

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Pelmanism Game

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.¹ Pelmanism game is a reading game which skims for gist in order to match pairs of cards. It connects compares, matches, and groups. The preparation is to make a set of 10 pairs of cards for each group of three to four players.² The pairs of cards can relate to each other as a range of ways, according to the language needs of the learners. (See below for examples of different types of matching pairs.)

Examples of text pairs:

- a. Word / definition
- b. Quotation / author
- c. Photo (from a magazine) of a person, object or scene / a written description of him/her/it

¹ Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning*, (New York: Cambridge University Press, 2006), p.85.

- d. Photographs / matching dialogue
- e. Cartoon / caption (cut from comics, etc.)
- f. Riddle / Solution
- g. Question / answer
- h. Action / purpose

We normally read in order to get information that is relevant to us. Our practical reading skills are sponsored and developed by this aim. The games in this section involve the learners in looking for and responding to meaning rather than responding to a text in a formal way.

The games call for a *manifested response*, that is to say, a response in which the learners do something to communicate to others their understanding, their feelings and their ideas, rather than just a response that is private.

Two important skills are concentrated on, namely *skimming* for gist, when the learners find out at speed what content a text contains, and *scanning*, when they search a text for some particular item in it.

a) Procedures of Pelmanism Game

According to Andrew Wright, there are some steps in the process of pelmanism game. They are:

- 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.
- 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.³

³ Ibid, p.85-87.

Table II.1
Learning Principles

No.	Procedures	Learning Principles
1	Teacher explains about the narrative text.	Introducing the students the sample of narrative text.
2	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.	Making four groups in the class and listen explanation from the teacher.
3	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.	Shuffle the cards and remember where the pairs were placed.
4	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.	Making two cards become a pair.
5	If the others agree that the cards are a pair, the player keeps them and takes another turn.	Effort to match two cards.
6	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	Sportive when following the playing.

	which they were taken. Then the next player has a turn.	
7	This continues until all the cards have been paired off. The player with the most pairs is the winner.	Effort to match of cards to be the winner.

b) Purposes of Pelmanism Game

The purpose of pelmanism game is to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.⁴ Activity is situation in which something is happening or a lot of things are being done: a lot of~ in the street, something you do for interest or pleasure: leisure/social activities.⁵ Language learning is hard work. One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.

⁴ Ibid, p.1.

⁵ Victoria Bull, *Oxford Learner's Pocket Dictionary*. (New York: Oxford University Press, 2008).p.5.

Games also help the teacher to create contexts in which the language is useful and meaningful.⁶ The learners want to take part, and in order to do so much understanding about what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games provide one way of helping the learners to *experience* language rather than merely *study* it. Games involve the emotions, and the meaning of the language is thus more vividly experienced. It is, for this reason, probably better absorbed than learning based on mechanical drills.

2. Nature of Comprehension

Reading cannot be separated from comprehension because the purpose of the result of reading activity is to comprehend what has been read. Hasibuan stated that the purposes for reading and the type of the text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension.⁷ Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading comprehension.

⁶ Andrew Wright. *Ibid.* p.2.

⁷ Kalayo Hasibuan, *Op.Cit*, p.115

Comprehension is the process of making sense words, sentences, and connected text. According to Phang, comprehension is the process of deriving meaning from connected text.⁸ It involves word knowledge as well as thinking and reasoning. Reading comprehension is understanding text means extracting the required information from it as efficiently as possible.⁹

Reading comprehension is understanding text means extracting the required information from it as efficiently as possible.¹⁰ In addition, reading comprehension has been described as a complex intellectual process involving a number of abilities.¹¹ This definition means that the information from the text becomes integrated with the reader's comprehension. There is also relationship between knowledge that students have their ability in comprehending the text. The readers can use their prior knowledge to guess about the material that they will read. So it will give contribution to the readers' achievement in reading. At

⁸ Phang, Elizabeth, et all.*Op.Cit.* p.15

⁹ Grellet Francoise. *Developing Reading Skill; a Pratical Guide to Reading Comprehension Exercise.* (Cambridge: University Press), p.3

¹⁰ *Ibid.* P. 3

¹¹ Peter Westwood. *Reading Learning Difficulties ; Approaches to Teaching Assesment.* Australia Council for Education Research: Brown Prior Aderson. Publisher. 2001.p. 19.

the last, it can give general description about something on the texts or reading material.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹² When reading, a reader should use his/her prior knowledge to get new knowledge. Reading comprehension is about relating prior knowledge to new knowledge contained in written texts.¹³ In this research, the writer uses one of the types of paragraph especially on narrative text. This paragraph tells about the story to make a point or explain an idea or event that can be fun to read.

Based on Karen, reading comprehension depends on three factors¹⁴, they are:

- a. The readers have command of the linguistic structure of the text.
- b. The readers are able to exercise metacognitive control over the content being read. It means that the readers are able to monitor and reflect on his or her own level of understanding while reading the material.

¹² Reading Study Group. *Reading for Understanding toward R&D Program in Reading Comprehension*. (Chicago: RAND,2002), p.11

¹³ Elizabeth S Phang, et all. *Teaching Reading*. (Chicago: IAE, 2003), p.13

¹⁴ Karen Tankerley, *The Threads of Reading Strategies for Literacy Development*. (New Jersey: ASCD,2003), p.38

- c. The readers have adequate background in the content and vocabulary being presented.

Comprehension is the central of reading.¹⁵ It is the important one in reading. Without comprehension the readers are not able to find out the meaning of the text. Comprehension is the process of deriving meaning from connected text.¹⁶ The readers should master the comprehension skill. It requires prior knowledge to have comprehension skill. The more we have good prior knowledge the easier we comprehend the reading text. Understanding the importance of background knowledge to comprehension is critical because we connect new information with prior knowledge before we integrate and organize the new information.¹⁷

Elizabeth stated that students can be instructed in strategies to improve text comprehension and information use. The practical applications are:¹⁸

- a. Instruction can improve comprehension by focusing on concepts and the vocabulary used to express them.

¹⁵ *Ibid*, p.90.

¹⁶ Pat Beckman. *Strategy Instruction*. (Virginia: Eric Clearinghouse on Disabilities and Gifted Education Arlington VA,2002), p.24

¹⁷ Judi Moirellon, *Collaborative Strategies for Teaching Reading Comprehension Maximizin Your Impact*. (American: Chicago, 2007), p.19

¹⁸ Phang, Elizabeth,et al, *Op.Cit*, p.17.

- b. Comprehension can also be changed by building on students' background knowledge, e.g. by having a group discussion before reading.
- c. Teachers can guide students by modeling the actions they can take to improve comprehension. These actions include; asking questions about a text while reading; identifying main ideas; using prior knowledge to make predictions.
- d. Teaching a combination of different strategies is better than focusing on one.
- e. Different methods have been found to be effective in teaching text comprehension.

Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. In order to understand text, a reader must be able to combine units of meaning into a coherent message. By understanding the text results from an interaction between word identification, prior knowledge and the effective use of cognitive strategies.¹⁹

It can be concluded that reading comprehension is the power to get an idea or meaning from a written text. Therefore, reading

¹⁹ Peter, Westwood. *Op.Cit.* p.19

comprehension is a complex process by which a reader tries to reconstruct a message in graphic language by a writer. It is an interaction between reader and author.

3. Nature of Reading

Reading is the fundamental skill upon which all formal education depends. Research now shows that a child who doesn't learn the reading basics early is unlikely to learn them at all.²⁰ Reading is a complex process made up of several interlocking skills and processes. The sum of these pieces is a tapestry that good readers use on a day-to-day basis to process text in their world.²¹ Andrew says 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.²²

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

1) اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

2) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ

3) اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ

²⁰ Peter Westwood, *What teachers need to know about reading and writing difficulties*, (Australia: ACER press, 2008), p.2.

²¹ Karen Tankersley. *The Threads of Reading*. (Alexandria: Association for Supervision and Curriculum Development, 2003), p.2.

²² Andrew P. Johnson, *Teaching Reading and Writing*, (United States of America: Rowman and Littlefield Education, 2008). p.3.

4) الَّذِي عَلَّمَ بِالْقَلَمِ

5) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

In the name of God, the Lord of Mercy, the Giver of Mercy

1. Read! In the name of your Lord who created.
2. He created man from a clinging form.
3. Read! Your Lord Is the Most Bountiful One.
4. who taught by pen.
5. who taught man what he did not know.

In this surah, God presents a concise but compelling argument: Man is a creature of wonder, beginning with its development from a biomass (or Alaq), who has been granted the gift of sentience by God. Then, as a being, Man divides into two distinct groups: those who recognize their cosmic condition, seek divine guidance (by 'reading' God's word), and bow to God's will (symbolized by 'prostration'); and those who, even in the face of these apparent wonders of Man's condition, consider the Human to be an 'independent' entity, answerable to no transcendent authority, and even more contentiously, take it upon themselves to prevent the first class of man from following God's Word and submitting to Him.

God then states that the first type of Man, the believer, is the righteous one, and that the second class is both in error and is in fact a

"lying and sinful" creature. The sura concludes with God's warning to the denier that the "guards of Hell" await, and that such men should cease from denying the believer the right to worship unmolested by them. The sura's last verse are words of encouragement to the believer to "not yield" to the threats of unbelievers but to continue in persistence in obeying God, and a promise of nearness to God for such a believer.

Reading is a constantly developing skill. Like any skill, we get better at reading by practicing.²³ Reading integrates visual and non visual information. During the act of reading, the visual information found on the page combines with the non visual information contained in your head to create meaning.²⁴ Reading is the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading.²⁵

Reading helps students become better writers.

Through reading students have incidental contact with the rules of grammar. Students

²³ Ibid.p.4.

²⁴ Ibid.p.4.

²⁵ Ibid.p.4.

develop a sense for the structure of the language
and grammar and increase their vocabulary.²⁶

According to Elizabeth reading comprehension is about relating prior knowledge to new knowledge contained in written texts. Prior knowledge, in turn, depends on lived experience.²⁷ Reading comprehension is a multi component, 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).²⁸

Based on the overall definition above, it can be concluded that reading is fundamental skill in English that should be mastered by every student because by reading activity all of the knowledge can be got. The students who love and often read will get much knowledge more than another. Therefore, reading skill is very important to be mastered by students.

²⁶ Ibid.p.7.

²⁷ Elizabeth S.Pang, Angaluki Muaka, Elizabeth Bernhardt, Michael L. Kamil, *Teaching Reading*, (Chicago: International Academy of Education, 2003), p.19.

²⁸ Karen R. Harris and Graham. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007),p.8.

4. Nature of Narrative Text

Narrative text is one of the types of paragraph in reading that should be mastered by students especially for the ten grade students of Vocational School. Narration is the telling or relating of occurrences or a series or events, it requires us to tell what happened.²⁹ Narrative text tells a true story or fiction, a narrative text gives an account of one or more experiences.³⁰ This paragraph tells about the story to make a point or explain an idea or event that can be fun to read.

There are several kinds of narrative text such as fairytales, legends, plays, cartoons, and adventure stories.³¹ All types of narrative paragraph have the social purposes to entertain and instruct the reader. Narratives are usually organized to include:³²

- a. Orientation. In this stage the writer tries to introduce the main characters in setting in time and places.

²⁹ M. Syafi'I, Fauzan A, et al. *The Effective Paragraph Developments, the Process of Writing for Classroom Settings*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007), p.16.

³⁰ *Ibid*, p.16

³¹ Kalayo Hasibuan, *Op.Cit*, p.130

³² Departement of School Education and Training. *English K-6 Modules*. (Sydney: Board of Study NSW, 1998), p.113

- b. **Complication.** In this stage sequence of events, which may begin in a usual pattern of event becomes a problem for one or more characteristic.
- c. **Resolution.** In this stage, the problem is attempted to be resolved in the resolution.
- d. **Coda.** In this stage is optimal. It makes explicit how the character/s has changed as a consequence of the experience.

In other side, in narrative texts, there are common grammatical features of narrative texts, they are:³³

- a. Use of particular nouns refers or describes the particular people, animal, and things that the story about, e.g, stepmother, household.
- b. Use of adjectives builds noun groups to describe the people, animals, or things in the story.
- c. Use of time connectives and conjunction sequence event through time, such as after, before, soon, then, after that, etc.
- d. Use of adverb and adverbial phrases locates the particular incidents, or events, such as stayed, climbed, etc.
- e. Use of past tense action verbs indicates the action in narrative, such as went, closed, ran, etc.

³³ *Ibid*, p.113

- f. Use of saying and thinking verbs indicates what characters are feeling.
Thinking or saying, said, told, thought, understood, etc.

5. Genre of Narrating

The genre of narrating or narrative is one of the most commonly reading, though least understood of all the genres.³⁴ Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students ‘pick up’ and write ‘naturally’. Narrative is also a ‘big’ or macro genre in that it can easily accommodate one or more of the other genres and still remain dominant.³⁵ Grammatical features of narrating are:

- When sequencing people and events in time and space, narrating typically uses:

– action verbs; for example,

One day the man and his son *went collecting* fire-wood. They *saw* a golden tree. They *went* slowly over to the tree. When they *got* closer to the tree they *heard* a voice *coming* from the tree.

– temporal connectives; for example,

We *then* looked at some games and equipment. *After* lunch we walked up to the *Sydney Morning Herald* and saw how they make papers. *After* that we caught the train back to Marrickville.

³⁴ Peter Knapp and Megan Watkins, *Genre, TEXT, grammar*, (Australia: UNSW Press, 2005),p.220.

³⁵ *Ibid.*,p.221.

- Recounts and stories are typically written in the past tense unless quoting direct speech; for example,

They *were* poor because their pig *ate* them out of house and home and he *didn't share* with the other animals. His name *was* Bob. 'You *should go on a diet*' *said* Clarabelle.

- In action sequences, mainly action verbs (bold) are used, while in reflections/evaluations, mental verbs (italicised) predominate; for example, Bells were ringing, sirens screeching and people were running everywhere. Maria *didn't know* what to do next. She *thought* about her mother and *wondered* what was in her head.

- Narratives often use action verbs metaphorically to create effective images; for example, It was a terrible argument. Words were *flying* everywhere.

- Narratives often use rhythm and repetition to create particular effects; for example,

Riding. Riding. The boy went *riding* across the wintery moor, far away from the strife of his unhappy home.

- Play with sentence structure is another common feature of narratives. Often sentences comprising one word or a short phrase are used to create poignant effects; for example,

Anger, Silence. As the vengeful brother prowls the streets.

Rose slowly opened the old wooden door. *Dark*. There was nothing but black.

6. Cognitive Process in Reading

Irwin (1991) describes five basic comprehension processes that work together simultaneously and complement one another: microprocesses, integrative processes, macroprocesses, elaborative processes, and metacognitive processes.³⁶

a. Microprocesses

Microprocessing refers to the reader's initial chunking of idea units within individual sentences. "Chunking" involves grouping words into phrases or clusters of words that carry meaning, and requires an understanding of syntax as well as vocabulary. For example, consider the following sentence: Michelle put the yellow roses in a vase. The reader does not picture *yellow* and *roses* separately, but instead immediately visualizes roses that are the color yellow. The good reader processes *yellow roses* together.

b. Integrative Processes

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences. He or she is also actively making connections across

³⁶ Karen.loc.cit..p.8-11.

sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing.

c. Macroprocesses

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way. The reader does this by summarizing the key ideas read. He or she may either automatically or deliberately (i.e., subconsciously or consciously) select the most important information to remember and delete relatively less important details.

d. Elaborative Processes

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author. For instance, in the two sentences provided above about Michael, we do not know why he was afraid. But we can predict that perhaps he was worried that someone had followed him home, or maybe a storm was brewing and he was concerned about strong winds. When making these inferences, we may draw upon information provided earlier in the text or upon our own previous experiences (e.g., perhaps at some point the reader was followed home and hurried inside

and quickly shut and locked the door). This process is called elaborative processing.

e. **Metacognitive Processes**

Much has been made of the importance of metacognition, that is, thinking about thinking. Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive processes the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing (i.e., repeating information to enhance recall), reviewing, underlining important words or sections of a passage, note taking, and checking understanding.

7. Types of Reading

a. **Intensive Reading**

Intensive study of reading texts can be a means of increasing learners' knowledge of language features and their control of reading strategies. It can also improve their comprehension skill. It fits into the language focused learning strand of a course. The classic procedure for intensive reading is the grammar-translation approach where the teacher works with the learners, using the first language to explain the meaning of a text, sentence by sentence. Used on suitable texts and

following useful principles, this can be a very useful procedure as long as it is only a part of the reading program and is complemented by other language-focused learning and by extensive reading for language development and extensive reading for fluency development.

At its worst, intensive reading focuses on comprehension of a particular text with no thought being given to whether the features studied in this text will be useful when reading other texts. Such intensive reading usually involves translation and thus comprehension of the text. So, one goal of intensive reading may be comprehension of the text. The use of translation makes sure that learners understand, and when the learners do some of the translation themselves, it allows the teacher to check whether they understand.³⁷

b. Extensive Reading

Extensive reading is a form of learning from meaning-focused input. During extensive reading learners should be interested in what they are reading and should be reading with their attention on the meaning of the text rather than on learning the language features of the text. Extensive reading can occur within class time, or outside class time. In their very useful survey of extensive reading, extensive reading

³⁷ I.S.P.Nation. *Teaching ESL/EFL Reading and Writing*. (New York: Routledge, Taylor & Francis,2008),p.25.

as involving a large quantity of varied, self-selected, enjoyable reading at a reasonably fluent speed.

There is now plenty of evidence that reading can result in a variety of substantial proficiency gains. However, it is important to note that these gains require considerable time and effort. In their classic study of extensive reading, Elley and Mangubhai had 8 to 10-year-old learners read in class time for no more than 30 minutes per day each school day for almost eight months. The results were remarkable with learners making the equivalent of 15 months' gain in eight months. However, the time involved was substantial, but not beyond the means of an English as a foreign language situation.³⁸

8. Reading Models

a. Compensatory Model

Bernhardt's says compensatory model of second-language reading accounts for several factors and complexities. She examined research about L2 reading over a number of years to construct a model that could accommodate a large number of combinations of L1 and L2 language groups. In this model, L1 literacy accounts for about 20% of second- language reading proficiency, and L2 proficiency (which she defines as word knowledge and syntax) accounts for another 30%.

³⁸ Ibid.50.

Beyond those two identifiable areas, there is another 50% of proficiency whose features have yet to be fully explained.³⁹

b. Hypothetical Model

Birch's says hypothetical model of the reading process, not specific to second-language reading per se but seamlessly applies to it. The two large domains, which work in parallel, are the processing strategy domain and the knowledge domain, each of which comprises two parts. On the right side of the model are the two parts of the knowledge base domain, world knowledge, which can be obtained in any language, and language knowledge, which is language-specific, acquired both unconsciously and consciously, and includes literacy. The processing strategies domain on the left side of the model encompasses cognitive processing strategies, which are universal in nature, and language processing strategies, which are language-specific. The language processing strategies are needed in order for a person to read or write, and they need to be learned for each language in which someone wants to read or write.⁴⁰

³⁹ Kristin Lems, Leah D. Miller, and Tenena M. Soro. *Teaching Reading to English Language Learners*. (New York: The Guilford Press, 2010).p.23-24.

⁴⁰ Ibid.p.24.

9. Meta-Analysis of Reading Intervention

According to Sencibaugh's meta-analysis of reading intervention approaches shows that comprehension can indeed be improved when students are taught specifically to:⁴¹

- a. Self-monitor for understanding
- b. Find the main idea in a paragraph
- c. Self-question as they read
- d. Make inferences and connections
- e. Retell key information (e.g. restate the gist of a paragraph)
- f. Summarise key points.

10. Essential Threads of Reading

Reading is a complex process made up of several interlocking skills and processes. The sum of these pieces is a tapestry that good readers use on a day-to-day basis to process text in their world. The tapestry of effective reading is woven from six foundational threads. Without each thread being present in the tapestry of an individual's reading abilities, there are holes and the weave cannot hold tight and cannot function for lifelong use. The six essential threads of reading are:

- a. Readiness/Phonemic Awareness.
- b. Phonics and Decoding.

⁴¹ Peter Westwood, *What teachers need to know about reading and writing difficulties*, (Australia: ACER press, 2008), p.44.

- c. Fluency.
- d. Vocabulary and Word Recognition.
- e. Comprehension.
- f. Higher-Order Thinking.⁴²

B. Relevant Research

1. A research from Anne Crout Shelley, et al.

Anne Crout Shelley, et al., conducted a research entitled “Exploring the use of three level guides in elementary and middle school classroom”. They investigated the research in order to share successes and frustrations and to offer suggestion. The reason of the writer in this research was because students in elementary and middle school were low in reading activity. From the result, the writer concluded that this strategy could be used in elementary and middle school classrooms for reading, especially helping students construct meaning from text. Students participating in this research improved their ability to respond questions at varying cognitive levels and to support and defend those responses in both discussion and writing.⁴³

⁴² Karen Tankersley. *The Threads of Reading*. (Alexandria: Association for Supervision and Curriculum Development, 2003), p.2.

⁴³ Anne Crout Shelley, et al., “*Exploring the use of three level guides in elementary and middle school classrooms*”. (University of South Carolina at Spartamburg: Unpublished, 2000), p.10

2. A research from Siti Rahmi utami

This research was done by Siti Rahmi Utami, conducted a research entitled “the effect of using Selfs Monitoring strategy on reading comprehension of the second year students at SMA N 14 Pekanbaru”. It was an experimental research. She found that, there was significant effect that showed 5.217. the level of significant 5% was 2.00. the level of significant 1% was 2.65. It can be read $5.217 > 2.00 > 2.65$. Therefore, there was significant effect of using Self Monitoring strategy on reading comprehension of the second year students at SMA N 14 Pekanbaru.⁴⁴

Based on explanation above, it shows that difference between the writer and previous writers is both of the previous writers aimed at knowing improvement of the students’ comprehension in reading and the application of Pelmanism game in reading comprehension. Therefore, the writer only focuses on pelmanism game toward students’ reading comprehension.

C. Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding toward the research.

This research is a experimental research design. It focuses on the effect of

⁴⁴ Siti Rahmi Utami, “*the effect of using Self monitoring Strategy toward Reading Comprehension of the Second Year Students at SMAN 14 Pekanbaru*”. (Pekanbaru:Unplished Thesis, 2012), p.52

using pelmanism game on reading comprehension at vocational school Taruna Pekanbaru. There are two variables used in this research, they are variable X and variable Y. Pelmanism game is as variable X that gives the effect on students' reading comprehension as variable Y. Thus, the writer operates the operational concept in the following indicators:

1. Pelmanism Game (Variable X)

- a. Teacher asks 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.
- b. Teacher asks the learners to shuffle the cards and lays 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.
- c. The first players in all the pairs then pick up two of the cards. If they think their cards match, they make some appropriate comments to the others, before picking them up.
- d. If the others agree that the cards are a pair, the player keeps them and takes another turn.

- e. 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.
 - f. This continues until all the cards have been paired off. The player with the most pairs is the winner.
2. Students' Reading Comprehension (Variable Y)
 - a. The students are able to identify main idea in narrative text.
 - b. The students are able to identify inference in narrative text.
 - c. The students are able to master vocabulary in reading narrative text.
 - d. The students are able to identify generic structure of narrative text.
 - e. The students are able to identify supporting details in narrative text.

D. Assumption and Hypothesis

1. Assumption

The assumption of this research is using pelmanism game that can improve reading comprehension on narrative text of the ten grade students at vocational school Taruna Pekanbaru.

2. Hypothesis

- a. Ho: There is no significant effect of using pelmanism game on reading comprehension of narrative text of the ten grade students at Vocational School Taruna Pekanbaru.

- b. Ha: There is a significant effect of using pelmanism game on reading comprehension of narrative text of the ten grade students at Vocational School Taruna Pekanbaru.