CHAPTER I
INTRODUCTION

1.1   Background of Study

Reading becomes very important when dealing with language learning, especially English language. Regarding this, Ahuja (2006) stated that reading gives a lot of benefits to the readers. It is very obvious that readers can learn anything from what they read.

Reading also has nine major purposes: to gain meanings, to gain information, to guide activity, for social motives, to find values, to organize, to solve problems, to remember, and to enjoy (Hathaway, 1929, cited in Ahuja, 2006: 2). Yet, many difficulties occur when students start learning how to read.

The difficulties range from the incapability of understanding the vocabulary to the worst one, finding a way to make students read. Powers (2004) exposed that the level of interest on reading in Indonesian people is the lowest among Asian countries, although they know how important and useful reading is.

Many Indonesian students have lack of motivation to read English book or articles; they prefer reading book that has many pictures such as comic in their mother tongue language. Apparently, it is the result of reading as a complex process. There are puzzle-solving processes, understanding meaning, choosing what to retain and not to retain, and advancing (Brown, 2001: 299).

In addition, in most Indonesian traditional English classroom, teachers only come to the class and give their students task and then leave the class without

giving the student a useful explanation. This habit will not encourage students to read. Moreover, this habit is not fun in the student's view.

On the contrary, Maria Montessori stated that children in learning must be given and provided with a comfortable environment, they need tools that fit with their hands (Mooney, 2000: 22). Moreover, this habit will create affective filter in the student's mind. Krashen (1985) said that mental block caused by affective factors prevent input from reaching the language acquisition device of learners. In addition, like or dislike towards the teacher or the material is one example of affective factors.

Furthermore, teachers should give the students some constructive games that not only make the students think but also make them happy. Related to learning, Dewey said that education should be child centered and must be both active and interactive. Moreover, he believed that education must be fun, but not fun without aim. Children should know and understand the meaning of the experience. Not only that, education must also involve the social world of the child and the community, because he believes education is a process of living (Mooney, 2000: 4).

Therefore, strategies that can provide these characteristic, such as the fun, appropriate environment, and remove affective filter is needed. Hence, PC game which its characteristics are fun and provides many environments could be the solution to the problems.

Furthermore, Dawyer research in 1978 showed "the information that delivered in verbal method after three days will only left 10%. While, the

information delivered in visual method after three days will left about 20%. But if we using the combination of verbal and visual method by three days, the information will left 65%". It shows that using both verbal and visual method the information that absorb is much greater. And this is also one of the advantages of using PC game which comprise verbal and visual.

In addition, William J Walton proposed game as method that used in learning process. Games provide three things: (1) Game can develop user (learner) language skills. For example, when playing PC game, especially in RPG (role playing game), the player have to create a character (name, age, personality, history, etc). This activity needs and develop reading and writing skills. (2) Game can provide the environment and create new cultural congruence in the teaching process. For instance, not only the foreign language, in this term English, are learnt but also the surrounding environment on the games, history, geography, math, and etc. (3) PC game is fun and many people love games which can motivate the EFL learner so that they can engage more in learning process.

Based on the theories and the explanation above, it is assumed that by using PC game can improve eighth grade of junior high school students' competence in terms of reading achievement. Therefore, this study is going to investigate the effectiveness of using PC Game in improving reading achievement of eighth grade of junior high school students.

1.2 Statements of the Problem

This research is designed to answer the following question:

- Is PC game entitled *Nancy Drew* effective in improving reading achievement of eighth grade of junior high school students in SLTPN 4 Serang?

1.3 Aims of study

Related to the research questions, this research is proposed to measure the effectiveness of using PC game in improving reading achievement of eighth grade of junior high school students.

1.4 The scope of the Study

In accordance with Surakhman (1975, cited in Permadi 2008), to solve the problems such as cost, energy, dexterity, and time in a research and to simplify the subject of the research that may occur during a research, the scope of study is needed.

Therefore, the research will only focus on investigating the effectiveness of using of PC game in improving reading achievement of eighth grade of junior high school students.

1.5 Significance

This research will be beneficial for the EFL teaching and learning process because of several reasons:

1. Knowing the factors that involved in motivating students to read, will provide much better understanding of how to teach language.

2. Technology is become more and more valuable in life; therefore it is important that method involving technology be introduced. PC game provides this need; the needs of new media that can be more challenging and more motivating.

3. There are still few language teachers that use Computer Game as his basis of teaching, especially in Indonesia; yet there are many games and software that can be use as tools for learning languages.

4. The use of PC game in delivering reading skills on English language teaching will provide new fresh viewing of teaching EFL.

1.6 Hypothesis

Null Hypothesis is used in this research, which is:

H_o: PC Game is not effective in improving reading achievement of eighth grade of junior high school students.

1.7 Research Method

The followings are the methods which are used in this research. It will describe the research design that are used, the instruments of collecting the data,

the data collection and the data itself, the procedure of the study, and how the data will be analyzed.

1.7.1   Research design

As the research will measure the effectiveness of using PC game in improving reading achievement of eighth grade of junior high school students, therefore quantitative method is use in this research. Moreover, the study also used the quasi experimental as the research design. The quasi experimental is applied when it is not feasible to use random selection and random assignment (Gibson and Herman, cited in Permadi 2008).

The respondents will be divided into two groups, the control group and the experiment group. Both groups are given pre-test and post-test. The experiment group will receive special treatment where they will be given the proposed method before doing the post-test. Afterwards, the data collected will be compared and analyzed to observe whether it's significant or not.

1.7.2   Instruments

In general, the instrument will be composed of two kinds of test. First one is the pre-test. It will comprise specific skills of reading which will be divided equally from the whole 25 items of multiple choices. Control group and experiment group will be given this test.

Second one is the post-test. This test will also cover the specific skills of reading mentioned in the scope of the study. And it will be divided equally from the whole 25 items of multiple choices. This test will be given to both, control

group and experiment group, after the treatment is given to the experiment group.

1.7.3   Data Collection

Test will be given to each group, control group and experiment group, in order to know the basic competence and the capability after the treatment was given. Of course only the experiment group will receive the special treatment which is using PC game as basis on learning reading before the post-test. Moreover, the score will be collected and analyzed.

The data collected will be taken during the regular school schedule. Furthermore the procedure of conducting the research will be provided below.

1.7.4   Procedure of the Research

The following are the procedure of the research:

1.   Gather the respondents' data (from eighth grade of junior high school students).

2.   Categorize the respondent into two groups, control group and experiment group.

3.   Conduct the pre-test to each group.

4.   Give the special treatment to experiment group.

5.   Conduct the Post-test to each group.

6.   Compare the data collected by using *t-test* to know the significances.

7.   Conclude the research.

1.7.5 Data Analysis

The research will compare the two groups mean and hope it will significantly different. Therefore null hypothesis is needed as the research foundation. Null hypothesis states that there is no difference between the two populations' means. (Coolidge, 2000).

$$H_o : \mu_1 = \mu_2$$

μ_1 represent the mean for the first group and μ_2 represent the mean for the second group.

Two classes are chosen to involve in the research, experimental class and control class. Both of them are given pre-test and post-test to investigate their initial reading achievement and the achievement after the treatment. Therefore this equation is needed:

$$\left(\frac{G_1 (Experiment\ class)}{G_2 (Control\ class)} \middle| \begin{array}{cc} T_1 \times T_2 \\ T_1 \quad T_2 \end{array} \right)$$

Notes: G for class, T_1 for pre-test, T_2 for post-test, X for treatment using PC game as media in learning reading.

Furthermore, *t-test* is use to measure whether the means differences is statistically significant or not.

1.8 Populations and Samples

As mentioned above, the research will concern mostly on Eighth grade of junior high school students. The PC game needs computer as media, for that reason eighth grade of junior high school students that have the capability of operating a computer is needed. Therefore, Junior high schools that use ICT-based or at least high school that have computer lab will be the main population for this research. Hence, eighth grade of junior high school students in SLTPN 4 Serang will be the population of this study.

> Ruseffendi (1994, cited in Anggarini 2008) said that in quasi experiment with non equivalent control group design, instead of drawing the sample randomly, the researcher drew the sample for experiment group and control group from naturally assembled groups as intact classes, which may be similar. In other words, the sample was draw through purposive sampling as follow: (1) Students at the same level and have equal English proficiency. (2) The student had not been thought English using PC game.

Based on Ruseffendi Statement above, this research will draw the sample from naturally assembled groups. In other words, the sample will be draw through purposive sample, not random, which is from students who have the same level of English proficiency and never been thought English using PC game.

Furthermore, the implementation of the method will be conducted on experiment group, while the control group is not use PC game as basis learning.

1.9 Clarification of Terms

PC game : Personal Computer game. Games that are played in personal computer

t-test : A test to measure whether there are significant differences between two groups' mean on the same variable.

Pre-test   : Test that given before the treatment.

Post-test   : Test that given after the treatment carried out.

1.10   Organization of the Paper

Chapter 1 Introduction

This chapter contains these following points: background of the study, significance, research questions, the scope of the study, Aims of the study, research method, Population and samples, clarification of terms, organization of the paper.

Chapter 2 Theoretical Review

This chapter will talk about the foundation of theories relevant to the subject.

Chapter 3 Methodology

This chapter will show the implementation of the study based on the methodology that was explained in chapter 1.

Chapter 4 Analysis and Discussion of the Data

This chapter will analyze, discuss, and interpret the result that founds in chapter 3 (the data).

Chapter 5 Conclusions and Suggestions

The Conclusions from the research will be served in this chapter. Moreover, suggestions and further research will be added in this chapter.