

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Education is a human effort to cultivate and develop the innate potentials both physically and spiritually in accordance with the values that exist in society and culture (Ikhsan, 2003:2). Education has an important position to teach self of individual, communities, society as part of a country which is education able to face the problems, defiance, current development that has a big effect to the world's changes. So, education becomes as influential foundation for the country to determine the progress of country. Of course, education will not be carried out without educators. It means that, good or bad education it depends on the teacher who give the upbringing. So, when education is good, the country they are live in will also be prosperous.

The adage saying that "Book is the window of the world". It's clear that, by reading the book someone who are reading a book can get a lot of information, knowledge and ideas. As the example of it is, if the writer want to know more about something, it is enough to read the text only without waste the time to go to the library. This thing not only how to get the meaning or information but also how to comprehend the written text that we read as well. According to Grabe (2009:8) reading can simply be defined as a complex ability to extract, or build, meaning from a text. However, this definition, by it self, is not very informative. The most commonly accepted way for researchers to explain the above definition is to identify the key component abilities and skills that allow reading comprehension to emerge. Reading comprehension involves abilities to recognize word rapidly and efficiently,

develop and use a very large recognition vocabulary processes and underlying cognitive skills (e.g., setting goals, changing goals flexibly, monitoring comprehension), interpret meaning in relation to background knowledge, interpret and evaluate text in line with reader goals and purposes, and process texts fluently over an extended period of time. These processes and knowledge resources allow the reader to generate text comprehension to the level required.

More than, reading can be the skill which is really fundamental for students' future study. As they move onto junior level of education, they need of better reading skill is also bigger since this can also help them determine their success of study as well . They are also expected to be able to get message of the texts. Indeed, the students need reading comprehension skills so they can do the test on the final examination well and able to read text as well.

In reading case, it is become a problem when students cannot understand or cannot get the point of the written text they have read. So the teacher should be creative and has an important role. Learning strategies and reading strategies are highly related and what is considered very important in learning process is the further applicable to reading comprehension. In other words the teacher have to be skillful in choosing the material and techniques. The method use by instructors in classes to facilitate the language learning process is one among some important elements.

However, the circumstances which was found in the eight grade of SMPN 2 Lubuk Pakam when the writer do the Praktek Pengalaman Lapangan (PPL) shows that students unfortunately had some difficulties in comprehending the reading material. The writer found that students had low comprehension for text. The students firstly had a problem related to the vocabulary, grammar,

pronunciation, fluency comprehension, which are an important aspects in understanding a text. It is reflected by their incapability in understanding the text because they could not find the meaning of the words. They also had difficulties in finding the main ideas and the topics. Students could not related the information from one paragraph to another. Sometimes, they just read a text and when they had to tell about the text, they knew nothing. It's means that students did not know exactly how to understand text. Consequently the not got nothing in reading as they found difficulty in grasping the information of texts. That students' inability to comprehend texts is caused by some factors as the following. First, because students did not have a great interest in reading it is reflected by their behaviour in their class. They often laid their head down on the table when the teacher asked them to read the text. They just looked at the text and did not understand about the meaning of written text. Sometimes they did a play game that had no relation with the teaching process like play with their pen, but when teacher asked them to answer a question orally about text being discussed, they kept quiet and ignored her. Second, teacher be a centered of the teaching reading. Teacher dominates the whole sessions in teaching and learning process. Because of this, students feel bored because there was lack interaction between teacher and students, meanwhile the students wants to get interact when they are learned.

As matter of facts, there must be a suitable media and more fun so students will get fun experience when they learn reading such as game. Game can be a safe opportunity to practice without fear of ridicule. Due to the competitive nature of many games they can provide a great sense of accomplishment for many students and their teammates as they watch their progression. Vega Vitianingsih (2016:1)

said that one of the significant benefits of the game is there is animation so that it can improve children's memory can store subjects for a long time that conventional teaching methods. Admin (2018:1) video game is fun.

This writer is need on the use of PS Game to make PS video games affecting the reading comprehension of 8th graders students at SMPN 2 Lubuk Pakam.

**Table 1.1 Students' Score on Preliminary Observation of Eight grade on SMPN2Lubuk Pakam.**

No	Name	Main idea,	Synonim,	Information,	Refrenece	Reading Score
1	AAS	8	12	20	4	44
2	DW	20	16	14	4	54
3	DCP	20	16	14	4	54
4	DO	14	20	18	8	60
5	DMB S	20	16	18	4	58
6	EZ	20	16	14	4	54
7	EAG	14	20	18	18	60
8	FJS	14	20	18	8	60
9	FT	20	16	14	4	54
10	FTD	20	16	14	4	54
11	FPH	20	16	18	4	58
12	GN	14	20	18	12	64
13	HMR L	20	16	18	4	58
13	HMR L	20	16	18	4	58
14	IMBS	20	12	14	4	50
15	JS	20	12	14	4	50

The table above is the students' scores when the writer did the Practice field the students' reading score above, the highest students' score was 64 and the lowest score was 44 which is experience in the school which is the writer will conduct research at the school. Based on mean that students's score was very far from average value. From this result, the writer will conduct study entitled the effectiveness of video PS Game in reading comprehension of grade 8<sup>th</sup> of junior high school students on SMPN 2 Lubuk Pakam.

## **1.2 The Problem of the Study**

Referring of the background of the study, the research problem research, the problem is formulated as following; "Does video PS Game significantly affect in reading comprehension of 8th grade junior high school students at SMPN2 Lubuk Pakam?"

## **1.3 The Objective of the Study**

Based on the statement of the problem, the objective of this study is to find out whether video PS Game significantly effective in reading comprehension of 8<sup>th</sup> grade junior high school students at SMPN2 Lubuk Pakam.

## **1.4 The Scope of the Study**

Based on treated of the title , background, problem and objective there are two variables discussion namely the effect of video PS Game and Reading Comprehension. Game one of the media that use to teach students includes in teaching English, while English has a lot of skill such as reading,listening, speaking, and writing. In this study is focus on the media that is video PS Game and the sample also limited that is eight grade of SMPN 2 Lubuk Pakam.

## **1.5 The Significances of the Study**

There are some advantages that can be taken from this research. The findings of this study are expected to be theoretically and practically:

### **1. Theoretically**

It is hope that result of this study can have a valuable contribution for the wtiter to get more knowlage related to teaching reading by using video ps game and can be useful for others who wants to conduct the study on the same too, and subject.

### **2. Practically**

The result of this study are expected to be useful for:

1. Writer, this study is able to improve the ability to comprehend this study and understand the effectiveness of video ps game in the reading comprehension.
2. English Department, the result of this study hopefully can give the alternative way for education. It can help them in learning reading.
3. English teacher, the result of this study will be useful as informative input for them to improve their ability in choosing appropriate media in teaching reading comprehension.
4. Researchers, the result of this study can be used as one of the references and information for future writer related to their filed.

## **1.6 Hypothesis**

Based on the theoretical framework and conceptual framework above, the hypothesis can be formulated as follows:

Ha: There is significant effectiveness of Video PS Game in improving reading comprehension

Ho: There is no significant effectiveness of video PS Game improving reading comprehension.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Theoretical Framework**

This chapter presents a review related literature and explains the related materials in order to give the clearer concepts and ideas for this study. These concepts and ideas will lead to a much better analysis of the variables selected by the writer in order not to raise confusion, miss understanding, and misinterpretation in comprehending the concepts and ideas applied in this study.

#### **2.2 English Language**

English is one of the language that are used in order to communicate with the other people which is used arroun the world. The students of Indonesia study some languages, especially for English as a foreign language. In learning English there are some skills they are listening, reading, speaking, and writing.

According to Kalangi (2019:947) language is very important in human daily activities, because it is used as a tool of communication. In studying English, the students must have rhe ability in mastering the four language skill: listening, speaking, reading and writing. There skills are very important for those who are learning English.

Dotdash (2021:1) The English language is the primary language of several countries, including Australia, Canada, New Zealand, the United Kingdom and many of its former colonies, and the United States, and the second language in a number of multilingual countries, including India, Singapore, and the Philippines.

Among the four main skill mentioned above the writer elaborate reading as one of which will be researched through video ps game media.

Based on the expert's suggestions above, the writer concludes that language is a media that people use to communicate with others even for offering or ordering something, language is very important in social life, family and especially in school. While English language is the language which most countries are able to use English language even as second language to communicate with people, that's why students especially in Indonesia need to learn English language so they can improve their skill in social life.

### **2.3 The Effectiveness**

In, Kurniawan (2008:1), effectiveness is the ability to carry out tasks, functions (operations, program activities or missions) rather than an organization or the like in which there is no pressure or tension between its implementation.

Addition

So, based on the expert's suggestions above writer conclude that the notion of effectiveness is a condition that shows the level of success or achievement of a goal as measured by quality, quantity and time as previously planned. In addition, effectiveness can also be interpreted as an effort that never gets tired before the desired expectations have not been achieved. An effort does need to be carried out effectively so that the efforts made are not wasted.

### **2.4 Technique, Method and , Approach**

#### **1. Technique**

According to Brown (2000:16) technique is any of a wide variety of exercise, activities, or tasks used in the language classroom for realizing less objectives. In addition, Richard (2005:15) a technique is implementation that



which actually takes place in a classroom. The statements indicate that technique is very important to be applied in the classroom, because it is a facility for teacher in teaching students in order the class is active.

## **2. Method**

Anthony (1963) as quoted by Brown (2000:14) described methods as an overall plan for systematic presentation of language based upon as a selected approach. The term method is used to describe different plans for presenting language to student in orderly manner. A method is a set of procedure or a collection of technique used in a systematic way that is hope will result in efficient learning.

## **3. Approach**

Anthony (1963) in Brown (2000: 14) stated that approach is a set assumptions or points of view dealing with the nature of language, and the nature of teaching and learning. Brown (2000:16) stated that approach is theoretically well informed positions and beliefs about the nature of the language, the nature of language learning, and the applicability of both to pedagogical settings.

Based on the explanations above, the writer concludes that The learning approach means the ways that the teacher approaches the students to better understand the material taught by the teacher. There are several learning approaches used by teachers, namely: (1) Enquiry-Discovery Learning;

(2) Expository Learning; and

(3) Mastery Learning. The teaching method is a method that can be used by educators with various techniques in the teaching and learning process so that the subject matter can be digested easily and effectively by students and technique is the way someone does in order to implement a method. The writer also concludes that the three things mentioned above are interconnected and influence each other. When approaches, strategies, methods, techniques

and learning have been assembled into a unified whole, what is called a learning model is formed.

## 2.5 Reading

Reading is one of the four main skills that students of foreign languages need to master in order to successfully learn the language. Also reading is the main of one activities of our everyday life as every one of us is engaged in reading in away or another, be it just reading a newspaper article or taking a glimpse at the main headlines, reading a book or a lable of the bottle of medicine.

According to Suleiman (2006:63) states that reading comprehension is a combination of identification and interpretation skill. Reading is the process of looking at a series of written symbols and getting meaning form them. In addition Grabe (2002: 8) said that reading can simply be defined as a complex ability to extract, or build, meaning form a text. When people read, they use eyes to receive written symbols (letters, punctuation marks and spaces) and they use the brain to convert them into words, sentences and paragraphs that communicate something to them. Reading is receptive skill which means it involves responding to text, rather than producing it. (Wardah 2014:2).

Reading is a vital skill for everyone , including students. (ismail,2017:125). Students learn to read, and to read better, by reading. In the other word, the process of developing reading skills must become known by the students to extent that they use the process as they read and study their own. To read we must able to decode (sound out) the printed words and also comprehend what we read. In another words, reading is the process of understanding the meaning of written words.

So, this can be conclude that reading is a language process requiring the understanding of written language, its function to recognize the printed symbols

and to respond what being asked about the content of the text. It is way in monitoring comprehension to establish meaning.

### **2.5.1 The Purpose of Reading**

Reading is a complex combination of processes. It is rapid, efficient, comprehending, interactive, strategic, flexible, purposeful, evaluative, learning, and linguistic process. Rivers and Temperly in Ismail (2017:127) stated that there are seven main purpose of reading as the following:

1. To obtain infomation for some purpose or because we are curious about some topic
2. To obtain instructions on how to perform some task for our work or daily life
3. To act in a play, play a game, do a puzzle
4. To keep in touch with friends by correspondence or to understands business letters
5. To know or when or where something will take place or what is available
6. To know what is happening or has happened (as reported in newspapers, magazine, reports)
7. For enjoyment or excitement.

In addition Grabe and Stoller in Alberto (2011:13) classify purposes for reading under seven main headings, they are:

1. reading to search for simple information,
2. reading to skim quickly,
3. reading to learn from texts,
4. reading to integrate information,

5. write and critique texts,
6. and reading for general comprehension.

So, all of them are the purpose of reading its means that as a reader we have to able to read, comprehend, and take the meaning of the written text we have read. In addition, Linse (2005 :72-72) stated the purpose of reading is divided into two purposes, they are;

1. Reading for Pleasure

Think about how much fun it is to read or listen to a good story. Stories provide enjoyment the readers of all ages. Literature belong sin every classroom for young learners, whether the learners are native speaker or non-native speakers of English. It is suprising that until recently, modern ELT.

2. Reading for Information

Reading for information can be as simple reading a menu at a restaurant. If a young learners' mothera use cookbook, the child may help by reading different parts of the recipe to her mother.

### **2.5.2 Models of Reading**

Aebersold and Field in Alberto (2011:13) presents three main models of how reading occurs. The bottom-up theory which “argues that the reader constructs the text from the smallest units (letters to words to phrases to sentences, etc). And that this process becomes automatic for readers. Reading is the same as decoding. In the top-down theory “readers fit the text into knowledge (cultural, syntatic, linguistic, historical) they already process, then check back when new or unexpected information appears”. The interactive school, which is

the position we adopt because it fits with the direct training on reading strategies done in the course, asserts that “both top-down and bottom-up processes are occurred, either alternately or at the same time depending of a type of the text as well as on the readers background knowledge, language, proficiency, level, motivation, strategy use, and culturally shpes believes about reading.

In addition, Grabe and Stoller in Alberto (2011:14) mention four types model of reading

1. Psycholinguistic guessing model,

the first model relates to constructivist of how they developand transactional models of reading which arge tht “readers are able to carry out basic reading comprehension rather tha explaining how these process can operate

1 The interactive compensatory model,

the interactive compensatory model presumes that readers develops efficient reading processes which interact and operate independently depending on their automatically.

2 Word recognition models and

do not consider higher level comprehension processes, and are related to connectionist bottom-up orientated theories.

3 The simple view of reading.

### **2.5.3 Types of Reading**

In reading there are some types of reading that the writer write here based on expert’s theory. Richard (2005:15-16) staed that, there are four type easiliy identifiable reading, skimming, scamming, intensive reading and extensive reading.

## **1. Skimming**

Skimming is glancing rapidly through a text to determine. It is general context, example : quickly glancing through an article to see if it interest or not. Being able to look over materials rapidly for given purpose without reading every phrase is a great asset for a reader to process. Skimming enables people to select a content that they want to read and to discard, which is enconsequential for their purpose. Skimming permits people to gain a general idea about the material when that is their purpose rather than read all material in detail.

## **2. Scanning**

Scanning is reading i locate specific information, for example locating telephone number in the directory. Being able to research through material rapidly with a given purpose in mind , to find a specific fact or an answer to particular question plays a large role in much of a youngster's reading. Scanning enables people to locate specific information without reading all material around it.

## **3. Intensive Reading**

Intensive reading, the reader tries to absorb all the information given by the writer. Example reading dosage instruction for medicine.

## **4. Extensive Reading**

Extensive kind of reading that has been explained above is used for certain purpose. Each also rquires different approaches and techniques are usually used by readers when they read a reading test. By using techniques, they may be able to find information they need without having to read the reading passage and save their time.

## 2.6 Reading Comprehension

Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows as stated by *wikipedia*. The goals of reading is comprehension. Reading comprehension is best viewed as multifaceted process affected by several thinking and languages abilities. In global sense, all aspects of reading instruction and all individual characteristic of learner. According to Kalangi, (2019:948) stated that reading comprehension is a multifaceted because to read means to understand or to comprehend meaning from printed words or material. In addition, S.Pang (2003:14) stated that comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning.

For general, reading comprehension is in it's most obvious sense, the ability to understand the information in a text and interpret it appropriately. Reading comprehension refers to reading with understanding. Understanding the written text means extracting the information from it as efficiently as possible.

According to Andrew (2014:2) there are five comprehension skills: (1) decoding, (2) fluency, (3) vocabulary (4) sentence construction and cohesion, (5) reasoning and background knowledge, (6) working memory and attention.

Reading comprehension is more than simply process towards clearly, to pronounce them correctly and to recognize meaning of these word. It is a balancing process and coordinating many abilities such as feeling and imagination. Reading activities to understand the meaning contained in writing



be said as a form of communication. Any communication between the result of reading activities. In reading comprehension the reader must be able to think what he has read and with his feeling and imagination the reader tries to create a sense from text by his own language .

### **2.6.1 The Level of Reading**

As a reader we need to master our written text. It means that we have to know what is the meaning of the text that we have read. In this part, the writer wants to classify the level of reading comprehension. So, according to Mortimer and Charles Doren in Med (2016:2)

#### **1. Elementary Reading**

It's also called initial reading, rudimentary reading, or basic reading. Once this level is mastered readers go from nonliterary to at least beginning literacy. In mastering this level, one learns the rudiments of the art of reading, receives basic training in reading and acquires initial reading skill. The question that is asked at this level is ; what does the sentence say?

#### **2. Inspectional Reading**

This is also called pre-reading or skimming. This level is characterized by its emphasis on time. Its aim is to get the most out of a book within a given time. This is usually done through an examination of the surface of the book checking things such as the title of the book, its preface, table of contents, index, publisher's blurb if available. Upon finishing reading at this level, one should be able to answer the following questions: What kind of book it is , what is the book about, what is the structure of the book.

#### **3. Analytical Reading**

This is a more demanding for reader. It's more complex than the preceding levels

and represents a thorough and complete form of reading. Analytic reading is hardly ever necessary if your goal in reading is simply information or entertainment.

#### **4. Synoptical Reading**

It is also called comparative reading. This is the most complex and systematic level of reading. A synoptical reader reads different texts on the same subject and compares them to each other to arrive at a holistic and more nuanced understanding of the subject.

### **2.7 Game**

Play is very important in children's life. Children learn to make sense of the world around them through play. Ameer (2016:120) games are effective tools when devised to explain vocabulary and they make it easier to remember their meanings. They are not only motivating and fun but also can provide excellent practice for improving pronunciation, vocabulary, grammar, and the four language skills.

A game is defined by Vega (2016:1) game education is very interesting to develop. There are some positiveness of education game than conventional education. One of the benefits of game is there is a visualization from real problem. Massachusetts Institute of Technology proves that game is very important to increase the logic and support the learning education. In addition Longman Dictionary of Contemporary English (2003:663) game is the system to use rules or laws to get what you want in an unfair but legal way. A game is an activity with rules, a goal, an element of fun. Game has some components they are goal, and element of fun.

### **2.7.1 The Use of Game in Teaching English**

Children love in joining fun activities. As stated by Harmer in (1991:7) children need to be involved in something active (they will usually not sit and listen). It means that children likes playing very much. Children need frequent changes of activity. The teacher should be more imaginative and creative and creating a teaching method.

Teacher can use game that is provided any communicative activity in teaching English to the children. said that many conventional game can be adapted to foreign languages produce may be predictable and therefore usefull as a guide activity. It means that game can help the teacher teaching foreign language for the students.

Teaching English using game is a good way. Playing with the language in this way is version common and first language development and it is a very natural stage in the first stages of foreign language learning too. It means that plays is in the essential nature of child. Besides game is fun activity, game can help the children in increasing their language skills and keep away boredom because reading lessons have been boring.

### **2.7.2 Types of Game**

Games are played with various techniques. Each games have their own techniques. According Segal and Hershberger (2000:2) there are two kinds of game : competitive game and cooperative game. Competitive game is games in wich are players or teams race to be the firstto reach the goal. Cooperative games are games in which players or teams work together to reach the goal.

Many different kinds of game which can be grouped according to the kinds of language and learning focus they have and the kinds of resourcer, classroom managements and organization they need. However, Lewis and Badson in Ameer (2016:16) stated that there are types of games in language teaching to vocabulary. They are :

### **Memory Challenge**

Memorize the word as much as students able to remember.

#### **1. Las One Standing**

Give a word related to the topic

#### **2. Pictionary**

The students will guess the word. And the group who able to guess the word will get the point.

#### **3. Bingo**

Memorize the word and give synonym for it.

### **2.8. Play Station Game**

Play Station Game is on of technology development especially for game (Rosi and Safiah,2017:1). This game has CPU (Central Processor Unit) that has three dimension that makes the game is real. Play Station has different hundreds games so it makes students like this game.

Besides it, the player able to see the actor, and player will image that the player is s/he. Because of this, the player will more active and trying to solve the problem as well as s/he can. Rizky (2016:122), games require cooperation with

other members and competition against another team or players.. They are not only motivating and fun but also can provide excellent practice for improving, pronunciation, vocabulary, grammar, and the four language skills.

Play station is the game which is the game has variety of game will make the players fun, and avoid the boredom. Today, the playstation game able to play in many place such as in the android, even in PC (Computer/Laptop). The use of computer has a big effect in learning process. The using of video game as learning media also able to use in computer . Yarmi (2014:139) the using of computer in education named as teaching support by computer (CAI). CAI develops by some formation, they are:

#### **1. Tutorial Mode,**

Tutorial model will provide some information of learning material in the computer's screen with text or picture like a teacher or instructor. There is question after students listen the material

#### **2. Practice and Training Model,**

Use to increasing or maintain of mastery the material which able to do with modus drill and practice. This practice able to suits with students' ability

#### **3. Found Model,**

The use of found model using to make students able to find the problems and analyze the problems .

#### **4. Stimulation Model,**

Same as stimulation like in a real fact , so it makes students to take a decision without any faultness like nature science and computer science.

## **5. Games Model.**

In games model, it will shows the games actions in animation and creativity in computer that makes a response of concept that learned. Besides it, play station has many types in some generation like below:

1. Playstation of first generation released in 1990 for Japanese public it was Consoled Game.
2. Playstation of second generation in 2000 there was playstation 1 and playstation 1 and 2
3. Playstation of third Generation released in 2006 it was playstation 3 which more better than playstation 1 and 2.

## **2.9 Video Games as Second Language(L2) Input**

Video game is one of the some media that writer choose as the media in teaching reading for students especially in English language. Commonly, video game used by the people only for having fun, play, and waste the time all day. As an input of second language, video game also has an effect to learn reading english when watch the video game. Research on video games in an context is still a relatively new field. Most research done on video games usually call to mind the way learners have changed over the years and their reliance on different methods of gaining knowledge in other words, the terms digital native or digital immigrant. There are many different ways in which video games promote learning. 7 list, adapted from Gee (2007:14) but slightly adapted for length, is presented below.

1. Video games allow players to change the virtual world they inhabit. Not just stand by passively and watch. :layers must interact and solve problems to continue the game.
2. Sense of identity is involved with the character on screen, which

stimulates investment in the goal or objective

3. Manipulation of the virtual world is allowed which promotes investment and interaction in the game world.
4. Meaning and concepts introduced in video games are clearly shown to the player through experiences they have in the game world.

This is accomplished through interactivity with the game world, which forms the backbone of how learning takes place. Player investment in the video game is paramount to how much they gain from video games. This notion encapsulates many of the concepts discussed above about motivation. Learners must be engaged in the material they have at hand for them to effectively take away any knowledge.

The use of video PS game in teaching reading comprehension of course assisted by teacher supervision. Here, teacher will bring the media like laptop which is teacher has already make the video ps game inside. The video ps game has the limited time is about 15-25 minutes. The video ps game will have the english subtitle, so it makes students more easily to follow how to read sentence by sentence. Then after the students finish to read and comprehend the players on the game, teacher will asks what the students know about the video ps game. It will be more easily, because with the picture and storyline of the video students easily to understands. However, teacher must mastering the english subtitle and explain clearly about the meaning of the english subtitle when students asks or doesn't asks about that.

## **2.10 Previous Research**

There are previous research related to this study. The first research is Benjamin Thaniyawatpokin (2020) "*The Effect of Video Games on Japanese*

*University Student Reading and Vocabulary Comprehension.*” The quantitative reading speed data supports the statements from the video game diaries and post/surveys. including subject C, the subjects felt their reading speeds become faster during their time with the video game. subject C mentioned that there was two/week gap in time when she was unable to play the video game, which she felt hind the reading speed. Reading rate results such as these have been echoed in research using extensive reading. These two studies showed reading rates could rise when students were exposed to extensive reading programs. The studies state that simply reading through a test normally and encountering the same vocabulary or sentence structure several times was thought to be one of the contributing factors to the rise in reading rate. In post survey responses, subject explicitly.stated that the repetition of certain messages allowed him to become accustomed to the use of language during his time with the game, which possibly caused a rise in his overall reading speed. In conclusion, there is evidence that playing video games for two months caused a significant rise in reading rate. contextual clues in the video game were also a possible source of the participant ri se in reading speed. subjects mentioned that simply reading explanation about the effects of certain items or options were, at first, not helpful in understanding of the test.

The similarity between writer’s research and first research are both use same media that is video game and have same English subject. While the difference is this study focus only for reading comprehension while the first previous research, it was focus to two aspects they are reading and vocabulary.

The second is Ebrahim (2017)”*The effect of digital video games on efl students' language learning motivation*” Results showed a significant LLM



increase throughout the study. However, only the Watchers showed a significantly higher mean than the Readers in the end. There was no other significant difference between the treatments. However, most of the previous studies used educational rather than commercial digital video games. The study also agrees with Cole and speculation that informal learning instruments such as digital video games could be beneficial to formal learning contexts by motivating the learners.. The increase in motivation could be attributed to higher outcomes observed among game learners. It should be noted, however, that previous studies have mainly focused on educational DVGs, not commercial ones. On the contrary, the present study used a commercial digital video game in which language learning was not the primary purpose.

The novelty of this research form second previous reserach is the video game that use in teaching students is video from PS, while previous research was using video game only. Then, this study is focus on students' reading comprehension while previous research was focused on student' motivation.

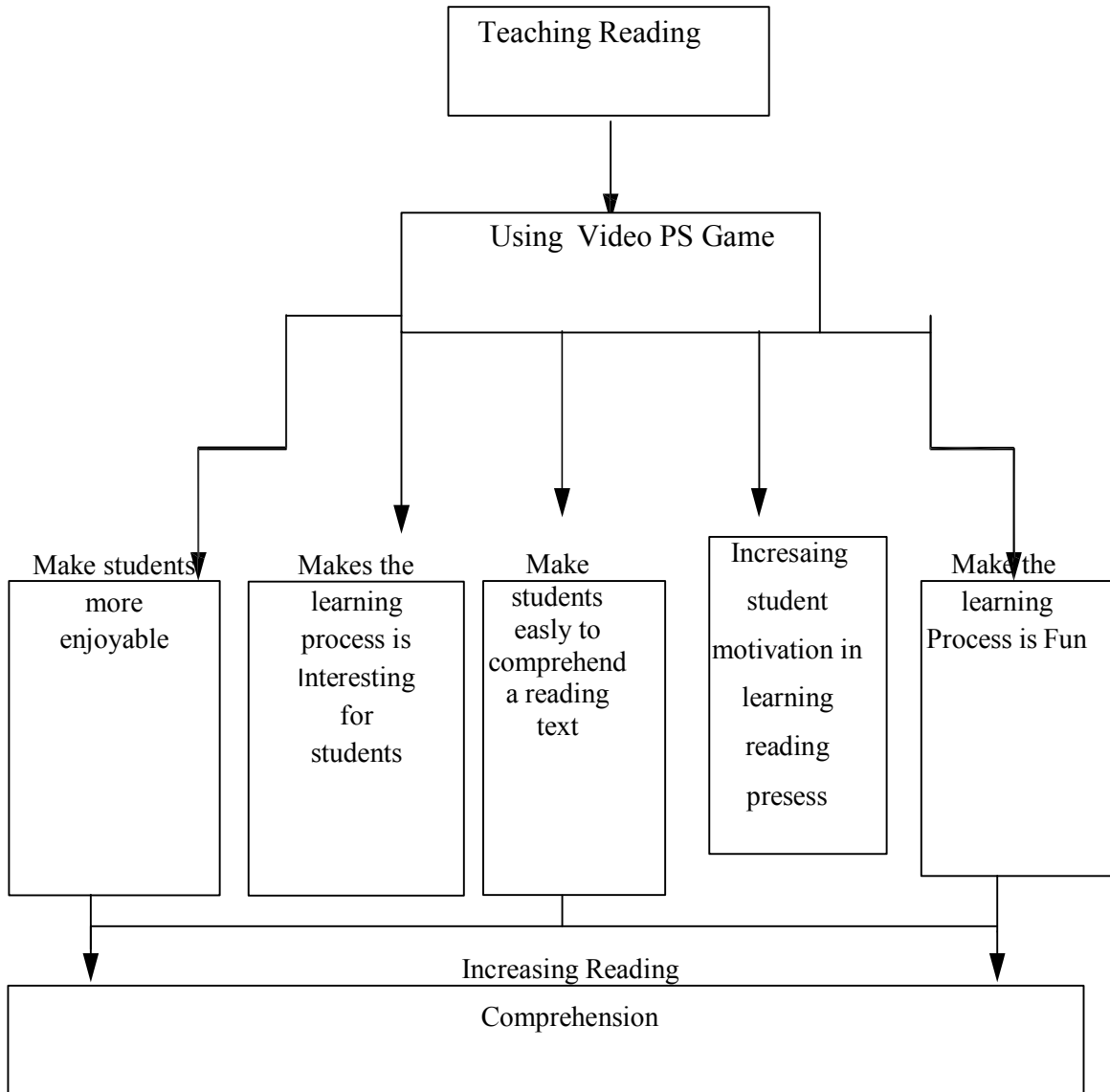
## **2.11 Conceptual Framework**

Reading comprehension is the longest process and the most difficult in reading activity. Students must understands about whole text. Teaching reading comprehension is difficult to do because English is a foreign language for Indonesian students. Besides, the various age, education background, and society background make teacher more difficult to give instructions of reading comprehension.

To minimize those problems, the writer proposes a method to make teaching reading comprehension easier; it is guided video PS Game. Besides, writer expects that students can more understands about reading tetx, English

teachers can teach reading comprehension easier.

## Conceptual Framework



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

The research used an experimental quantitative research. According Arikunto ( 2006:3 ) an experimental researchers deliberately evoke the onset of an event or situation, and then examined how the consequences. It is done with the intent to see the consequences of a deed. by using experimental research, the writer will divide the students into 2 groups; the experimental class and control class, the experimental class will be learned though video PS Game and control taught by using conventional teaching. Both of the groups will be given pre-test and post-test with the same items.

**Table 3.1**

**Research Design**

<b>Groups</b>	<b>Test</b>	<b>Teaching</b>	<b>Test</b>
Experimental	Pre-Test	Treatment (Using Video PS Game)	Post-Test
Control	Pre-Test	Treatment (Conventional Teaching)	Post-Test

#### 3.2 The Population and Sample

In this study, the writer need to find the population and sample before. The population of this study would be at the 8th grade of SMPN 2 Lubuk Pakam. The population and the sample in this research are following

### **3.2.1 Population**

Population is a number of all the subject of the same group or species which live in area. According to Arikunto (2006:130) "Population is the whole of the study research, if someone wants to observe the elements in the research area, so his or her research called research population". The population in this study is eight Grade students of SMPN 2 Lubuk Pakam in 2020/2021 academic year which consists of 160 students.

### **3.2.2 Sample**

Sample is constitute to choose some of individual process in research so they or individual as voluntary. According to Arikunto (2006:131), sample is part or representative of population study. Called sample research if we intend to generalize the result of sample research. To get sample the first the researcher determined the sample to find out some of the population in the school and then in each classes there. The sample of this study are eight grade which has 30 students and then divided into two groups become 15 for each group that is experimental class consist of 15 students an control class consist of 15 students.

### **3.3 Instrument of Collecting the Data**

The instrument of the data will be reading test. The test will be given for both groups with pre-test and post-test. The teaching reading by using video PS Game will be used by Experimental class, while the group without using video PS Game is control class.

### **3.4 Procedure of the Study**

The study will be divided into two groups; experimental class and control class. A set of treatment will be applied to experimental class. Then, the process of research consisted of three steps namely pre-test, treatment, and post- test.

#### **3.4.1 Pre-Test**

In this study, firstly the writer used give the pre-test to both class they are experimental class and control class before treatment is conducted. The function of pre-test is to know the mean score of experimental class and control class. The form that is reading test.

#### **3.4.2 Treatment**

After the writer get the mean score from pre-test from experimental group and control group, the treatment will be given for the experimental class by using video PS Game while control group will be taught without using video PS Game .

#### **3.4.3 Post-Test**

Post-test is the last procedure in this research. Post-test will be give for both class with same test that is reading test. The function of post-test is to know the whether there is an effect of PS Game entitled Nancy Drew for group who teach by using PS Game or not.

### 3.5 Test Specification

Test specification is needed to measure the students' achievement in reading comprehension. Based on content validity there are some aspects that students should achieved. The aspects can be figured as following.

No	Content	Item of Test	Kinds of Test	Score
1	Main Idea	5	Multiple choice	20
2	Information	11	Multiple choice	44
3	Synonim	6	Multiple choice	24
4	Reference	3	Multiple choce	12
	<b>Total</b>	<b>25</b>		<b>100</b>

Every correct answer has four point. Main idea (MI) which is consist of 5 items, the correct answer would times to four.  $MI\ 5 \times 4=20$ . For information (I) which is consist of 11 items would times to four.  $I\ 11 \times 4=44$ . For synonym (S) which is consist of 6 items would times to four.  $S\ 6 \times 4 = 24$ . For reference (R) which is consist of 3 items, the corret answer would times to four.  $R\ 3 \times 4= 12$ . So total score if the students can answer all question is  $25 \times 4 = 100$ .

### 3.6 The Validity of the Test

To determine how well the test is, it needs the validity. This factors should be fulfilled a test before it is used to derive valid data of the research.

The validity has a function to determine how well the test is. A test is said to be good if it is valid and reliable. To ensure that the test is already good, the

validity should be established clearly and in accordance with the points of the test. The established and procedure of each aspects is discussed in the following according to Ary (2013:110-111) content validity has meaning a degree of representation of aspects of abilities that are seen as measurable in the items of the instrument. The procedure taken from viewing validity of the contents of an instrument means by comparing the items instrument with the specification (grid) of the instrument which is description of the aspect being measured. This research uses content validity. Content validity considers whether a test will the necessary and appropriate content to measure what is supposed to.

### 3.7 The Reliability of the Test

Arikunto (2010;221) states that a test can be measured morethan one and its result is stable it is reliability. A test must be consistent in its measurements in order to reliable.

$$KR_{21} = \frac{K}{(K-1)} \left[ 1 - \frac{\sum (M_i - M)^2}{\sum S_i^2} \right]$$

Where :

$KR_{21}$  : Coefficient reliability

K : the number of item

M : the mean of the score

$S^2$  : Various total

According to Arikunto (2010:187), the categories of coefficient correlation are as the following :

0.00 – 0.20 = the reliability is very low

0.21 – 0.40 = the reliability is low



0.41 – 0.60 = the reliability is fair

0.61 – 0.80 = the reliability is high

0.81 – above = the reliability is very high

### 3.8 The Technique of Analyzing Data

After teaching writing by using series pictures, the writer will use a statistical analysis to analyze data. In order to find out the result of the test whether it is statistically significant, the writer applies t-test.

Arikunto (2010:345) states that to test the hypothesis, the T-test formula will be used. This formula is to know the effect of this research, the writer will use test, this test will be also used to know whether the hypothesis of teaching redaing by using series pictures affect or not.

The data will be analyzed by using some steps , namely:

1. Tabulating the score of the students in pre-test and post-test experimental and control group
2. Finding the mean of two groups
3. Comparing the mean of two groups
4. Carculating the score of two groups
5. Analyzing the data by using T-test formula

or not.

$$t = \frac{M_x - M_y}{\sqrt{\left[ \frac{dx^2 + dy^2}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Where :

$t$  = the effect

$M_{Eg}$  = mean of experimental group

$M_{Cg}$  = mean of control group

$d_{Eg}^2$  = the deviation score of experimental group

$d_{Cg}^2$  = the deviation score of control group

$N_{Eg}$  = the sample of the experimental group

$N_{Cg}$  = the sample of control group

### 3.9 Testing Hypothesis

Testing hypothesis is a statistical test used to determine whether the hypothesis assumed for the sample of data stands true for the entire population or not . Simply , hypothesis is an assumption which is tested to determine the relationships between two data sets. According to Arikunto (2006:71) hypothesis comes from two words “hypo” that means “under” and these which is means “truth” .

Testing hypothesis also has a two part , they are  $H_a$  and  $H_o$  , which are the  $H_a$  is when the writer determine that there is an significant effect so the method media that he used to the subject and  $H_o$  it's mean that there is no significant effect of the media or method to the subject in the writer's study.

So ,based on the previous calculation the hypothesis is tested by using t-test formula and if the resul shows that t-observation higher than t-table, it is means that hypothesis a is accepted and if t-table shows that higher than t-observation.