very interconnected, hence the first thing in reading is object or media like text, book, magazine, newspaper, etc. The second thing is someone will read the text. Also meaning, meaning will be there if there are text and reading activity.

¹ Peter Westwood, *What teachers need to know about reading and writing difficulties*, (Australia: ACER press,2008), p.14.

² Beatrice S. Mikulecky, Linda Jeffrie, *Basic Reading Power*, (New York: Longman, 1997), p.2.

³ Andrew P. Johnson, *Teaching Reading and Writing*, (United States of America: Rowman and Littlefield Education, 2008). p.3.

The good reading is able to analyze what is the content of the text that is already read as the provident of reading comprehension. Reading skill is important for students especially for English students, because reading is the key to get more knowledge which is needed by all people. By reading, students will be able to know the Lesson easily. Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning.⁴

Vocational School Taruna Pekanbaru is one of the schools that has been using school based curriculum as a guideline in teaching and learning English. English is taught two times a week for 45 minutes of each meeting. It means that Vocational School Taruna Pekanbaru allocated plenty of time for applying the curriculum. So, the students can study English 4x45 minutes a week. Passing grade reading of this school is 70. KTSP (School Based Curriculum of Vocational School), the purpose of reading is the students are able to comprehend the meaning of simple essay texts in the forms of report, narrative and analytical exposition texts in daily life context to access the knowledge⁵. Prior to the syllabus of Vocational School Taruna Pekanbaru of the the first year, the basic competence of reading of English subject is that

⁴ Elizabeth S.Pang, Angaluki Muaka, Elizabeth Bernhardt, Michael L. Kamil, *Teaching Reading*, (Chicago: International Academy of Education, 2003), p.14.

⁵ *Silabus Bahasa Inggris Kurikulum Satuan Tingkat Pendidikan (KTSP)*, (Jakarta: BSNP, 2006), p. 132

the students should be able to respond the meaning and rhetoric step of simple short essay using kind of written language with accurate, fast, and acceptance in daily life context to access knowledge in the forms of report, narrative, and analytical exposition text⁶.

Teaching reading is not easy. It needs good cooperation between teacher and students in the process of learning, in fact, many students still have difficulties in reading. The difficulties and the obstacles in reading are also faced by the students of Vocational School Taruna Pekanbaru Riau.

According to writer's observation at Vocational School Taruna Pekanbaru at the first year, the students phenomena in their skill are seen below:

1. Some of the students are not able to identify main idea in narrative text.
2. Some of the students are not able to identify inference in narrative text.
3. Some of the students have lack of vocabulary in reading narrative text.
4. Some of the students are not able to identify generic structure of narrative text.
5. Some of the students are not able to identify supporting details in narrative text.

⁶ Tim penyusun *syllabus SMK Taruna Mandiri Pekanbaru 2011-2012* , unpublished, 2012.

The writer assumes that some of the students' difficulties in reading can be caused by the uninteresting teaching strategy that has been used by the teacher. In teaching and learning process, teacher uses monotonous strategy that causes the students unable to improve their reading comprehension. The teacher should be creative to manage the strategy in the teaching and learning process. Good strategy will make teaching and learning process run well.

Based on the statements above, the writer is interested in carrying out a research entitled: The Effect of using Pelmanism Game on Reading Comprehension at Vocational School Taruna Pekanbaru.

B. Definition of the Term

The topic of this research is the effect of using pelmanism game on reading interest at Vocational School Taruna Pekanbaru. To avoid misunderstanding in comprehending this research topic, hence the writer gives definition of term as follows:

1. Effect

Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables⁷. Effect in this research refers to the implication of two different variables in an

⁷ Jack C. Ricards, *Dictionary of Language Teaching and Applied Linguistic Third Edition*, (Malaysia: Pearson Education Limited, 2002), p. 175

experimental research between pelmanism game (variable X) and reading interest (variable Y).

2. Pelmanism

Pelmanism is a system of training to improve the memory, (card games) also called: pairs or concentration (often not capital) a memory card game in which a pack of cards is spread out face down and players try to turn up pairs with the same number.⁸ Pelmanism is a game which skims for gist in order to match pairs of cards. This simple and popular memory game is also known as concentration or memory. In this research paper, pelmanism is the name of game used by the writer to know its effect on student's reading comprehension.

3. Game

Game is an activity in which the learners play and usually interact with others. Games provide one way of helping the learners to experience language rather than merely study it.⁹ In this research, the writer used pelmanism game on students' reading comprehension.

4. Reading

Reading is a complex process made up of several interlocking skills and processes. The sum of these pieces is a tapes try that good

⁸ Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning*, (New York: Cambridge University Press, 2006), p.85.

⁹ Ibid, p.1-2.

readers use on a day-to-day basis to process text in their world.¹⁰ In this research paper, reading refers to student's reading comprehension.

5. Comprehension

Comprehension is an active process in the construction of meaning. According to Elizabeth, comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one.¹¹ This research paper refers to the students' reading comprehension.

C. Problem

1. Identification of the Problem

Based on the explanation above, the writer identifies the problem as follows:

1. Why were some of the students not able to identify main idea in narrative text?
2. Why were some of the students not able to identify inference in narrative text?

¹⁰ Karen Tankelsley. *The Threads of Reading*, (Alexandria: Association for Supervision and Curriculum Development, 2003), p.2.

¹¹ Elizabeth S. Pang, et al., *Teaching Reading : The International Academy of Education (IAE)*, (Chicago: University of Illinois), p.14

3. Why did some of the students have lack of vocabulary in reading narrative text?
4. Why were some of the students not able to identify generic structure of narrative text?
5. Why were some of the students not able to identify supporting details in narrative text?

2. Limitation of the Problem

As states before there are many students' problem in learning English. Because of the limitation of the technique and time, the writer focuses this research on effect of using pelmanism game on reading comprehension at vocational school taruna pekanbaru.

3. Formulation of the Problem

The problem of this research will be formulated in the following questions:

- a. How is students' reading comprehension of narrative text taught without using pelmanism game of the first year at vocational school taruna pekanbaru?
- b. How is students' reading comprehension of narrative text taught by using pelmanism game of the first year at vocational school taruna pekanbaru?

- c. Is there any significant different of using pelmanism game toward reading comprehension of narrative text of the ten grade students at vocational school taruna pekanbaru?

D. Reason for Choosing the Title

The reasons why the writer is very interested in conducting a research entitled the effect of using pelmanism game on reading interest at the vocational school Taruna Pekanbaru are based on the several consideration as follows:

1. The title of the research is relevant with the writer's status as an English Students of English Education Department of State Islamic University Sultan Syarif Kasim Riau.
2. The title of this research is not yet investigated by other previous researchers.
3. The location of this research facilitates the writer in conducting the research entitled the effect of using pelmanism game on reading comprehension at vocational school taruna Pekanbaru.

E. Objective and Significance of the Research

1. Objective of the Research

Based on formulation of the problem, the objectives of the research can be seen as follows:

- a. To find out students' reading comprehension in narrative text taught without using pelmanism game of the ten grade at vocational school taruna pekanbaru.
- b. To find out students' reading comprehension in narrative text taught by using pelmanism game of the ten grade at vocational school taruna pekanbaru.
- c. To find out the significant difference of using pelmanism game toward reading comprehension of narrative text of the ten grade students at vocational school taruna pekanbaru.

2. Significance of the Research

- a. Hopefully, this research is able to benefit the writer as a novice researcher, especially in learning how to conduct a research.
- b. These research findings are also hopefully useful and valuable, especially for the students and the teachers of the ten grade at vocational school taruna pekanbaru to be consideration in their teaching and learning process in the future.
- c. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as a foreign language/ second

language, and thus who are concerned in world of language teaching in general.

- d. Finally, these research questions are also expected to be the practical and theoretical information to the development of the theories on language teaching.