

**THE EFFECTIVENESS OF PELMANISM GAME ON STUDENTS'  
READING COMPREHENSION**

A PAPER

Submitted to the English Education Study Program Faculty of Teacher Training and Educational Sciences Pakuan University as a Partial Fulfillment of Requirements for the S1 Degree Examination

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## **DECLARATION**

I hereby certify that the paper entitled “The Effectiveness of Pelmanism Game on Students’ Reading Comprehension” is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources and books. All quotations are properly acknowledged in the text. Should there be any claimed on the originality of this paper, I would be prepared to take any legal responsibility.

Bogor, March 2015

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## ABSTRACT

Reading is one of skills that should be mastered besides speaking, listening and writing because information can be accepted if the students comprehend the purpose of text they read. However, there are any problems that should be faced by students in understanding the text they read. So, it will be homework for the teacher to help students. Teacher can use game to help students solve their problems in understanding the reading. Therefore, the researcher conducted the research with the title *the effectiveness of pelmanism game on students' reading comprehension*. The aim of the research is to find out the effectiveness of pelmanism game on students' reading comprehension is effective or not. The population of this research is the second grade students of SMPN 1 Cilebar Karawang. There are 120 students of three classes. The sample of the research is taken about 25% of the population using proportional sampling. The samples are divided into two groups; experimental and control group. There are 30 students of each group. Quasi experimental method and non-equivalent control group design are used. The result of this research shows that t-test value is 2,516 with degree of freedom (*df*) is 58. The value of  $t_{table}$  at the significant level  $t_{0,01}$  is 2,42 and  $t_{0,05}$  is 1,68. It can be described as  $2.516 > 2.42 > 1.68$ . It means that the alternative hypothesis (*Ha*) is accepted because  $t_{calculated}$  is higher than  $t_{table}$ . Finally, it can be concluded that the Pelmanism game is effective used on students' reading comprehension.

## **PREFACE**

Alhamdulillahirobbiil'aalamiinn, all praises are to Allah SWT, the most gracious and most merciful, who has given an easy way to the researcher to finish this paper entitled, "The Effectiveness of Pelmanism Game on Students' Reading Comprehension".

This paper is submitted to the English Education Study Program Faculty of Teachers training and Education Science, Pakuan University as a partial fulfilment of the requirements for the *Sarjana Pendidikan* Examination.

The researcher realizes that this paper is far from being perfect, both in the writing and content. Therefore, the researcher will appropriate all constructive criticism for the improvement of this paper. Hopefully this paper will be useful for the readers.

Bogor, March 2015

The researcher

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# CHAPTER I

## INTRODUCTION

### A. Background

Reading is one of skills that should be mastered besides speaking, listening and writing because information can be accepted if the students comprehend the purpose of text they read. It also becomes a problem for most of students at second grade in SMPN 1 Cilebar Karawang. Many students have difficulties in identifying the main idea and understand meaning of the text they read. Additionally, the students' awareness in reading English is low and even only done at school when teacher asks them to read. Besides that, learning system used does not support the effectiveness of study because the activities that are given do not communicative and students only attempt to comprehend the reading individually without any discussion with the other friends. So, the students' comprehension in reading is not really good.

Therefore, teachers' effort is very needed to give solution of the problem about students' difficulties in reading comprehension especially in comprehend the texts based on the purpose of the texts and get information from the texts through scanning and skimming reading skills. Besides that, teachers have to make the teaching learning processes are interesting to make students can comprehend the text. They have to find out an interesting way of teaching reading. Teacher can use any games to make students interested to the learning process. Students will be fun and easy to accept information of the lesson. One of the games that can be used for

teaching reading is Pelmanism Game. Pelmanism Game is one of kinds of matching games and it is appropriate to match between the words or pictures and the description or explanation.

In class VIII-C of SMPN 1 Cilebar Karawang, the teaching learning process in reading class is not quite effective. It is indicated from their understanding and their attention in following the lesson. Students' enthusiasm to read English also is less because they are difficult to comprehend about what they have read and teacher does not give an activity on teaching learning process that can be used for knowing how students' reading comprehension in order to students can increase their comprehension better. Moreover, in teaching reading, after the teacher explains the material, she only asks students to read individually and then give the task as their practice to know students' comprehension without any interesting activity to make students enjoy. So, they need an interesting situation in learning reading.

From the background above, the researcher assumes that Pelmanism Game is an interesting way to teach reading in class VIII-C of SMPN 1 Cilebar Karawang. So, it is applied to know how the effectiveness of Pelmanism on students' reading comprehension.

## **B. Reason for Choosing the Topic**

Reading comprehension is needed so much by students to increase the quality of their learning. However, a lot of teachers still use traditional way to teach

reading with conventional method. Many students feel bored with the way teacher teaches English in reading activities. It makes students study indolently. Therefore, students need to be given a new atmosphere for their reading activities to be more interesting like giving a game. So, the researcher wants to know whether Pelmanism Game can be used as an alternative way of teaching reading.

### **C. The Aim of the Research**

The aim of the research is to find out the effectiveness of Pelmanism Game on students' reading comprehension.

### **D. Limitation of the Problem**

The problem of the research is limited on students' reading comprehension skill in getting information of descriptive texts based on the pictures. The texts are about describing things around students and those are matched with the appropriate pictures through Pelmanism Game. Skimming, scanning, reference and vocabulary questions, are used for measure students' reading comprehension because those are often found when students get difficulties in getting information especially to find out the main idea and specific information of the texts.

### **E. Research Question**

Is there the effectiveness of Pelmanism Game on students' reading comprehension?

## **F. Problem to Investigate**

In this research, the researcher wants to investigate

1. Students' reading comprehension of descriptive text before the treatment
2. Students' reading comprehension of descriptive text after the treatment

## **G. Hypothesis**

The alternative hypothesis ( $H_a$ ) is stated that the Pelmanism Game is effective used on students' reading comprehension.

## **H. Population and Sample**

The population of the research is the second grade students of SMPN 1 Cilebar Karawang. The population is about 120 students of three classes. Then, it is determined the sample size using proportional sampling and takes 25 % of the population for each group. So, there are about 30 students in experimental group and 30 students in control group as the samples who become respondents in this research.

## **I. Research Method**

In conducting the research, the method is used by the researcher is "Quasi Experimental" design namely non-equivalent control group design to investigate the effectiveness of Pelmanism Game on students' reading comprehension with the design:

$O_1$  = pre-test (the experimental group)

$O_2$  = post-test (the experiment group)

$O_3$  = pre-test (the control group)

$O_4$  = post-test (the control group)

X = treatment (using Pelmanism Game)

Firstly, the students are divided into two groups, they are experimental and control group. The research is started by giving pre-test to both of the experimental and control group. After giving the pre-test, students are given treatments by teaching descriptive text using Pelmanism Game to the experimental group. Then, teacher explains the lesson using Memorize and Draw Game to the control group to make the research balance. The last, students are given post-test to both experimental and control group to know the effectiveness of Pelmanism Game on students' reading comprehension.



## **CHAPTER II**

### **THEORITICAL FRAMEWORK**

#### **A. Reading Comprehension**

##### **1. Definition of Reading**

Reading is one of skills that need to be mastered by people because by reading, people can get a lot of information and knowledge from the text they have read. According to Harmer (1991: 181), “Reading is receptive skill and involves active participation on the part of the reader”. It means that by reading, the readers can get and extract the meaning of the text they read directly. Every kind of reading has a purpose and participates to give information to the readers.

In learning English at schools, reading also is learned by the students as a partial of students’ ability to comprehend the texts they read. The texts that students read contain the message. The message of the text can be caught by students if they have ability to comprehend the information of the texts. As argued by Grabe and Stoller (2002: 1), “Reading is the ability to draw meaning from the printed page and interpret this information appropriately”. It is also in line with the statement given by Hudelson in Celce Murcia (2001:154),

“In reading, an individual constructs meaning through transaction with written text that has been created by symbols that represent language. The transaction involves the reader’s acting on or interpreting the text and the interpretation is influenced by the reader’s past experiences, language background, and cultural framework, as well as the reader’s purpose for reading”.

From the definitions of reading above, it can be concluded that reading is a skill that can be used for interaction between the texts and the reader on gaining message or information as well as build the meaning based on the reader's background knowledge and the purpose of the reading. The appropriate information will be gotten by the reader who is able to comprehend the text well.

a. Types of Reading

There are some types of reading. Brown (2004: 189) identifies four types of reading. Those are perceptive, selective, interactive and extensive. Perceptive reading involves the components of language include words, punctuation and the other. Then, selective reading applies to the sentences, brief paragraphs, a simple charts, and graphs, very short stretch of language. The next is interactive reading types are stretches of language of several paragraphs to one page and emphasis on meaning. The last type of reading is extensive reading. It applies to the professional articles, essays, technical reports, short stories and books.

From the explanation above, types of reading are distinguished by the focus of reading which is discussed like focus to the level of words, sentences, paragraph, until essays or books.

b. The Purpose of Reading

Everyone has the purpose about what they read for. So, in process, reading is very influenced by the purpose of reading itself. To make the readers understand about what they have read, skimming scanning, and

reference should be mastered. Skimming is reading for getting general understanding; while scanning is reading for knowing the specific information from the text; and reference is reading for understanding the certain reference word or repeating words in the text.

Grabe and Stoller (2002: 13-14) classify the purpose of reading.

Those are:

1. Reading to search for simple information. The reader can scan and skim the text to find out the information from the text.
2. Reading to learn from texts. It is very important in reading process especially for students in which they have to use their ability to remember the main ideas from the text they read well in order to connect with supporting idea of the text.
3. Reading to skim quickly. Important information can be formed from all segments of the paragraph until a general idea of the text.
4. Reading to integrate information is reading to get information from many resources.

From the purpose of reading above, it can be concluded that the main of reading purpose is to search, to learn, to skim and to integrate the information from the text read.

## **2. Definition of Reading Comprehension**

Comprehension is the ability that must be had by students to understand each part of the texts. Pardo (2004: 272) argues that comprehension is a process in which readers construct meaning by interacting with text through

the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text. It means that between the reader and the texts have a connection each other in a reading comprehension process.

Besides, Johnson (1992: 75) says that there are three important literal comprehension skills that are crucial for the readers' understanding of what they read. Those are recognizing the main idea, identifying supporting details, and determining word meaning from the context. So, the comprehension has to be mastered while reading process is going. The reader needs to consent and focus to each part of sentences of the text they read to get the real understanding. Furthermore, comprehension entails three elements are the *reader* who is doing the comprehending, the *text* that is to be comprehended, and the *activity* in which comprehension is a part. Those elements are important to be attention in reading comprehension process.

According to Richards (2010: 12), "reading comprehension is the construction of meaning from a printed or written message". It means that reading comprehension is getting information or message from the texts read. While, Woolley (2008:51) said that reading comprehension is a complex interaction of language, sensory perception, memory, and motivational aspects. A line with Woolley, Anderson and Pearson as quoted by Alexander (1988:159) also claim that comprehension is a special kind of thinking process that actively constructs meaning internally from interacting with the material that is read. From those statements can be got that reading comprehension is an

internal interaction of the reader's mind involving sensory perception, memory and motivational which is processed in order to the reader's brain is able to catch the meaning of the text that is read and it is a complex process to get information of the reading.

Shortly, Kirby (2007: 1) explains that reading comprehension is the process by which we understand the text. It can be meant that readers are being in the process to be able to comprehend the reading when they are reading. Meanwhile, readers' understanding also is influenced by their background and experiences in thinking process to give meaning of the texts they read. As defined by Heilman *et.al* (1981:242),

Reading Comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. It is best viewed as a multifaceted process affected by several thinking and language abilities.

To draw an inference from those definitions about reading comprehension above, generally, reading comprehension is the process of acquiring meaning from an interaction between readers the text they read based on the background, experiences and thought as well as language abilities of the readers. So, reading comprehension is highly required to be applied in teaching learning process to make sure that students have comprehended the text they read well.

### **3. The Elements of Reading**

As mentioned by Pinnell (2008), there are five essential elements of reading, include:

- a. *Phonemic Awareness* is the ability to notice, think about, and work with the discrete sounds in spoken words. Children do activities and play games that involve connecting, sorting, and manipulating sounds and rhymes and learn to associate discrete sounds with letters.
- b. *Word Analysis (or Phonics)* is the process of using the relationships between spelling and pronunciation at the letter, syllable, and word levels to figure out unfamiliar words. For more proficient readers, word analysis also refers to knowledge of the meanings and spellings of prefixes, root words, and suffixes. Word analysis instruction can be very effective in helping beginning readers learn to read with understanding and teaching them that there are systematic and predictable relationships between written letters and spoken words.
- c. *Fluency* is the ability to read a text quickly and accurately and it is very important in reading process. Fluent readers recognize words automatically and group words as they read. With practice, children become more fluent readers the more they read
- d. *Vocabulary* refers to the words we must know to communicate effectively, and applies to speaking, listening, reading, and writing. Vocabulary knowledge is an important predictor of reading comprehension ability. Knowing the meanings of the words used in a text is fundamental to comprehension.
- e. *Comprehension* refers to the ability to understand what one is reading. Students are explicitly taught comprehension strategies in isolation and

while reading, listening to and writing texts. The strategies include making predictions, asking questions and forming opinions while reading, and connecting text meaning with background knowledge and personal experience.

Those elements above are crucial for reading instruction. Students will be able to read the text effectively because before, while and post reading, they are instructed by the teacher with any activities. So, students' understanding of the text will increase.

Some elements will be measured in this research are fluency, vocabulary and comprehension. Fluency refers to make students are able to improve their speed and accurateness of reading. Vocabulary is used for measure how students give words meaning of context while reading. Then, comprehension is to measure students understanding about words meaning, symbolic meaning, main idea and information of the text, as well as how a sentence can relate to each other.

## **B. Pelmanism Game**

Pelmanism is a game in which players play random face down cards and must remember cards or other objects that they have seen to be paired with another related card. It is also known as "*the memory game*" that is adaptable game in English teaching so that it can be used for teaching adult, young learners, and even children. In other words, Pelmanism refers to a game where the objects have to be paired and remembered to measure students' comprehension in getting information

from the objects. Pelmanism also can be defined as a memory card game in which a set of cards is spread out face down and players try to turn up pairs with the same pictures, picture and word or words.

### **1. Types of Pelmanism Card**

According to Andrew Wright *et.al* (2006: 85-87), there are many different types of the pair cards to play Pelmanism Game in teaching learning process in the class and it depends on language needs of the students. The types of the cards include:

#### 1. Matching Pairs:

- a. Word / picture
- b. Word or picture / definition or description ( e.g. *Grape / a small, round, purple or green fruit that you can eat of make into wine*)
- c. British English word / American English word (e.g. *boot / trunk*)
- d. Opposite word / opposite word (e.g. *big / small*)

#### 2. Topic-Based Pairs

1. Animal / the food it eats (e.g. *sheep / grass*)
2. Animal / a country it lives in (e.g. *Elephant / India*)
3. Sport / an object which is typical of the sport (e.g. *golf / club*)
4. Picture of different fish, trees, birds, flowers, etc... / their name



### 3. Collocations

1. Adjective / noun (e.g. *fatal / accident*)
2. Verb / noun (e.g. *play / football*)
3. Verb / adverb (e.g. *listen / carefully*)
4. Object / characteristic (e.g. *gold necklace / valuable*)
5. Tool / job (e.g. *Saw / carpenter*)
6. Capital / country (e.g. *Jakarta / Indonesia*)
7. Digit / Number (e.g. *7 / seven*)
8. Phonemic script / word (e.g. */teɪbl/ / table*)
9. Etcetera...

From those types of pair cards, the appropriate type of cards for teaching reading is pair cards of word or picture and the definition or description.

## 2. The Procedures of Pelmanism Game

The procedures of playing the game are explained below:

- a. Preparation: Give learners a set of 10 pairs of cards for each group of three to four players. The pairs of cards must relate to each other.
- b. Procedures of playing the game:

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 and or until the teacher stops the game is the winner.

After getting the winner of the game, teacher and students discuss the appropriate cards which have been played by each group to know how good students' reading comprehension of the text in the cards based on how much students can pair the cards correctly.

By the procedures of Pelmanism Game above, students will be good in remembering and comprehending the information of the texts they read in teaching learning activity using Pelmanism Game because they can practice their memory be better. With the result of their good comprehension, they will be easy to find and match the pair of the text that is an appropriate picture.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Time and Site**

The population of this research is the second grade students of SMPN 1 Cilebar Karawang. There are three classes with the total population is 120 and the number of students in each class is about 40 students. The samples are taken using proportional sampling. The number of students for the experimental group are taken 25 % and the control group are 25%. So, the total samples of the research are 30 students for each group. The planning of the research will be conducted for six sessions and started from October 23<sup>rd</sup> until November 13<sup>th</sup> 2014.

#### **B. Research Method**

In conducting this research, quasi experimental method with non-equivalent control group design is used. Experimental group is taught by using Pelmanism Game, while control group is taught by using Memorize and Draw Game. Both groups are given pre-test to know students' reading comprehension. After giving the treatments, students are given post-test. Then, the result of pre-test and post-test are compared to know the effectiveness of applying Pelmanism Game on students' reading comprehension.

## 1. Research Design

In conducting the research, quasi experimental method namely non-equivalent control group design is used. According to Louis Cohen et al (2000: 214), the research design can be represented as:

$$\begin{array}{lcl} \text{Experimental} & \rightarrow & \underline{O_1} \quad X \quad \underline{O_2} \\ \text{Control} & \rightarrow & O_3 \quad \quad \quad O_4 \end{array}$$

$O_1$  = pre-test (the experimental group)

$O_2$  = post-test (the experiment group)

$O_3$  = pre-test (the control group)

$O_4$  = post-test (the control group)

X = treatment (using Pelmanism Game)

## 2. Research Instrument

For the instrument, pre-test and post-test are used to get the data and analyze the effectiveness of Pelmanism Game on students' reading comprehension. The pre-test and post-test consist of 10 questions include skimming, scanning, reference and vocabulary questions based on the descriptive text given. Skimming that is questions for general understanding; scanning that is questions for specific information; reference that is questions for ask what certain reference words or repeating words; and vocabulary questions that is questions for asking the meaning of words or similarity. The topic is about describing Teddy Bear for experimental group and describing

White Board Eraser for control group. Pre-test and post-test are given to both groups by tests with the same topic.

Table 3.1  
Test Items

Questions	No.	Aspects			Note
		C1	C2	C3	
Skimming	1		√		Explain
Skimming	2		√		Explain
Scanning	3		√		Explain
Scanning	4		√		Explain
Vocabulary	5	√			Identify
Scanning	6	√			Mention
Scanning	7		√		Explain
Scanning	8	√			Identify
Scanning	9		√		Explain
Reference	10		√		Explain

### C. Data Collection Technique

The procedure of the research, there are several steps of scoring which are taken each meeting. First, pre-test is given to both of groups to measure the students' reading comprehension before treatment. In the pre-test, the students are given a descriptive text and asked to answer 10 questions in 40 minutes. After giving pre-test, both groups are given treatments. The experimental group is taught by using Pelmanism Game for three times. The last, the post-test is given to both of groups to get the result from the effectiveness of Pelmanism Game on students' reading comprehension.

To score the students' reading comprehension, the following formula is:

$$\text{Total score} = \frac{\text{Raw score}}{\text{Maximum score}} \times 100$$

Raw score refers to the total criteria from scoring of reading comprehension based on one reading aspect or element that is comprehension in giving written tests which are focused on skimming, scanning, and reference questions. It can be seen in the following table:

Table 3.2  
Scoring of Reading Comprehension

Score	Criteria
3	The written response is complete. It indicates a very good understanding of the written text and relevant details and information.
2	The response is partial and indicates a fairly good understanding of the written text.
1	The response is fragmentary and indicates only minimal understanding of the written text.
0	There is a little or no response. Inaccurate and irrelevant details and ideas indicate a serious misunderstanding of the written text.

#### D. Data Analysis

The data are analyzed to find out the effectiveness of Pelmanism Game on students' reading comprehension. Some steps in analyzing the data

are done. The first step is scoring the students' answers. Second is calculating the mean and standard deviation, and the last is calculating the t-test value.

In analyzing the data from pre-test and post-test, t-test formula from Arikunto (2006:331) is used. There are some steps for scoring pre-test and post-test before finding the result of t-test. The formula is shown as follows:

1. Calculating the score mean (x), with the formula:

$$Mx = \frac{\Sigma Dx}{n} \qquad My = \frac{\Sigma Dy}{n}$$

$Mx$  = mean of experimental group

$My$  = mean of control group

$\Sigma Dx$  = standard deviation of experimental group

$\Sigma Dy$  = standard deviation of control group

$n$  = the number of students

2. Calculating the standard deviation (SD). The formula is:

$$\Sigma x^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{n} \qquad \Sigma y^2 = \Sigma y^2 - \frac{(\Sigma y)^2}{n}$$

3. Calculating t-test value with the formula:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{nx + ny - 2}\right) \left(\frac{1}{nx} + \frac{1}{ny}\right)}}$$

t = t-test value



$M_x$  = means of experimental group

$M_y$  = means of control group

$\Sigma x^2$  = standard deviation of experimental group (SDx)

$\Sigma y^2$  = standard deviation of experimental group (SDy)

$N_x$  = number of students (experimental group)

$N_y$  = number of students (control group)

$n$  = number of the students

4. Calculating the degree of freedom:

$$d.f = N_x + N_y - 2$$

$N_x$  = number of students (experimental group)

$N_y$  = number of students (control group)

$d.f$  = degree of freedom

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

In this research, the data were collected by using reading comprehension tests. The students were given the pre-test, three times of treatments and post-test to find out the effectiveness of Pelmanism game on students' reading comprehension. In experimental group, pre-test and post-test were presented as  $X_1$  and  $X_2$ , while for control group, the pre-test and post-test were presented as  $Y_1$  and  $Y_2$ .

#### 1. The Result of Experimental and Control Group

- a. The result of pre-test and post-test for the experimental group which was taught by using Pelmanism Game, is in the following table:

Table 4.1

The Result of Pre-test and Post-test for the Experimental Group (Pelmanism Game)

No	Pre-test	Post-test	$n$	$n^2$
	$X_1$	$X_2$	$(X_2 - X_1)$	
1	43	70	27	729
2	56	80	24	576
3	60	86	26	676
4	36	60	24	576
5	43	73	30	900
6	40	86	46	2116
7	33	80	47	2209
No	Pre-test	Post-test	$n$	$n^2$

	$X_1$	$X_2$	$(X_2 - X_1)$	
8	33	80	47	2209
9	26	66	40	1600
10	53	70	17	289
11	53	76	23	529
12	33	76	43	1849
13	46	80	34	1165
14	36	76	40	1600
15	33	73	40	1600
16	30	70	40	1600
17	30	73	43	1849
18	33	76	43	1849
19	33	80	47	2209
20	33	73	40	1600
21	43	80	37	1369
22	36	83	47	2209
23	46	80	34	1165
24	33	76	43	1849
25	53	80	27	729
26	30	76	46	2116
27	46	83	37	1369
28	46	86	40	1600
29	50	83	33	1089
30	33	66	33	1089
<b>Total Score</b>	$\sum X_1 = 1199$	$\sum X_2 = 2297$	$\sum D_x = 1098$	$\sum D_x^2 = 42314$

Table 4.1 of Experimental group above shows the result that the score of post-test is higher than the score of pre-test. The total score of pre-test is 1199 and post-test is 2297.

- b. The result of pre-test and post-test for the control group which was taught by using Memorize and Draw Game, is in the following table:

Table 4.2

The Result of Pre-test and Post-test for the Control Group (Memorize and Draw Game)

No	Pre-test	Post-test	$n$	$n^2$
	$Y_1$	$Y_2$	$(Y_2 - Y_1)$	
1	40	70	30	900
2	53	80	27	729
3	56	80	24	576
4	43	73	30	900
5	33	63	30	900
6	30	66	36	1296
7	40	76	36	1296
8	53	70	17	289
9	33	76	43	1849
10	33	70	37	1369
11	46	80	34	1156
12	36	70	34	1156
13	30	70	40	1600
14	33	73	40	1600
15	43	70	27	729
16	53	73	20	400
17	30	73	43	1849
18	30	63	33	1089
19	50	73	23	529
20	53	80	27	729
21	50	73	23	529
22	46	80	34	1156
23	33	66	33	1089
24	43	76	33	1089
25	50	80	30	900
26	46	73	27	729
27	30	66	36	1296
28	33	76	43	1849

29	33	66	33	1089
No	<b>Pre-test</b>	<b>Post-test</b>	<b><i>n</i></b>	<b><i>n</i><sup>2</sup></b>
	<b><i>Y<sub>1</sub></i></b>	<b><i>Y<sub>2</sub></i></b>	<b><i>(Y<sub>2</sub> - Y<sub>1</sub>)</i></b>	
30	46	70	24	576
<b>Total Score</b>	<b><math>\sum Y_1 = 1228</math></b>	<b><math>\sum Y_2 = 2175</math></b>	<b><math>\sum D_y = 947</math></b>	<b><math>\sum D_y^2 = 31243</math></b>

Table 4.2 of Control group above shows that the result of post-test is 2357, higher than the score of pre-test, it is 1228. It means that the research is succeed and the implementation of Pelmanism game in second grade students of SMPN 1 Cilebar Karawang is effective.

## 2. Mean

The result of the mean of Experimental group and Control group were counted, as follow:

$$\begin{aligned}
 M_x &= \frac{\sum Dx}{n} & M_y &= \frac{\sum Dy}{n} \\
 &= \frac{1098}{30} & &= \frac{947}{30} \\
 &= 36.6 & &= 31.56
 \end{aligned}$$

The result of experimental group (Pelmanism Game) is 36.6; and control group (Memorize and Draw Game) is 31.56. It shows that the mean of experimental group is higher than control group. It means that the mean of students' score that is taught by using Pelmanism Game is

higher than students' score that is taught by using Memorize and Draw Game.

### 3. Standard Deviation

$$\begin{aligned}\sum D_x &= \sum D_x^2 - \frac{(\sum D_x)^2}{n} & \sum D_y &= \sum D_y^2 - \frac{(\sum D_y)^2}{n} \\ &= 42314 - \frac{1098^2}{30} & &= 31243 - \frac{947^2}{30} \\ &= 42314 - 40186.8 & &= 31243 - 29893.63 \\ &= 2127.2 & &= 1349.37\end{aligned}$$

The result of standard deviation of experimental group (Pelmanism Game) is got 2127.2; that score is higher than the result of standard deviation of control group (Memorize and Draw Game), which is only got 1349.37.

### 4. T-test Value

After got the calculation of the mean and the standard deviation from experimental and control group, the next step is calculating t- test value. The following is:

$$\begin{aligned}t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum D_x^2 + \sum D_y^2}{n_x + n_y - 2}\right)\left(\frac{1}{n_x} + \frac{1}{n_y}\right)}} \\ &= \frac{36.6 - 31.56}{\sqrt{\left(\frac{2127.2 + 1349.3}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}\end{aligned}$$

$$\begin{aligned}
&= \frac{5.04}{\sqrt{\left(\frac{3476.5}{58}\right)\left(\frac{2}{30}\right)}} \\
&= \frac{5.04}{\sqrt{(59.93)(0.067)}} \\
&= \frac{5.04}{\sqrt{4.015}} \\
&= \frac{5.04}{2.003} \\
&= 2.516
\end{aligned}$$

From the calculation above is got that the result of t-test value score is 2.516. It is the difference score which is gotten from the experimental group (PelmanismGame) and control group (Memorize and Draw Game).

### 5. Degree of Freedom

The formula of the degree of freedom is:

$$\begin{aligned}
d.f &= Nx + Ny - 2 \\
&= 30 + 30 - 2 \\
&= 58
\end{aligned}$$

So, the degree of freedom score is 58. It is used for calculating the level of significance the t-test value in the table distribution.

## B. Discussion

From the result of calculation above, it is found that the t-test value or  $t_{\text{calculated}}$  is 2.516 and the result of degree of freedom is 58. The significance of the t-test value can be concluded in the distribution table or  $t_{\text{table}}$  with the level of significance  $t_{-0.05}$  and  $t_{-0.01}$ . The value in  $t_{-0.05}$  of level significance is 1.68 and the value in  $t_{-0.01}$  of level significance is 2.42. So, the result of t-test value can be described as  $2.516 > 2.42 > 1.68$ . It means that the alternative hypothesis ( $H_a$ ) is accepted because  $t_{\text{calculated}}$  is higher than  $t_{\text{table}}$ . Finally, it can be said that the Pelmanism game is effective used on students' reading comprehension.

In conducting the result of the result, there were several tests and treatments given to the students of the experimental and control group. Then, from the result of test (pre-test and post-test) and treatments, was got students' reading comprehension scores. The students were given 10 questions in open-ended questions from the descriptive text to know students' reading comprehension in different text for each test and treatment. Then, in the treatments, students were given three times of treatments. In giving treatment, the experimental group was given Pelmanism game and the control group was given memorize and draw game after that the data was got.

In experimental group, the mean of pre-test and post-test score is 36,6 and in control group is 31.56. After the mean and standard deviation was obtained, the researcher put the score to calculate the t-test value. The result standard deviation of experimental group is 2127.2 and control group is



1349.37. Based on the calculation, got the t-test value is 2.516 with the degree of freedom 58. The value of  $t_{\text{table}}$  at the significance level of  $t_{-0.05}$  is 1.68 and  $t_{-0.01}$  is 2.42. So, the result of t-test value can be described as  $2.516 > 2.42 > 1.68$ . It means that the alternative hypothesis ( $H_a$ ) is accepted because  $t_{\text{calculated}}$  is higher than  $t_{\text{table}}$ . From the result of calculation above, it can be concluded that the Pelmanism game is effective used on students' reading comprehension.

Based on the result of the research, as the explanation of Kirby (2007: 1) that reading comprehension is the process by which we understand the text, by the process of treatments which have been given, students are able to comprehend the text by remembering a lot of words as the keywords to know the information what are the texts described about from many texts which have been given in the treatments by using Pelmanism game. The result of the research is appropriate with the theory used, that Pelmanism game is a memory game that can practice students' reading comprehension in getting information from the pictures and words they have remembered in the cards. It is also supported by Trianingsih (2013), that using Pelmanism is effective to improve students' reading ability. So, Pelmanism game is effective used in teaching learning activity to teach reading comprehension to the students.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Pelmanism game is a game in which players play random face down cards and must remember cards or other objects that they have seen to be paired with another related card. Students have to spread out a set of cards face down and they try to turn up pairs with the same pictures. In teaching students by using Pelmanism game, students are divided into group consist of 4-5 persons. So, they can work together in comprehending the texts in the cards which are paired with the pictures.

After conducting the research, from the data shows that Pelmanism game is effective used on students' reading comprehension. The t-test value is 2.516 while, the  $t_{\text{table}}$  at the significance level of  $t_{-0.05}$  is 1.68 and  $t_{-0.01}$  is 2.42. Based on the result shows that the t-test value is higher than  $t_{\text{table}}$  with the degree of freedom ( $d.f$ ) of the test is 58. It means that the alternative hypothesis ( $H_a$ ) is accepted and teaching students reading comprehension using Pelmanism game is effective to be applied. It is also proved by the significance result between experimental and control group that the experimental group score, is better than the control group score. So, it can be concluded that Pelmanism game can help students' reading comprehension in getting information from descriptive text to be easier.

## **B. Suggestion**

There are some suggestions can be done by the teacher who wants to conduct the Pelmanism game as the activity for teaching based on the conduction and result of the research. First, teacher has to prepare the material such as pictures, cards, and texts based on the topic given. It will be better if the game is given in the next meeting after the students have been explained about the material. Second, introduce the procedures and the goal of the game to the students so that they can apply it when the playing is going on. Third, teacher should be able to manage the time because in playing the game, needed a lot of time start from introduction about the procedures and the goal of the game until the activity has finished and got the result of how good students can pair the cards quickly and correctly as well as the ability to comprehend what they have got from the activity. Fourth, the teacher can review the activity by asking the students about the correct pairs of cards and give the students the tests to know the comprehension of every student after given the activity. Last, teacher needs to discuss the answers of the tests to make students understand how to comprehend the text from the questions.

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# **APPENDICES**



**UNIVERSITAS PAKUAN**  
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UNIVERSITAS PAKUAN  
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TENTANG

PENGANGKATAN PEMBIMBING SKRIPSI  
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2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.  
3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.  
4. Ujian Sarjana harus terselenggara dengan baik.
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2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.  
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.  
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.  
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- MEMUTUSKAN
- Menetapkan :  
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1. Dr. Entis Sutisna, M.Pd.  
2. Mursidah Rahmah, M.Pd.  
sebagai pembimbing dari :
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- Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
- Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor  
Pada tanggal 5 April 2013  
Dekan, *su*

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Lampiran : -  
Perihal : Izin Penelitian

29 Oktober 2014

Yth. Kepala SMPN 1 Cilebar  
di  
Karawang

Dengan hormat,

Dalam rangka penyusunan skripsi, dengan ini kami hadapkan mahasiswa :

Nama : Riana Delistiar  
NPM : 031109176  
Program Studi : Pendidikan Bahasa Inggris  
Semester : Akhir

Untuk mengadakan penelitian di lingkungan sekolah yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 8 s.d 29 November 2014 mengenai: The Effectiveness of Pelmanism Game on Students' Reading Comprehension.

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami mengucapkan terima kasih.

Wakil Dekan  
Bidang Akademik,

Dra. Lestari Sukartiningsih, M.Pd.  
NIK 1.0586 035 083





PEMERINTAH KABUPATEN KARAWANG  
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**SMP NEGERI 1 CILEBAR**

Jalan Kertamukti Kec. Cilebar Kab. Karawang Kode pos 41353

Karawang, 15 November 2014

Nomor : 107/75/SMPN1/Disdik/2015  
Perihal : Izin Penelitian

Atas Dasar Surat Nomor : 7746/WADEK.I/FKIP/X/2014 tanggal 29 Oktober 2014 tentang izin mengadakan penelitian di lingkungan SMP Negeri 1 Cilebar Karawang, kepala SMP Negeri 1 Cilebar Karawang memberi izin kepada:

Nama : Riana Delistiar  
NPM : 031109176  
Program Studi : Pendidikan Bahasa Inggris  
Semester : Akhir

Untuk mengadakan penelitian dalam rangka memenuhi tugas kuliah mengenai "*The Effectiveness of Pelmanism Game on Students' Reading Comprehension*", sebagaimana dalam surat diatas.

Demikian izin ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Kepala SMP Negeri 1 Cilebar,  
  
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On Students' Reading Comprehension.  
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2. Mursidah Rahmah, M.Pd

Bogor, .....20.....

Kelua Program Studi,





Ahi Herawati, M.Pd

## ETIKA PENULISAN SKRIPSI

Etika dan norma yang dipertahankan peneliti antara lain:

1. Berperannya sebagai ilmuwan di masyarakat.
2. Proses, hasil dan produk dari laporan hasil penelitiannya akan dibaca oleh banyak orang termasuk masyarakat akademik.
3. Tidak melakukan pencurian ide orang lain yang disebut plagiarisme yaitu mengutip tanpa menunjukkan sumbernya.
4. Tidak mengubah informasi responden dengan pengertian yang berbeda atau bertolak belakang.
5. Tidak mengganti angka-angka hasil penelitian di dalam tabulasi data atau membuat data sendiri.
6. Tidak bertong-tong tentang metodologi yang dipergunakan dalam penelitian.
7. Tidak mengklaim penelitian orang lain.
8. Tidak memaksakan kehendak agar responden memberikan informasi kepadanya.

Tanggal	Bib	Catatan Pembimbing	Paraf
25-4-13	I	<ul style="list-style-type: none"> <li>- Font size on the cover</li> <li>- logo position</li> <li>- no direct question in chapter I</li> <li>- Paraphrase quotation</li> <li>- Margin</li> <li>- Which hypothesis do you use ?</li> <li>- Pilih 2 kelas dengan own &amp; random.</li> </ul>	
5-5-13	I	<ul style="list-style-type: none"> <li>- Tentukan terminologi variabel yang digunakan dengan istilah yang tepat</li> <li>- Merombak isi background</li> <li>- Cari penghitungan statistik tentang komparasi, apakah ANOVA? atau yang lain?</li> </ul>	

Tanggal	Bab	Catatan Pembimbing	Paraf
24/13	I	<p>- Perbaiki Background dengan cerita yang jelas dan runtut</p> <p>- Batasan permasalahan yang akan diteliti harus dipokuskan pada readingnya.</p> <p>- Gunakan kalimat pasif.</p>	Me
10/14	I	<p>Tidak perlu menentukan di luar variabel yang dibahas.</p>	Me
30/14	I	<p>Finished but rewrite some words.</p>	
	II	<p>- Pada poin A. langsung bahas tentang variabel yang digunakan yaitu Reading comprehension</p> <p>- Tambahkan lagi beberapa teori tentang reading comprehension dan memperbarui beberapa kata.</p> <p>- Tidak perlu membahas tentang strategies for RE.</p>	

Tanggal	Bab	Catatan Pembimbing	Paraf
6/2014	I	<p>Perbaiki masalahnya</p>	Me
11/2014	I	<p>buat chapter B</p>	

Tanggal	Bab	Catatan Pembimbing	Paraf
14/2014 1/2	II	Finished. Next to chapter III	!
18/2014 2	II	Revise. next chapter	!

Tanggal	Bab	Catatan Pembimbing	Paraf
19/2014 5	III	- Perbaikan untuk perhitungan jumlah sampel. - Jelaskan kriteria scoring pada semua kategori reading	ME
21/2014 5	III	Pengayaan BAB III	
29/2014 8		Revise. III	!
29/2014 8	III		!

Tanggal	Bab	Catatan Pembimbing	Paraf
17-10-14	IV & V	Perbaiki penulisan gambar dan hasil penelitian / kesimpulan penelitian.	Ma
3-11-14	IV & V	OK Tambahkan kaitan hasil penelitian dengan teori	M
8-12-14	IV & V	Bukung dengan teori di hasil penelitian yang telah dilakukan. Anisa	K

Tanggal	Bab	Catatan Pembimbing	Paraf
5/14	2014 Supra	Supplette Supra I - V	K

## **Rencana Pelaksanaan Pembelajaran**

### **(Experimental Group)**

Sekolah	: SMPN 1 Cilebar Karawang
Mata Pelajaran	: Bahasa Inggris
Kelas	: VIII/I
Alokasi Waktu	: 2 x 40 menit
Aspek / Skill	: <i>Reading</i>
Standard Kompetensi	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> yang berkaitan dengan lingkungan sekitar.
Kompetensi Dasar	: 5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i> .
Indikator	: 1. Mengidentifikasi langkah retorika dan ciri kebahasaan <i>descriptive text</i> . 2. Menemukan informasi tertentu dalam teks fungsional berbentuk <i>descriptive</i> .

#### **I. Tujuan Pembelajaran**

Setelah kegiatan pembelajaran, diharapkan peserta didik dapat:

Menemukan informasi tertentu dalam teks fungsional berbentuk *descriptive* dengan rasa ingin tahu (*curiously*)

#### **II. Materi Pembelajaran**

Terlampir

**III. Metode Pembelajaran** : *Pelmanism Game*

**IV. Langkah-Langkah Kegiatan** :

**a). Kegiatan Awal**

- Peserta didik diberikan motivasi dan dikondisikan pada situasi tertentu.
- Peserta didik disampaikan materi yang akan dipelajari dan tujuan pembelajaran.

**b). Kegiatan Inti**

- Peserta didik ditampilkan sebuah gambar buku
- Peserta didik diberikan pertanyaan terkait gambar
- Peserta didik menjawab pertanyaan guru dengan komunikatif
- Jawaban peserta didik dituliskan di papan tulis dalam bentuk text
- Peserta didik dijelaskan materi mengenai *descriptive text*
- Peserta didik diberi kegiatan berupa *Pelmanism Game*
- Peserta didik ditunjukkan contoh dan dijelaskan prosedur permainannya oleh guru
- Peserta didik dibagi kelompok terdiri dari 4-5 orang
- Masing-masing kelompok dibagi 10 *pieces of cards* berisi gambar dan deskripsinya
- Peserta didik diberi waktu untuk membaca dan memasangkan pasangan setiap kartu dengan benar berdasarkan gambar dan deskripsinya yang disusun di atas meja masing masing kelompok
- Secara bergiliran, setiap kelompok diberikan instruksi untuk *shuffle* kartu lalu diletakkan secara terbalik sehingga tulisan/gambar tidak terlihat dan disusun di atas meja
- Peserta didik diijinkan membalikkan/melihat kartu sesekali untuk mengingat posisi dari pasangan kartu tersebut sebelum mereka diinstruksikan untuk memulai permainan
- Setiap pemain diberikan waktu 30 detik untuk memasangkan masing-masing pasangan kartu yang sesuai dan menunjukan setiap



kartu yang dipasangkan kepada teman sekelompoknya. Jika pasangan kartu yang ditunjukkan salah, pemain harus menutup kembali kartu di posisi semula dan mencari pasangan kartu lain yang sesuai, dan jika pasangan kartu tersebut benar, pemain harus membuka kartu tersebut sehingga gambar/tulisan dalam kartu tersebut dapat terlihat.

- Pemain bermain secara bergantian setiap 30 detik sampai semua mendapat giliran dan kartu berhasil dipasangkan
- Kelompok yang berhasil memasang kartu paling banyak adalah pemenangnya
- Peserta didik dan guru mendiskusikan hasil jawaban siswa dari setiap pasangan kartu yang telah dipasangkan bersama-sama
- Peserta didik diberikan soal *descriptive text* untuk dikerjakan secara individu

**c). Kegiatan penutup**

- Peserta didik diminta untuk mengumpulkan hasil kerja siswa
- Peserta didik bersama guru *me-review* kegiatan yang telah dipelajari bersama-sama

**V. Penilaian**

<b>Indikator Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen/ Soal</b>
Menemukan informasi tertentu dalam teks fungsional berbentuk <i>descriptive</i> dengan rasa ingin tahu ( <i>curiously</i> )	Tes tulis	<i>Essay</i>	<i>Read the text above and answer the questions below based on the text correctly!</i>

Pedoman penilaian

$$\text{Total skor} = \frac{\text{Jumlah skor}}{\text{Skor maksimum}} \times 100$$

Kriteria penilaian

Score	Criteria
3	Jawaban benar dan lengkap
2	Jawaban sesuai tetapi kurang lengkap
1	Jawaban kurang sesuai
0	Jawaban salah atau tidak menjawab

## **VI. Media Pembelajaran**

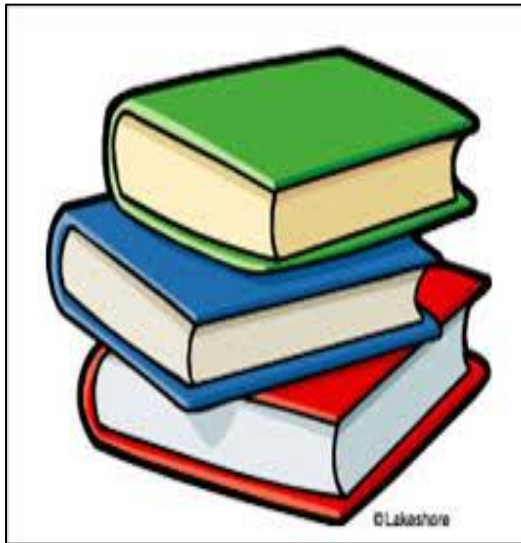
- a). Gambar relevan
- b). *Cards*
- c). *White board*
- d). *Marker*
- e). Teks relevan

Karawang,    October 2014  
Guru Mata Pelajaran

Didin Wahyudin, S. Pd

Lampiran:

1.



There are three books that are piled. Those books are very thick. The color cover of the first book is green, the second is blue and the third is red. While the papers are white. The shape of the books are square. Those books usually contain the written and picture to be read.

## 2. Descriptive Text Explanation

### a. Purpose:

Descriptive text is used for describe a particular something, people, animal and place in detail.

### b. Generic Structure:

1. Identification : it identifies the phenomenon to be described
2. Description of Features: it describes features in order of importance

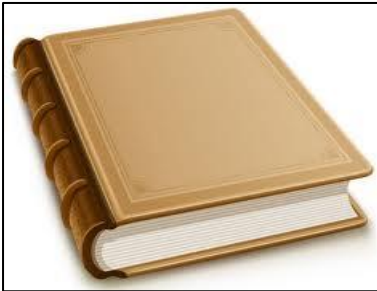
### c. Language Features:

1. Using Simple Present Tense
2. Using action verb "Have" (have, has) in order to give detail description of the object's features
3. Using to be (is, am, are) for the identification and showing qualities
4. Using adjectives in describing especially the qualities.

### 3. Pelmanism Game Cards



It has a dominant red color skin and black zipper. It is usually wore on the back and used for carrying books to the school.



This is a book. It is very thick. It has brown cover. This thing contains many sheets of white papers. It is used for read or write using pen or pencil.



It has round shape. It also has white color. The pointer of time is black for minutes and red for showing the seconds. This thing usually is put on the wall.



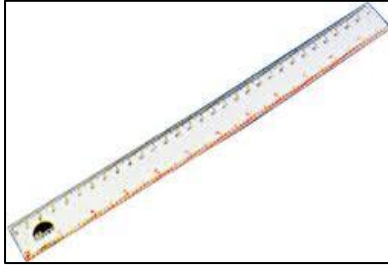
The shape is long-square. It has green color on the board and yellow on the border. This thing is used for write using chalk by the teacher in the classroom.



It has long shape. The color is yellow. There is a red eraser on the top of thing. It is used for write or draw in the sheet or book.



It has long-square shape. This thing can be opened-closed. It has yellow color on the outside and blue color on the inside. It contains yellow ruler, two red and purple pencils as well as a red eraser.



This thing has straight long shape. The color is transparent. There is a number of numerals in the side of thing. It is used for measure the length.



It has long-square shape with four legs in every angle. The color is cream. It can be used as a base to write or putting something on it. It is usually available in the classroom.



It has cream color with four legs in every angle. There is also a prop as propped the back when sitting. It is used for sit in the classroom.



The thing has round shape with the prop like a crescent. The color is blue. It can turn like a wheel. It is used as a replica of earth.

#### 4. Soal Latihan

##### **A Pencil Case**

I have a favorite thing, a pencil case. Its colors are dark brown and white. It is very beautiful, with its soft colors. There is also the picture of a brown bear in front of and behind side of this pencil case. The length is about 20 cm, big enough for save my equipment. I buy it from a supermarket in my town. The price is not really expensive, about Rp. 11.000. In this pencil case I can save my pens, pencils, eraser, ruler, etc. I bring it in my bag every day except on Sunday, because Sunday is holiday and we don't go to school.

Overall, I love my pencil case very much!

**Read the text above and answer the questions below based on the text correctly!**

1. What does the text tell us about?...
2. What is the topic described from the text above?...
3. What are the colors of thing? ...
4. Where is the picture position of thing? ...
5. The word "*equipment*" in the line four has same meaning with? ...
6. Where the thing is bought? ...
7. How much the price of the thing? ...
8. What is the function of the thing? ...
9. When the thing is brought? ...
10. The word "*it*" in line sixth of the text above refers to? ...

Answer key:

1. The text tells us about describing thing.
2. The topic is described from the text is describing a pencil case.
3. The colors of the thing are dark brown and white.
4. The picture position of the thing is in front of and behind side of this pencil case.
5. Equipment has same meaning with tool.
6. The thing is bought from a supermarket in my town.
7. The price is about Rp. 11.000.
8. The function of the thing is
  - to save my equipment or
  - to save my pens, pencils, eraser, ruler, etc.
9. The thing is brought every day except Sunday.
10. The word it refers to pencil case.

## **Rencana Pelaksanaan Pembelajaran II**

### **(Experimental Group)**

Sekolah	: SMPN 1 Cilebar Karawang
Mata Pelajaran	: Bahasa Inggris
Kelas	: VIII/I
Alokasi Waktu	: 2 x 40 menit
Aspek / Skill	: <i>Reading</i>
Standard Kompetensi	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> yang berkaitan dengan lingkungan sekitar.
Kompetensi Dasar	: 5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i> .
Indikator	: 1. Mengidentifikasi langkah retorika dan ciri kebahasaan <i>descriptive text</i> . 2. Menemukan informasi tertentu dalam teks fungsional berbentuk <i>descriptive</i> .

#### **I. Tujuan Pembelajaran**

Setelah kegiatan pembelajaran, diharapkan peserta didik dapat:

Menemukan informasi tertentu dalam teks fungsional berbentuk *descriptive* dengan rasa ingin tahu (*curiously*)

#### **II. Materi Pembelajaran**

Terlampir



**III. Metode Pembelajaran** : *Pelmanism Game*

**IV. Langkah-Langkah Kegiatan** :

**a). Kegiatan Awal**

- Peserta didik diberikan motivasi dan dikondisikan pada situasi tertentu.
- Peserta didik disampaikan materi yang akan dipelajari dan tujuan pembelajaran.

**b). Kegiatan Inti**

- Peserta didik ditampilkan sebuah gambar sofa
- Peserta didik diberikan pertanyaan terkait gambar
- Peserta didik menjawab pertanyaan guru dengan komunikatif
- Jawaban peserta didik dituliskan di papan tulis dalam bentuk text
- Peserta didik diingatkan kembali materi mengenai *descriptive text*
- Peserta didik diberi kegiatan berupa *Pelmanism Game*
- Peserta didik ditunjukkan contoh dan dijelaskan prosedur permainannya oleh guru
- Peserta didik dibagi kelompok terdiri dari 4-5 orang
- Masing-masing kelompok dibagi 10 *pieces of cards* berisi gambar dan deskripsinya
- Peserta didik diberi waktu untuk membaca dan memasangkan pasangan setiap kartu dengan benar berdasarkan gambar dan deskripsinya yang disusun di atas meja masing masing kelompok
- Secara bergiliran, setiap kelompok diberikan instruksi untuk *shuffle* kartu lalu diletakkan secara terbalik sehingga tulisan/gambar tidak terlihat dan disusun di atas meja
- Peserta didik diijinkan membalikkan/melihat kartu sesekali untuk mengingat posisi dari pasangan kartu tersebut sebelum mereka diinstruksikan untuk memulai permainan
- Setiap pemain diberikan waktu 30 detik untuk memasangkan masing-masing pasangan kartu yang sesuai dan menunjukan setiap

kartu yang dipasangkan kepada teman sekelompoknya. Jika pasangan kartu yang ditunjukkan salah, pemain harus menutup kembali kartu di posisi semula dan mencari pasangan kartu lain yang sesuai, dan jika pasangan kartu tersebut benar, pemain harus membuka kartu tersebut sehingga gambar/tulisan dalam kartu tersebut dapat terlihat.

- Pemain bermain secara bergantian setiap 30 detik sampai semua mendapat giliran dan kartu berhasil dipasangkan
- Kelompok yang berhasil memasang kartu paling banyak adalah pemenangnya
- Peserta didik dan guru mendiskusikan hasil jawaban siswa dari setiap pasangan kartu yang telah dipasangkan bersama-sama
- Peserta didik diberikan soal *descriptive text* untuk dikerjakan secara individu

**c). Kegiatan penutup**

- Peserta didik diminta untuk mengumpulkan hasil kerja siswa
- Peserta didik bersama guru *me-review* kegiatan yang telah dipelajari bersama-sama

**V. Penilaian**

<b>Indikator Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen/ Soal</b>
Menemukan informasi tertentu dalam teks fungsional berbentuk <i>descriptive</i> dengan rasa ingin tahu ( <i>curiously</i> )	Tes tulis	<i>Essay</i>	<i>Read the text above and answer the questions below based on the text correctly!</i>

Pedoman penilaian

$$\text{Total skor} = \frac{\text{Jumlah skor}}{\text{Skor maksimum}} \times 100$$

Kriteria penilaian

Score	Criteria
3	Jawaban benar dan lengkap
2	Jawaban sesuai tetapi kurang lengkap
1	Jawaban kurang sesuai
0	Jawaban salah atau tidak menjawab

## **VI. Media Pembelajaran**

- a). Gambar relevan
  
- b). *Cards*
  
- c). *White board*
  
- d). *Marker*
  
- e). Teks relevan

Karawang, Oktober 2014  
Guru Mata Pelajaran

Didin Wahyudin, S. Pd

Lampiran:

1.



This is a minimalist sofa. The color is white and has black feet. The length is about 130 cm and width is about 70 cm. The capacity of this sofa is for two people. The shape of the place for people sit is square like pillows. This sofa is very soft and comfortable for rest.

## 2. Descriptive Text Explanation

### a. Purpose:

Descriptive text is used for describe a particular something, people, animal and place in detail.

### b. Generic Structure:

1. Identification: it identifies the phenomenon to be described
2. Description of Features: it describes features in order of importance

### c. Language Features:

1. Using Simple Present Tense
2. Using action verb "Have" (have, has) in order to give detail description of the object's features
3. Using to be (is, am, are) for the identification and showing qualities
4. Using adjectives in describing especially the qualities.

## **Rencana Pelaksanaan Pembelajaran III**

### **(Experimental Group)**

Sekolah	: SMP Negeri 1 Cilebar Karawang
Mata Pelajaran	: Bahasa Inggris
Kelas	: VIII/I
Alokasi Waktu	: 2 x 40 menit
Aspek / Skill	: <i>Reading</i>
Standard Kompetensi	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> yang berkaitan dengan lingkungan sekitar.
Kompetensi Dasar	: 5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i> .
Indikator	: 1. Mengidentifikasi langkah retorika dan ciri kebahasaan <i>descriptive text</i> . 2. Menemukan informasi tertentu dalam teks fungsional berbentuk <i>descriptive</i> .

#### **I. Tujuan Pembelajaran**

Setelah kegiatan pembelajaran, diharapkan peserta didik dapat:

Menemukan informasi tertentu dalam teks fungsional berbentuk *descriptive* dengan rasa ingin tahu (*curiously*)

#### **II. Materi Pembelajaran**

Terlampir

**III. Metode Pembelajaran** : *Pelmanism Game*

**IV. Langkah-Langkah Kegiatan** :

**a). Kegiatan Awal**

- Peserta didik diberikan motivasi dan dikondisikan pada situasi tertentu.
- Peserta didik disampaikan materi yang akan dipelajari dan tujuan pembelajaran.

**b). Kegiatan Inti**

- Peserta didik ditampilkan sebuah gambar cangkir
- Peserta didik diberikan pertanyaan terkait gambar
- Peserta didik menjawab pertanyaan guru dengan komunikatif
- Jawaban peserta didik dituliskan di papan tulis dalam bentuk text
- Peserta didik dijelaskan materi mengenai *descriptive text*
- Peserta didik diberi kegiatan berupa *Pelmanism Game*
- Peserta didik ditunjukkan contoh dan dijelaskan prosedur permainannya oleh guru
- Peserta didik dibagi kelompok terdiri dari 4-5 orang
- Masing-masing kelompok dibagi 10 *pieces of cards* berisi gambar dan deskripsinya
- Peserta didik diberi waktu untuk membaca dan memasangkan pasangan setiap kartu dengan benar berdasarkan gambar dan deskripsinya yang disusun di atas meja masing masing kelompok
- Secara bergiliran, setiap kelompok diberikan instruksi untuk *shuffle* kartu lalu diletakkan secara terbalik sehingga tulisan/gambar tidak terlihat dan disusun di atas meja
- Peserta didik diijinkan membalikkan/melihat kartu sesekali untuk mengingat posisi dari pasangan kartu tersebut sebelum mereka diinstruksikan untuk memulai permainan
- Setiap pemain diberikan waktu 30 detik untuk memasangkan masing-masing pasangan kartu yang sesuai dan menunjukkan setiap

kartu yang dipasangkan kepada teman sekelompoknya. Jika pasangan kartu yang ditunjukkan salah, pemain harus menutup kembali kartu di posisi semula dan mencari pasangan kartu lain yang sesuai, dan jika pasangan kartu tersebut benar, pemain harus membuka kartu tersebut sehingga gambar/tulisan dalam kartu tersebut dapat terlihat.

- Pemain bermain secara bergantian setiap 30 detik sampai semua mendapat giliran dan kartu berhasil dipasangkan
- Kelompok yang berhasil memasang kartu paling banyak adalah pemenangnya
- Peserta didik dan guru mendiskusikan hasil jawaban siswa dari setiap pasangan kartu yang telah dipasangkan bersama-sama
- Peserta didik diberikan soal *descriptive text* untuk dikerjakan secara individu

**c). Kegiatan penutup**

- Peserta didik diminta untuk mengumpulkan hasil kerja siswa
- Peserta didik bersama guru *me-review* kegiatan yang telah dipelajari bersama-sama

**V. Penilaian**

<b>Indikator Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen/ Soal</b>
Menemukan informasi tertentu dalam teks fungsional berbentuk <i>descriptive</i> dengan rasa ingin tahu ( <i>curiously</i> )	Tes tulis	<i>Essay</i>	<i>Read the text above and answer the questions below based on the text correctly!</i>

Pedoman penilaian

$$\text{Total skor} = \frac{\text{Jumlah skor}}{\text{Skor maksimum}} \times 100$$

Kriteria penilaian

Score	Criteria
3	Jawaban benar dan lengkap
2	Jawaban sesuai tetapi kurang lengkap
1	Jawaban kurang sesuai
0	Jawaban salah atau tidak menjawab

## **VI. Media Pembelajaran**

- a). Gambar relevan
- b). *Cards*
- c). *White board*
- d). *Marker*
- e). Teks relevan

Karawang, Oktober 2014  
Guru Mata Pelajaran

Didin Wahyudin, S. Pd



## Lampiran

1.



### My Favorite Cup

This is the picture of a cup. The color is yellow. It has an approximately round handle in the right side. It also has a very short and wide leg. There is an icon picture with two little black eyes and black lip which is smiling. There is no water in the cup.

## 2. Descriptive Text Explanation

### a. Purpose:

Descriptive text is used for describe a particular something, people, animal and place in detail.

### b. Generic Structure:

1. Identification: it identifies the phenomenon to be described
2. Description of Features: it describes features in order of importance

### c. Language Features:

1. Using Simple Present Tense
2. Using action verb "Have" (have, has) in order to give detail description of the object's features
3. Using to be (is, am, are) for the identification and showing qualities
4. Using adjectives in describing especially the qualities.

## Rencana Pelaksanaan Pembelajaran

### (Control Group)

Sekolah	: SMPN 1 Cilebar Karawang
Mata Pelajaran	: Bahasa Inggris
Kelas	: VIII/I
Alokasi Waktu	: 2 x 40 menit
Aspek / Skill	: <i>Reading</i>
Standard Kompetensi	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> yang berkaitan dengan lingkungan sekitar.
Kompetensi Dasar	: 5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i> .
Indikator	: 1. Mengidentifikasi langkah retorika dan ciri kebahasaan <i>descriptive text</i> . 2. Menemukan informasi tertentu dalam teks fungsional berbentuk <i>descriptive</i> .

#### I. Tujuan Pembelajaran

Setelah kegiatan pembelajaran, diharapkan peserta didik dapat:

Menemukan informasi tertentu dalam teks fungsional berbentuk *descriptive* dengan rasa ingin tahu (*curiously*)

#### II. Materi Pembelajaran

Terlampir

### III. Metode Pembelajaran : *Memorize and Draw Game*

#### IV. Langkah-Langkah Kegiatan :

##### a). Kegiatan Awal

- Peserta didik diberikan motivasi dan dikondisikan pada situasi tertentu.
- Peserta didik disampaikan materi yang akan dipelajari dan tujuan pembelajaran.

##### b). Kegiatan Inti

- Peserta didik ditampilkan sebuah gambar buku
- Peserta didik bertanya-jawab mengenai gambar tersebut
- Peserta didik ditunjukkan teks yang berisi deskripsi dari gambar tersebut
- Peserta didik dijelaskan materi mengenai *descriptive text*
- Peserta didik ditampilkan sebuah teks deskriptif berjudul “My Favorite food” yang ditempel di tembok
- Peserta didik dijelaskan sebuah permainan *Memorize and Draw Game*
- Peserta didik diminta untuk meninggalkan tempat duduknya dan membaca teks yang telah disediakan ke depan per baris secara bergiliran
- Peserta didik diberi waktu lima menit untuk membaca secara *skimming* dan *scanning* teks tersebut sehingga mereka dapat menemukan ide pokok dan informasi yang diperlukan dalam teks
- Peserta didik diminta untuk kembali ke tempat duduknya dan menggambarkan sebuah gambar dari hasil deskripsi yang telah mereka baca
- Selama proses menggambar, peserta didik dapat membaca teks deskripsi yang ditempel tersebut sesering yang mereka butuhkan
- Peserta didik diminta untuk menunjukkan gambar hasil kerja mereka di atas meja

- Peserta didik bersama guru mendiskusikan hasil gambar yang telah dibuat apakah gambar tersebut sesuai dengan deskripsi yang mereka baca
- Di akhir permainan, peserta didik ditunjukkan gambar yang asli/sebenarnya dimana *descriptive text* tersebut berasal
- Peserta didik dengan gambar yang paling sesuai adalah pemenangnya
- Peserta didik diberikan soal *descriptive text* untuk dikerjakan secara individu

**c). Kegiatan penutup**

- Peserta didik diminta untuk mengumpulkan hasil kerja siswa
- Peserta didik bersama guru *me-review* kegiatan yang telah dipelajari bersama-sama

**V. Penilaian**

<b>Indikator Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen/ Soal</b>
Menemukan informasi tertentu dalam teks fungsional berbentuk <i>descriptive</i> dengan rasa ingin tahu ( <i>curiously</i> )	Tes tulis	<i>Essay</i>	<i>Read the text above and answer the questions below based on the text correctly!</i>

Pedoman penilaian

$$\text{Total skor} = \frac{\text{Jumlah skor}}{\text{Skor maksimum}} \times 100$$

Kriteria penilaian

Score	Criteria
3	Jawaban benar dan lengkap
2	Jawaban sesuai tetapi kurang lengkap
1	Jawaban kurang sesuai
0	Jawaban salah atau tidak menjawab

**VI. Media Pembelajaran**

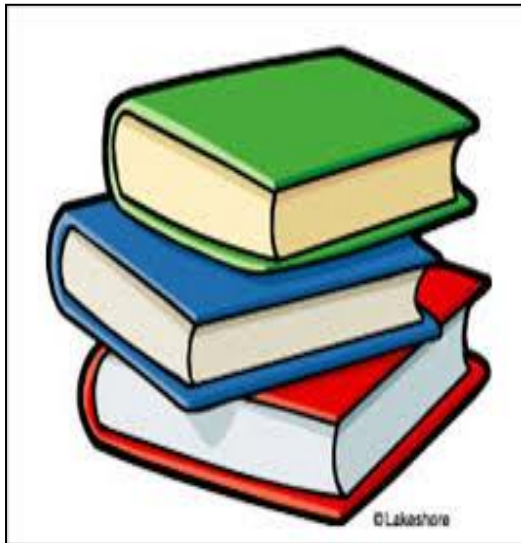
- a). Gambar relevan
  
- b). *Cards*
  
- c). *White board*
  
- d). *Marker*
  
- e). Teks relevan

Karawang,    October 2014  
Guru Mata Pelajaran

Didin Wahyudin, S. Pd

Lampiran:

1.



There are three books that are piled. Those books are very thick. The color cover of the first book is green, the second is blue and the third is red. While the papers are white. The shape of the books are square. Those books usually contain the written and picture to be read.

## 2. Descriptive Text Explanation

### a. Purpose:

Descriptive text is used for describe a particular something, people, animal and place in detail.

### b. Generic Structure:

1. Identification: it identifies the phenomenon to be described
2. Description of Features: it describes features in order of importance

### c. Language Features:

1. Using Simple Present Tense
2. Using action verb "Have" (have, has) in order to give detail description of the object's features

3. Using to be (is, am, are) for the identification and showing qualities
4. Using adjectives in describing especially the qualities.

### 3. Memorize and Draw Game

#### a. Picture



#### b. Description

##### My Favorite Cup

This is the picture of a cup. The color is yellow. It has an approximately round handle in the right side. It also has a very short and wide leg. There is an icon picture with two little black eyes and black lip which is smiling. There is no water in the cup.

## Rencana Pelaksanaan Pembelajaran II

### (Control Group)

Sekolah	: SMPN 1 Cilebar Karawang
Mata Pelajaran	: Bahasa Inggris
Kelas	: VIII/I
Alokasi Waktu	: 2 x 40 menit
Aspek / Skill	: <i>Reading</i>
Standard Kompetensi	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> yang berkaitan dengan lingkungan sekitar.
Kompetensi Dasar	: 5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i> .
Indikator	: 1. Mengidentifikasi langkah retorika dan ciri kebahasaan <i>descriptive text</i> . 2. Menemukan informasi tertentu dalam teks fungsional berbentuk <i>descriptive</i> .

#### I. Tujuan Pembelajaran

Setelah kegiatan pembelajaran, diharapkan peserta didik dapat:

Menemukan informasi tertentu dalam teks fungsional berbentuk *descriptive* dengan rasa ingin tahu (*curiously*)

#### II. Materi Pembelajaran

Terlampir



### III. Metode Pembelajaran : *Memorize and Draw Game*

#### IV. Langkah-Langkah Kegiatan :

##### a). Kegiatan Awal

- Peserta didik diberikan motivasi dan dikondisikan pada situasi tertentu.
- Peserta didik disampaikan materi yang akan dipelajari dan tujuan pembelajaran.

##### b). Kegiatan Inti

- Peserta didik ditampilkan sebuah gambar sofa
- Peserta didik bertanya-jawab mengenai gambar tersebut
- Peserta didik ditunjukkan teks yang berisi deskripsi dari gambar tersebut
- Peserta didik dijelaskan materi mengenai *descriptive text*
- Peserta didik ditampilkan sebuah teks deskriptif berjudul “My Bed” yang ditempel di tembok
- Peserta didik dijelaskan sebuah permainan *Memorize and Draw Game*
- Peserta didik diminta untuk meninggalkan tempat duduknya dan membaca teks yang telah disediakan ke depan per baris secara bergiliran
- Peserta didik diberi waktu lima menit untuk membaca secara *skimming* dan *scanning* teks tersebut sehingga mereka dapat menemukan ide pokok dan informasi yang diperlukan dalam teks
- Peserta didik diminta untuk kembali ke tempat duduknya dan menggambarkan sebuah gambar dari hasil deskripsi yang telah mereka baca
- Selama proses menggambar, peserta didik dapat membaca teks deskripsi yang ditempel tersebut sesering yang mereka butuhkan
- Peserta didik diminta untuk menunjukkan gambar hasil kerja mereka di atas meja

- Peserta didik bersama guru mendiskusikan hasil gambar yang telah dibuat apakah gambar tersebut sesuai dengan deskripsi yang mereka baca
- Di akhir permainan, peserta didik ditunjukkan gambar yang asli/sebenarnya dimana *descriptive text* tersebut berasal
- Peserta didik dengan gambar yang paling sesuai adalah pemenangnya
- Peserta didik diberikan soal *descriptive text* untuk dikerjakan secara individu

**c). Kegiatan penutup**

- Peserta didik diminta untuk mengumpulkan hasil kerja siswa
- Peserta didik bersama guru *me-review* kegiatan yang telah dipelajari bersama-sama

**V. Penilaian**

<b>Indikator Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen/ Soal</b>
Menemukan informasi tertentu dalam teks fungsional berbentuk <i>descriptive</i> dengan rasa ingin tahu ( <i>curiously</i> )	Tes tulis	<i>Essay</i>	<i>Read the text above and answer the questions below based on the text correctly!</i>

Pedoman penilaian

$$\text{Total skor} = \frac{\text{Jumlah skor}}{\text{Skor maksimum}} \times 100$$

Kriteria penilaian

Score	Criteria
3	Jawaban benar dan lengkap
2	Jawaban sesuai tetapi kurang lengkap
1	Jawaban kurang sesuai
0	Jawaban salah atau tidak menjawab

**VI. Media Pembelajaran**

- a). Gambar relevan
- b). *Cards*
- c). *White board*
- d). *Marker*
- e). Teks relevan

Karawang, Oktober 2014  
Guru Mata Pelajaran

Didin Wahyudin, S. Pd

Lampiran:

1.



This is a minimalist sofa. The color is white and has black feet. The length is about 130 cm and width is about 70 cm. The capacity of this sofa is for two people. The shape of the place for people sit is square like pillows. This sofa is very soft and comfortable for rest.

## 2. Descriptive Text Explanation

### a. Purpose:

Descriptive text is used for describe a particular something, people, animal and place in detail.

### b. Generic Structure:

Identification: it identifies the phenomenon to be described

Description of Features: it describes features in order of importance

### c. Language Features:

1. Using Simple Present Tense

2. Using action verb "Have" (have, has) in order to give detail description of the object's features

3. Using to be (is, am, are) for the identification and showing qualities

4. Using adjectives in describing especially the qualities.

3. Memorize and Draw Game

a. Picture



b. Description

The Bottle

This is the picture of a bottle. The color is green. The shape of the bottle is long. It's about 30 cm and the diameter of the bottle is about 3 cm of the bottom and 1 cm of the top. Top of the bottle has smaller size than the bottom of the bottle's body. This bottle is made of glasses. This is a sensitive thing because it is hard but easy to break down.

## Rencana Pelaksanaan Pembelajaran III

### (Control Group)

Sekolah	: SMPN 1 Cilebar Karawang
Mata Pelajaran	: Bahasa Inggris
Kelas	: VIII/I
Alokasi Waktu	: 2 x 40 menit
Aspek / Skill	: <i>Reading</i>
Standard Kompetensi	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> yang berkaitan dengan lingkungan sekitar.
Kompetensi Dasar	: 5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i> .
Indikator	: 1. Mengidentifikasi langkah retorika dan ciri kebahasaan <i>descriptive text</i> . 2. Menemukan informasi tertentu dalam teks fungsional berbentuk <i>descriptive</i> .

#### I. Tujuan Pembelajaran

Setelah kegiatan pembelajaran, diharapkan peserta didik dapat:

Menemukan informasi tertentu dalam teks fungsional berbentuk *descriptive* dengan rasa ingin tahu (*curiously*)

#### II. Materi Pembelajaran

Terlampir

### III. Metode Pembelajaran : *Memorize and Draw Game*

#### IV. Langkah-Langkah Kegiatan :

##### a). Kegiatan Awal

- Peserta didik diberikan motivasi dan dikondisikan pada situasi tertentu.
- Peserta didik disampaikan materi yang akan dipelajari dan tujuan pembelajaran.

##### b). Kegiatan Inti

- Peserta didik di-*review* materi mengenai *descriptive text*
- Peserta didik ditampilkan sebuah teks deskriptif berjudul “My Favorite Bag” yang ditempel di tembok
- Peserta didik dijelaskan sebuah permainan *Memorize and Draw Game*
- Peserta didik diminta untuk meninggalkan tempat duduknya dan membaca teks yang telah disediakan ke depan per baris secara bergiliran
- Peserta didik diberi waktu lima menit untuk membaca secara *skimming* dan *scanning* teks tersebut sehingga mereka dapat menemukan ide pokok dan informasi yang diperlukan dalam teks
- Peserta didik diminta untuk kembali ke tempat duduknya dan menggambarkan sebuah gambar dari hasil deskripsi yang telah mereka baca
- Selama proses menggambar, peserta didik dapat membaca teks deskripsi yang ditempel tersebut sesering yang mereka butuhkan
- Peserta didik diminta untuk menunjukkan gambar hasil kerja mereka di atas meja
- Peserta didik bersama guru mendiskusikan hasil gambar yang telah dibuat apakah gambar tersebut sesuai dengan deskripsi yang mereka baca

- Di akhir permainan, peserta didik ditunjukkan gambar yang asli/sebenarnya dimana *descriptive text* tersebut berasal
- Peserta didik dengan gambar yang paling sesuai adalah pemenangnya
- Peserta didik diberikan soal *descriptive text* untuk dikerjakan secara individu

**c). Kegiatan penutup**

- Peserta didik diminta untuk mengumpulkan hasil kerja siswa
- Peserta didik bersama guru *me-review* kegiatan yang telah dipelajari bersama-sama

**V. Penilaian**

<b>Indikator Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen/ Soal</b>
Menemukan informasi tertentu dalam teks fungsional berbentuk <i>descriptive</i> dengan rasa ingin tahu ( <i>curiously</i> )	Tes tulis	<i>Essay</i>	<i>Read the text above and answer the questions below based on the text correctly!</i>

Pedoman penilaian

$$\text{Total skor} = \frac{\text{Jumlah skor}}{\text{Skor maksimum}} \times 100$$

Kriteria penilaian

Score	Criteria
3	Jawaban benar dan lengkap
2	Jawaban sesuai tetapi kurang lengkap
1	Jawaban kurang sesuai
0	Jawaban salah atau tidak menjawab



## **VI. Media Pembelajaran**

- a). Gambar relevan
  
- b). *Cards*
  
- c). *White board*
  
- d). *Marker*
  
- e). Teks relevan

Karawang, Mei 2014  
Guru Mata Pelajaran

Didin Wahyudin, S. Pd

Lampiran:

1. Descriptive Text Explanation

a. Purpose:

Descriptive text is used for describe a particular something, people, animal and place in detail.

b. Generic Structure:

1. Identification: it identifies the phenomenon to be described
2. Description of Features: it describes features in order of importance

c. Language Features:

1. Using Simple Present Tense
2. Using action verb “Have” (have, has) in order to give detail description of the object’s features
3. Using to be (is, am, are) for the identification and showing qualities
4. Using adjectives in describing especially the qualities.

2. Memorize and Draw Game

a. Picture



b. Description

My Favorite Bag

This is the picture of a bag. The color is red. It has a dominant red color skin and black zipper. It is usually wore on the back and used for carrying books to the school.

Name: IBROHIM

Class: 8 E

$$\frac{18}{20} = 90\%$$


### Teddy Bear

I have a favorite thing in my bedroom. It is a teddy bear doll and I call it Popo. Popo is a very big and cute doll. It has two hands and two legs. Popo's color is brown. It also has two little black eyes and a big black nose. There is a red heart pillow on Popo's stomach with a white sentence which is written "I Love you". Popo also wear red necktie. Popo has very soft fur and it makes me feel comfortable. I always hug it when I want to sleep.

I got Popo as a gift from my Father in my birthday last year. I love it so much.

Answer the questions below based on the information above!

1. What does the text tell us about? Teddy Bear ✓
2. What is the topic described from the text above? Teddy bears doll 2:
3. What is the name of the thing? this name is Teddy Bear 3
4. How do you call it? we call with name POPO 3
5. What is the synonym of "favorite" in the first line of paragraph above? the synonym of "favorite" is like :
6. How is the condition of the thing? It is very cute and big doll. It has two hands and two legs. Popo color is brown 2
7. What is the sentence written on the heart pillow? "I Love you" 2
8. When did you get the thing? when I ~~want~~ want to sleep ✓
9. Why does the thing make you feel comfortable? because Popo has very soft fure 2
10. "It makes me feel comfortable". The word underlined refers to? POPO or teddy Bear 1

Name: Ahmad Dian

Class: VIII Cbe



$$\frac{11}{30} \times 100$$

$$\frac{26}{30}$$

### Teddy Bear

I have a favorite thing in my bedroom. It is a teddy bear doll and I call it Popo. Popo is a very big and cute doll. It has two hands and two legs. Popo's color is brown. It also has two little black eyes and a big black nose. There is a red heart pillow on Popo's stomach with a white sentence which is written "I Love you". Popo also wear red necktie. Popo has very soft fur and it makes me feel comfortable. I always hug it when I want to sleep.

I got Popo as a gift from my Father in my birthday last year. I love it so much.

Answer the questions below based on the information above!

- ✓ 1. What does the text tell us about? ~~the~~ teddy Bear x
- ✓ 2. What is the topic described from the text above? yes, teddy Bear
- ✓ 3. What is the name of the thing? It is a teddy Bear doll and I call it Popo.
- ✓ 4. How do you call it? POPO
- ✓ 5. What is the synonym of "favorite" in the first line of paragraph above? I LOVE IT SO MUCH
- ✓ 6. How is the condition of the thing? POPO ALSO WEAR RED NECKTIE
- ✓ 7. What is the sentence written on the heart pillow? I LOVE YOU
- ✓ 8. When did you get the thing? STOMACH WITH
- ✓ 9. Why does the thing make you feel comfortable? I always hug it when I want to sleep
- ✓ 10. "It makes me feel comfortable". The word underlined refers to? bedroom

Name: Edi

Class: VIII C



$$\frac{16}{31} \times 100$$

53

### Teddy Bear

I have a favorite thing in my bedroom. It is a teddy bear doll and I call it Popo. Popo is a very big and cute doll. It has two hands and two legs. Popo's color is brown. It also has two little black eyes and a big black nose. There is a red-heart pillow on Popo's stomach with a white sentence which is written "I Love you". Popo also wear red necktie. Popo has very soft fur and it makes me feel comfortable. I always hug it when I want to sleep.

I got Popo as a gift from my Father in my birthday last year. I love it so much.

Answer the questions below based on the information above!

1. What does the text tell us about? Teddy Bear
2. What is the topic described from the text above? Teddy Bear
3. What is the name of the thing? It is teddy bear doll and call it Popo
4. How do you call it? Popo
5. What is the synonym of "favorite" in the first line of paragraph above? The synonym of "favorite" is "like"
6. How is the condition of the thing? Popo also wear red necktie
7. What is the sentence written on the heart pillow? "I Love you"
8. When did you get the thing? When I want to sleep
9. Why does the thing make you feel comfortable? because Popo has very soft fur
10. "It makes me feel comfortable". The word underlined refers to? Popo or teddy bear

## Post-Test

Name: kana abdilah

Class: 8C



$$\frac{24}{30} \times 100$$

80

### White Board Eraser

This is the picture of two white board erasers. White board eraser is one of the important tools in the class. It is cheap. The cost is about 2000 rupiah. The length is about 9 cm each other. The erasers are newly brand product. Those were bought three months ago. The shapes are square. The one is white and black, and another one is blue and black. It is made of plastics and sponge foam. Those things are made in Indonesia originally. Those are used for cleaning the white board in the class by students and teachers. That's all about the eraser.

**Answer the questions below based on the information above!**

1. What does the text tell us about?
2. What is the topic described from the text above?
3. How many things are in the picture?
4. What are the color of the things?
5. What is the synonym of "tool" in the first line of paragraph above?
6. How is the condition of the thing?
7. When the things are bought?
8. Where are the things originally from?
9. What are the things used for?
10. "Those things are made in Indonesia originally"

The words underlined above refers to?

Jawab

- 3 1. the text tells us about describing thing
- 3 2. the topic is described from the text is describing a white board eraser
- 1 3. the many things are in the Picture is two white board eraser.
4. the color of the thing
- 3 eraser one, white and black.
- 3 eraser two, blue and black.
- 3 5. too. has same meaning with equipment
- 1 6. the condition of the thing is cheap
- 2 7. the thing are bought is three mont ago
- 3 8. the thing originally from Indonesian
- 3 9. the thing used for cleaning the white board in the class by student and teachers.
- 3 10. the word it refers to white board eraser

Post - Test

Name: Ahmad Dianu

Class: VIII CBR



80

$$\frac{24}{3} = 8$$

White Board Eraser

This is the picture of two white board erasers. White board eraser is one of the important tools in the class. It is cheap. The cost is about 2000 rupiah. The length is about 9 cm each other. The erasers are newly brand product. Those were bought three months ago. The shapes are square. The one is white and black, and another one is blue and black. It is made of plastics and stereo foam. Those things are made in Indonesia originally. Those are used for cleaning the white board in the class by students and teachers. That's all about the eraser.

Answer the questions below based on the information above!

- 3 1. What does the text tell us about? *the text tell us about describing thing*
- 2 2. What is the topic described from the text above? *the topic described from the text above - White Board Eraser.*
- 2 3. How many things are in the picture? *2*
- 2 4. What are the color of the things? *the color of the thing the one is white and black and another one is blue and black.*
- 3 5. What is the synonym of "tool" in the first line of paragraph above? *the synonym of tool in the first line is equipment.*
- 1 6. How is the condition of the thing? *the condition of the thing is cheap.*
- 2 7. When the things are bought? *the things bought 3 month ago.*
- 3 8. Where are the things originally from? *the things orriginali from Indonesia*
- 3 9. What are the things used for? *the things are used for cleaning the white board*
- 3 10. Those things are made in Indonesia originally?

The words underlined above refers to? *the word it refers to white board eraser.*



Name: ~~Siti~~ Sukandia

Class: VIII B



$\frac{18}{30} > 100$   
(60)

### White Board Eraser

This is the picture of two white board erasers. White board eraser is one of the important tools in the class. It is cheap. The cost is about 2000 rupiah. The length is about 9 cm each other. The erasers are newly brand product. Those were bought three months ago. The shapes are square. The one is white and black, and another one is blue and black. It is made of plastics and stereo foam. Those things are made in Indonesia originally. Those are used for cleaning the white board in the class by students and teachers. That's all about the eraser.

Answer the questions below based on the information above!

1. What does the text tell us about? the text tell us about white board eraser
2. What is the topic described from the text above? the topic described from the text is white board eraser
3. How many things are in the picture? many things are in the picture. The cost is about 2000 rupiah
4. What are the color of the things? the colors of thing white and black also
5. What is the synonym of "tool" in the first line of paragraph above? it is made of plastic and stereo foam
6. How is the condition of the thing? the condition is cheap an cost is about 2000 rupi
7. When the things are bought? two months ago
8. Where are the things originally from? the things from Indonesia.
9. What are the things used for? the things used for cleaning white board.
10. "Those things are made in Indonesia originally"
3. The words underlined above refers to? those are used for cleaning the white board in the class by students and teachers