

**THE INFLUENCE OF ONLINE GAME (HAY DAY) TOWARDS
READING COMPREHENSION OF TENTH GRADE STUDENTS IN
SMAN 11 JAMBI ACADEMIC YEAR 2017/2018**

A THESIS

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ABSTRACT

Sembiring, Sandra D. 2017. *The Influence of “Hay Day” as One of Online Games to the Reading Comprehension of Tenth Grade Students in SMAN 11 Jambi Academic Year 2017/2018*. Sarjana Thesis. English Educational Study Program. Faculty of Teacher Training and Educational Sciences. Batanghari University of Jambi. Advisor I: Dr. Sri Marmoah, M.Pd. Co-advisor: Yanti Ismiyati, M.Pd.

Key words: *Hay Day, Online Games, Reading Comprehension*

The objective of this study to find out the influence of “Hay Day” as one of online games to the reading comprehension of tenth grade students in SMAN 11 Jambi Academic Year 2017/2018. This study is quantitative with a survey approach. This study focused on the influence of “Hay Day” as one of online games to the reading comprehension of tenth grade students in SMAN 11 Jambi. The samples of this study was one class of tenth grade students in SMAN 11 Jambi, whereas the data of this study was got from the adapted questionnaire which consist of 18 questions and has the same topic to this study to the students and to the teacher. The result of this study shows that the influence of ‘Hay Day’ as one of online games to the reading comprehension of tenth grade students in SMAN 11 Jambi comes from positive influence where the students can add their English knowledge especially Reading and ‘Hay Day’ helps the students to understand the reading material easily.

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Alhamdulillah, finally I could finish this thesis with title *The Influence of “Hay Day” as One of Online Games to the Reading Comprehension of Tenth Grade Students in SMAN 11 Jambi Academic Year 2017/2018*. During the process of finishing this thesis, I have learned how to be more patient, stronger, braver, and to be more socialize and also through some great people around me.

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Sandra Dini Sembiring

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is one of international languages which used by most people in this world. In nowadays era, people are expected to able to master English to make them can communicate with other people who live in each country. As a tool of an international communication, English should be learned by people who live in a country which uses English as a foreign language, such as Indonesia. In Indonesia, English is as a foreign language which just studied by the students as the compulsory subject at school start from junior high school to senior high school and also to university. This means that students will be harder to learn English if they do not have a great struggle and practice to use English.

In addition, there are four skill in learning English starts from listening, writing, reading, and speaking. According to Cullinan (2000), from the four skill, reading is one of important skill for students because their successful study is depend on how their ability in understanding the reading. Then reading is one of ways that can help students to add their knowledge about everything in this world.

The problem is, not all the students in Indonesia can learn English easily since English is a foreign language. Then, English will be learned by the students at school as a subject where there will be some assignments, tasks, presentation, discussion which will impact to their English score. As Woolfok (1993) said that learning as a process of demanding will make students easily get stress and feel

like having a problem. That is why students need a way that can make them feel enjoy to study English. One of interesting ways for students perhaps through online game. This was happen since game is a one thing that most every students love it, while the online will make them easier to get it. Online games can be installed or downloaded easily in their students since nowadays, the researcher believes that every student has got a smart phone on theirselves.

Through the online games, it is believe that the students improve their reading skill because the online games use most English conversation or instructions how to play. By online games, the students can forget how difficult it is to learn something new that actually is really important in their life and have good effect in their life. Additionally, the game provide every cases and avery activities happen in daily life.

In addition, most people will think that through the online games everyone can learn English fun and there will be no burden for them like what they have to face in the classroom during the learning process where there is examination, homeworks, assignments, presentation, discussion where they have to focus on the score they have to get and can influence to their score at school. When the score is low they have to do remedy to make their score better. This will influence the students since it is known that the students will play the games all of the time, and this will make them easily to memorize the words or vocabularies in English so that it will also impact to their reading skill. Additionally, this case was happen in SMA N 11 Jambi as one of the schools where the researcher ever did a teaching practice.

Based on my first observation, I found that first, there, the students get some problem in reading because they do not understand what mostly the text tell about, and this happen as the impact of the lack of vocabulary. In addition, this is also happen because of the different language that make the students feel like it is the difficulties in comprehending a text especially the text in different language. That is why this become the main problem for the students in every schools and in every ages.

Second, almost every students play the online games especially “Hay Day” as the games and they get some words in English and help them to face the reading skill. Third, they enjoy play the games because for them playing Hay Day is one thing that can refresh their mind and feel like learning English is not difficult as what they think before like in the learning process in the classroom from the teacher to the students. Playing Hay Day can make them spirit to know some new words in English and help the students remember about the meaning of the words in English, this as an impact of they keep playing the games all of the time. And it is easier than they have to divide their time only to memorize the meaning of the words in English and remember how to use it in the sentences.

Through the reasons that have been described and explained previously, the researcher want to conduct a study about “The Influence of “Hay Day” as one of Online Games to the Reading Comprehension of Tenth Grade Students in SMAN 11 Jambi Academic Year 2017/2018”.

1.2 Formulation of the Study

Based on the background of the problem, the formulation of the problem is: “What is the influence of “Hay Day” as one of online games to the reading comprehension of tenth grade students in SMAN 11 Jambi?”.

1.3 Limitation of the Study

This study was conducted in quantitative with a survey approach and focus on the influence of “Hay Day” as one of online games to the reading comprehension of tenth grade students in SMAN 11 Jambi. The samples of this study was one class of tenth grade students in SMAN 11 Jambi. Whereas the data of this study was got from the questionnaire which was adapted by the researcher and consist 18 questions which have the same topic to this study to the students and to the teacher.

1.4 Objective of the Study

The objective of this study is to find what is the influence of “Hay Day” as one of online games to the reading comprehension of tenth grade students in SMAN 11 Jambi.

1.5 Benefits of the Study

It is hoped that this study has some significances through the result of this study which can provide useful information for:

- a. Teachers, to be able to increase or strengthen the students' reading comprehension through some ways.
- b. Students, to be able to take the positive impact of the online games for their reading comprehension learning.
- c. Researchers, to be able to get the basic information from this study to do the further study.
- d. University, to be able to increase the information about this topic perhaps it will be very useful and helpful to the other colleges students who wants to conduct the new or further study about this topic.

1.6 Basic Assumption of Research

Propose study with assumption in this research

- a. 'Hay Day' can influence students to reading comprehension.
- b. 'Hay Day' can help students to learn English easier.
- c. 'Hay Day' can be used as a teaching way to understand English.

1.7 Research Hypothesis

Based on the background and formulation of the study there will be following hypothesis

Ho : there is no effect of 'Hay Day' to reading comprehension of tenth grade students in SMAN 11 Jambi.

Ha : there is effect of 'Hay Day' tp reading comprehension of tenth grade students in SMAN 11 Jambi.

Statistically can be written as follows:

$H_0 : \rho = 0$

$H_a ; \rho \neq 0$

Where ρ is the correlation value.



CHAPTER II

RELATED LITERATURE

2.1 Reading Skill

Many views about reading skill which described by people in this world. There are some opinion about reading skill, but most people will think that reading skill means a skill where a person can analyze and understand what is being texted and discussed in a read. In addition, most people also think that reading skill is a skill which had by people to read a text and can get the conclusion of the texing text at the end process of reading, such as book, magazine, letter, newspaper, etc. There are some theories about reading skill. First, according to Perfetti (2001), reading skill is an individual's standing on some reading assessment. From the assessment result, the researcher will indicate and categorize the students into some categories. It will guide the researcher to decide what the researcher should do to them. This can be happen because the result of the assesment will show who master the reading text, or understand about the reaing.

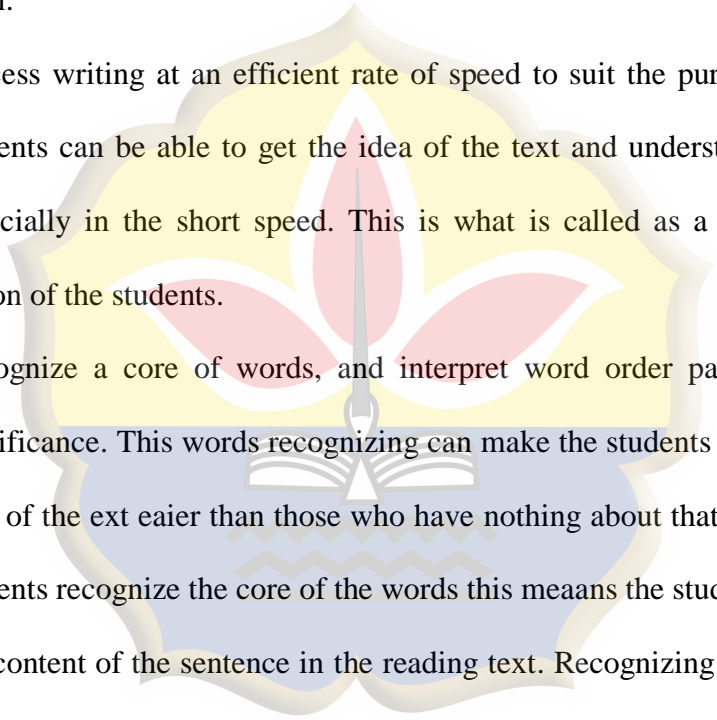
Then, it is known that the reading skill is used by the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals. Every reader has their own way of reading to do that which is appropriate with them. The teacher should give some skills to the students to make them comprehend text easily. Using the skills,

the students may increase the pleasure and effectiveness of reading activity.

Every field has different meaning of reading. Like in academic field, reading is an important thing that actually all people have to do it so that the people can change the world through what they read. Reading has many functions and advantages. For the main one, reading aims at some things new to learn and add the knowledge so that a person will not look less of information especially about what happens in this world although that person lives in different places. It is also a good way to learning process for a student especially. Reading can make students think smarter and wider toward what happens nowadays even in the future. The students can know everything happens in this world even they do not go to the place or even they are not in the place of that thing.

Learning will be successful when there is a change in mind by knowing something from unknown if the people read a lot. After knowing something, students have to understand the thing so that they can apply the knowledge in a real life or at least they can pass their school exam. To gain this successful process, the students should have a skill to bring them into a good comprehension in reading a text. This skill will help the students analyze the text which is being read.

Second, as stated by Brown as cited in Mozayan (2015), there are two major skills of reading which is very important. They are micro-skills of reading and macro-skills of reading. The readers, in micro-skills, must have skills when they deal with graphemes and orthographic patterns and linguistic signals. Here are the lists of skills of reading comprehension.

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- a. Discriminate among the distinctive graphemes and orthographic patterns of English. This will help the students easier to analyze the text so that the students can get the information and make the conclusion easier.
 - b. Retain chunks of language of different lengths in short-term memory. In this case, the reader have a skill to retain the idea of the text an create the memory to make the students comprehend the idea of the text in the written form.
 - c. Process writing at an efficient rate of speed to suit the purpose. When the students can be able to get the idea of the text and understand of the text, especially in the short speed. This is what is called as a skill in reading action of the students.
 - d. Recognize a core of words, and interpret word order patterns and their significance. This words recognizing can make the students comprehend the idea of the ext eaier than those who have nothing about that case. When the students recognize the core of the words this meanns the students understand the content of the sentence in the reading text. Recognizing words will help the students classify the content of each paragraph from the text. This is why rocnizing the core of the words is important.
 - e. Recognize grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, and pluralisation), patterns, rules, and elliptical forms. When the students has already comprehend about the grammatical of the text or which used in the text, the students can analyze and think about when the cases of the text happen so this will make analyzing the text from the

students is more understandable. Because, when the students do not understand about the grammatical form of the text in the reading text, the students will be hard to know about what is discussed in the text and what is explained in the text to the reader, so the students as the reader will be hard to know what is purposed by the writer and what are the ideas that will be shared to the readers.

- f. Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses.

While in the macro-skills, the readers need to make use of their discourse knowledge, communicative functions of written texts, inference skill, scanning and skimming techniques. This scanning and skimming process can make the students understand about what is being told in the text without reaing the whole text. This can shorten the time which used by the reader to read the text and understand the the content of the text. The macro skills will help the readers to comprehend a text well in certain time. While the macro-skills of reading is as follows:

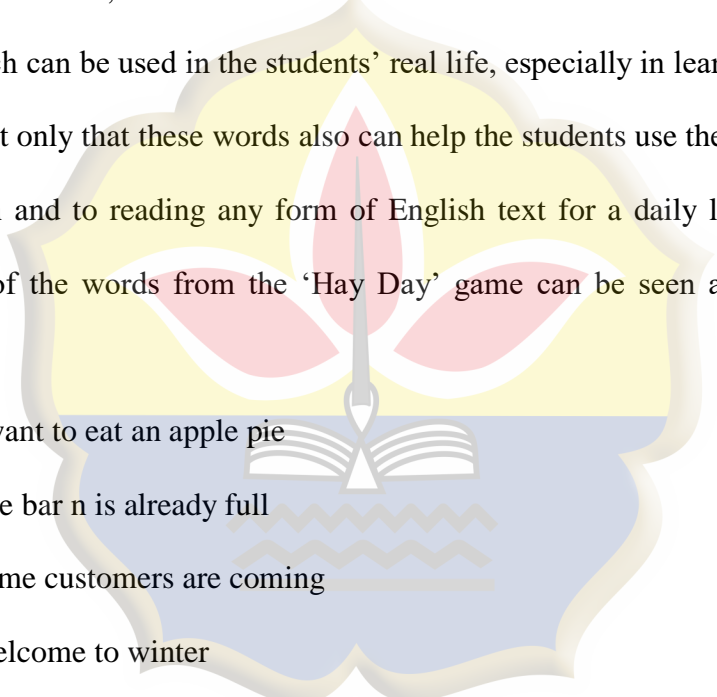
- a. Recognize the rhetorical forms of written discourse and their significance for interpretation. When the students know the rhetorical form of the text, the students can interpret what is the text tell about. This can be happen because the students has already known about the form of each paragrapgh, so the interpretation can happen easily for the students.
- b. Recognize the communicative functions of written texts, according to form and purpose. By recognizing the communicative functions of the text, the

readers especially in this case is the students, can catch the point that want to be shared and told by the writer to those who read the text. This process can build a communication through the writer to the reader of the text.

- c. Infer context that is not explicit by using background knowledge. Background knowledge is very useful to build a mindset of a text before reading the whole text. The background knowledge can make the students understand and have first view about the topic without knowing the whole text. This also can help the student to comprehend the text or the idea from the reading text because sometimes the students have also ever felt about what is going to tell or perhaps the students have ever seen or looked the actions which happens from the television or someone's real experience.
- d. Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. This link and connection can make the students easier build the idea and get the point of the text.
- e. Distinguish between literal and implied meanings. It is known that the literal and implied meaning of the text is different. That is why the students as the readers of the text who will try to get the point from the writer have to be able to distinguish the differentiate between the literal meaning of the text and the implied meaning of the text. So this will have the readers or this will be helpful for the reader to comprehend the content of the text

- f. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata. References is one useful item is every case. References is something which important the writer or the reading to tell something . references will imclude the theories about something of a topic that will be share from one persson to another person. In addition, the references will help and will make a text strengten the idea of the text.

In addition, it is known that there are a lot of vocabularies used in ‘Hay Day’ which can be used in the students’ real life, especially in learning Reading at school, not only that these words also can help the students use the words to speak in English and to reading any form of English text for a daily life actions. The example of the words from the ‘Hay Day’ game can be seen as the following excerpts:

- 
- a. I want to eat an apple pie
 - b. The bar n is already full
 - c. Some customers are coming
 - d. Welcome to winter
 - e. The chickens need to feed,
 - f. The grass need to be watered
 - g. I want some apple pie,
 - h. The train will arrive in 5 minutes
 - i. The pigs are starving
 - j. It’s chrismast time
 - k. The ship is coming

- l. The ship contain is already fulfilled
- m. Every cakes in village is discount up to 50 %, etc

Having a skill makes the students are more competent in every case. Especially the skill in reading. The reading skill can solve any problem in reading a written text. The reading skills also can increase pleasure and effectiveness of reading activity. When the students master skills of reading, they can be helped in all other subjects and in the personal and professional lives. They can also feel like have less difficulties in understanding the lesson which being learned and explained by the teacher in the classroom or when the students is learning by themselves. Mastering the reading skill can make the students can be able to follow the lesson during the learning process, especially when the learning process is about the reading where the students have to face a text and understand the whole content of the text so that the students can answer the questions of the text. However, being a skilled reader is not a simple effort. They have to struggle and do any activity gradually any time to produce a good reader to be a good concept maker from the information gained from the text read because this can practice them to get used to use the reading skill so they have already known the ways to comprehend the text.

2.2 Teaching Reading

Teaching is a familiar thing where everyone know it. Most people will thing that teaching will correlate with school and students. In addition, when people is being asked about teaching, they will think that teaching is the process of explaining material of the lesson from the teacher to the students. Or this can be

described as the process of transferring the lesson or subject from the teacher to the students. There are some opinion and description about teaching. However, teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning (Brown, 2000). This theory told that there is a guidance from a teacher in the teaching process to the students so the teacher here is just the facilitator of the students' learning process. The teacher cannot do those activities without any guidance. The teacher needs guidance about what they are going to do in the class during the learning process, how, how long, and how it should be.

It is also useful to lead the students to gaining any knowledge and information spread in this world. Also, to make the students learn, the teacher should make innovative ways to teaching process so the students will not feel like having and get monotone ways in whole process of learning, such as, unnatural orientation and unusual treatment to what is being learned. The teacher have to find another different ways and tricks to encourage the students to learn and read the English text, moreover it is known that reading an English text is not an interesting thing to do especially if the language is different where the students have to do a lot of things to make them understand about what is in the text. Most students want to learn and attract to something if it is fun and attractive for them, so there will not be any burden for them. This will make the students understand and enjoy the process happily.

Other experts explained about the term of teaching reading which may be further discussed here. Nuttal as cited in Barnett (1989) stated that one of the

functions of teaching reading especially reading foreign language, such as English, for students who are not native speaker, is to make them be able to understand the text when they deal with the foreign language. They will be capable to read in an appropriate speed, a silent way, and adequate understanding. That is why those who do not understand about the language used in the reading text and those especially who do not know the meaning of the words will get difficulties in learning the text, in following the process of learning, and in understanding the text, or what is described and explained by the writer in the reading text.

The process of teaching and learning English has characteristics and it will never be the same although the aim is the same like for getting knowledge and information even to understand something. Especially for some teachers, different teacher will have different ways in teaching where the result will be different for each student although sometimes the purpose of the teaching and learning process is just the same. These characteristics lead the process to be a successful process if the teacher applies them well. So, the teacher and the students can get the same idea or view about a case being discussed during the learning process.

In addition, in the process of the teaching reading, the teacher has important role to provide material or subjects, technique, and media to make the students can learn something new in the classroom and also can enjoy the process. No only that, the teacher is also responsible for finding the new tricks and ways for teaching or transferring the lesson to the students during the learning process which happens in the classroom. Moreover, in nowadays it is known that

there are a lot of technologies which every technology is become sophisticated day by day. This usually make the students who are younger than the teacher will catch the process easier than the teacher who is slowly to catch the point, idea, or process because of the factor of age. Additionally, it is also used to make the students happy to come to the class and join the learning process, and will not feel burden with the subject. The result of this process is the students have behavioural changes in human being which are due to the experience of emotional as well as intellectual.

2.3 Types of Classroom Reading Performance

There are a lot of type of classroom reading performance which mostly used by different teacher. This was intend to make the class more alive so the learning process can be enjoyable and more interesting and the students cannot feel boring to the activities happen during the learning process. The variety of reading performance in classroom can be determined by the variety of texts. Different types of reading will have different performance which will influence to the students. It means that the teacher should consider about the types of the text used in the teaching reading in order to support the process. It is stated in Brown (2000) that there are two types of classroom reading performance. First is oral reading. In the process of teaching and learning teaching in the classroom, the teacher may ask the students to read orally. Oral reading is an activity of getting information or idea from the written text orally. Oral reading usually make the students remember the material or the topic discussed easily than the other reading types. Oral reading also help the student to comprehend the text easier. In addition, in

oral reading there is no need much regulation or things to do before reading. So it is pure that the students just have to read the text orally without concerning anything.

There are some advantages in the oral reading done at beginning and intermediate levels. The advantages of the oral reading are as an evaluative check on bottom-up processing skills, a pronunciation check, and an extra activity for students to help the teacher to highlight a certain short segment of a reading passage. This is clear that oral reading can help the student evaluate themselves in reading the text fastly. At advanced levels, the teacher also can apply this type to reach those three advantages above. Unfortunately, this type has several disadvantages according to Brown (2000). The oral reading is not authentic language activity. It is just a type of reading where most people usually use in their daily life. While a student is reading a text, others can easily lose attention. It also has the outward appearance of student participation when in reality it is mere recitation.

Second is silent reading. Silent reading is the opposite of oral reading. From its name silent reading is an activity where people read a text without producing any sounds. Silent reading means people or students especially students read a text just in their mind. This usually useful for some students who used this type of reading to get the information or idea of the text. additionally, it is subcategorized into intensive and extensive reading. The intensive reading focuses on linguistic or semantic detail of a passage. It is usually classroom-oriented activity. The students are demanded to pay attention to grammatical forms,

discourse markers, and other surface details. To achieve general understanding especially when the students are asked to read longer text, such as books, magazines, novels, essays, and the like, extensive reading is more compatible than intensive reading. It belongs to outside of classroom activity. The extensive reading also can helps the students get away from their tendency to over analyse or look up words they do not know, and read for understanding. In addition, silent reading is also used by the teacher to the students to make the students more focus and pay attention to the reading text, moreover since the text consist of another language like English that make studens need more struggle to comprehend the content of the text.

Both oral and silent reading is presented in a chart below.

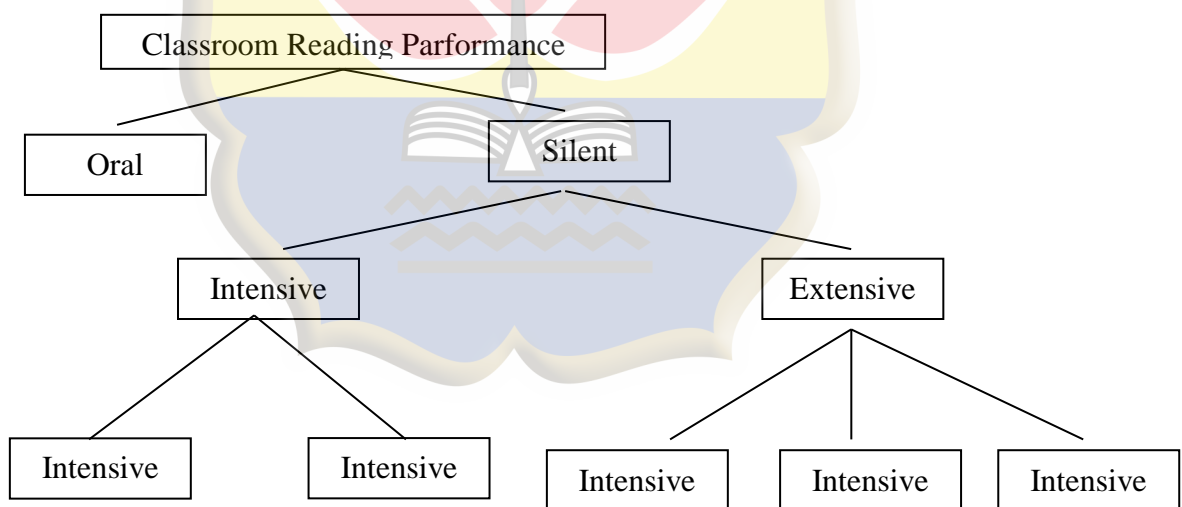


Figure 2.1: Types of Classroom Performance

2.4 Online Games Activity and the Benefits

2.4.1 Definition of Online Games

Online games is one very familiar thing nowadays. Starts from toddler, children, teenagers, even adults know what online games is, even they know how

to play the online games. In this modern era, online games will be one thing which is not strange for every children in this world, especially for students. As a profitable application used by people in this recent years, online games is kind of games which can be play by every people online wherever they are. Sometimes, through the online games a gamer can meet another gamer from different places, even countries. In addition, online games is also one type of games where every students can play it easily everywhere and everytime (Hsu and Lu, 2004).

Additionally, expanding to modern technology, online games could be played at any platform, including Personal Computer (PC), Consoles and Mobile Device and span many genres, including first-person shooters, strategy games and massively multiplayer online role-playing games (MMORPG). Online game culture sometimes faces criticisms for an environment that might promote cyberbullying and violence. Some gamers are also concerned about gaming addiction or social stigma. Online games have attracted players from a variety of ages, nationalities, and occupations. Online game content can also be studied in scientific field, especially gamers' interactions within virtual societies in relation to the behavior and social phenomena of everyday life. Then, online games is one of media that can influence to someone's social, so those who can manage well can have the good thing from the games too (Hsu and Lu, 2004).

The assumption that online games in general are populated mostly by male has remained somewhat accurate for years. But, nowadays, online games is not only played by male but also by female. They play the games because of many reasons. It starts from because the feature of the online games is so interesting

and fancy for the female, then it because of the online games is include a fun activity such as war games for the male. Beside the two reasons, there are also another reasons why people want to play the online games. Sometimes, the online games can make those who play the games get many knowledge especially about the words in different language, or diction in vocabulary. Sometimes, those who play the games do not want to get the words from the real learning such as at school, but they want to get the words even sometimes the same words just from playing the games. Because it is so fun for them and there is no burden for them about learning the language.

In addition, talking about who mostly played the online games, recent statistics begin to diminish the male domination myth in gaming culture. Although a worldwide number of male online gamers still dominates over female (52% by 48%), of course this statistic stated that online games does not siding for specific gender. Males and females have their own reason toward the online games. And also different view and choice about the online games. But both used the online games because it is enjoyable and fun to play, to decrease their feeling stress, to add their knowledge especially about the vocabularies which also can impact and effect to their learning process at school for example like learning reading comprehension. Where in learning reading process, the more the student have much words or new words (vocabulary), the easier the student can comprehend and understand about the text especially the content of the text.

2.4.2 The Benefits of Online Games

Although when talking about playing games, there will be two sides of view where it is negative and positive sides. Such as those who always play the games will keep playing the games and forget everything because they just focus on the games which is so fun and interesting for them. However, playing online games also have some benefits for the games or those who play the games. Most people in this world will play games because of some reasons. Starting as a refreshing way for their mind, even to collect money, getting knowledge, add some vocabularies, making friends with other from different countries, have and learn to make communication in well with another gamer online.

Every gamers on their daily basis with an average time spent online approximately reaches 3 hours per day. This activity has a big impact at Online Game Market Forecasts, that estimated revenue of this industries to reach \$35 Billion by 2017, up from \$19 Billion in 2011. Then, this also one of ways to make the gamer remember about everything happens in the game, during the process such as the tricks, the clues, the sentences, the words, the utterances, and how the expression in the games.

Another impact on online games, the gamer has found a new written texts and spoken vocabularies to support their design to play. The appearing words repeatedly will stimulate into their cognitive in order to use the words in their daily activity, such as social skills, fair play, team player, increase learning ability, especially in English learning. The complexity of the games make the gamer had opportunity to improve cognitive skills such as solving problems and making

decisions. Video games have a depth evolved that users have to take control and think for themselves. Even many games that encourage the gamer to be patient and be creative in solving a puzzle before they can advance to the next stage.

2.4.3 Hay Day

Hay Day is one familiar games that is played by most people in this world in every ages starts fro the youngest even to the oldest one. Hay Day is one of online game from a developer who lived in Finland, Supercell. Hay Day is also one of famous games in this world which become top ten of most aplication that downloaded by people especially the smart phone users. According to Strauss as cited in Angeline (2016), Hay Day is now attract four million people every day. In addition, according to Wallenius, Purnamaki, & Rimpela as cited in Angeline (2016), Hay Day is one of game which able influence the player of Hay Day game.

Hay Day is kind of farming games where the players have to follow what have to be done through some instructions of the virtual picture in English. In playing this game, there are a level status through the completeness of the activies done. All the instructions and points item in this games is using English. When the students plays this game, it is sure the student will face the same instruction and a lot of new words in English which can make the students remember of the words and the students can use it in their daily time.

2.5 The Influence of ‘Hay Day’

Every games will have influence or impact to those who play the games. According to Angeline (2016), ‘Hay Day’ is one of interesting games which can

influence people to act something as the effect of the game. Playing 'Hay Day' has positive influence to the player if the player can manage how to play it in good way and in right time. Sometimes, 'Hay Day' can used by people to learn something, like to learn how to read English and can add some new vocabulary about English, and some words about English word in daily spoken, etc. Moreover, students as the most player in 'Hay Day' game usually play the game for fun and amusement.

Beside the positive influence, playing a 'Hay Day' games of course have a negative influence too, especially if the people or students cannot handle how to play the game in good way. Students that must play the 'Hay Day' game a lot will focus on the games and do it will be hard to focus on another thing, especially like learning in the classroom because they will think that study in the class is not as interesting and attractive to playing the 'Hay Day' games (Angeline, 2016). After that, the negative side also can be seen when the gamer, those who play the games, oespecially the students forget about their duty not only the duty at school as a student but also their duty as children at home. Too much playing the games will make them want to find another games to play too where the games is also fun like this Hay Day as the online games. So, they will just keep thinking about games everytime, everywhere without considering and concerning another case. That is the negative effect toward too much playing the Hay Day games for the gamers or students especially.

2.6 Previous Study

In this study, there are some previous studies which have the same topic to this current study. This previous studies are used to help the researcher to describe about the chosen current topic and help to explained the explanation through the theories on the previous research. The first previous study is a study which done by Bataineh (2014) about “The Effect of Using Website Game on Saudi Pupils’ Reading Comprehension, Vocabulary Acquisition, and Motivation. This study aimed at investigating the effect of using web-site games on the route and the rate of Saudi pupils’ reading comprehension, vocabulary acquisition, and motivation quantitatively. The result of this study indicated that students who were taught using website games had better results than those who were taught using the traditional method.

Second, is a study done by Hamari, Shernoff, Rowe, Coller, Asbell-Clarke, & Edwards, (2016) about Challenging Games Help Students Learn Reading: An Empirical Study on Engagement, Flow and Immersion in Game-based Learning. In this study, it investigated the impact of flow (operationalized as heightened challenge and skill), engagement, and immersion on learning in game-based learning environments. The data was gathered through a survey from players of two learning games. The results show that engagement in the game has a clear positive effect on learning reading, however, it did not find a significant effect between immersion in the game and learning reading. Challenge of the game had a positive effect on learning reading. These two previous studies and this current study have a similarity from the topic which discussed about online

games and reading comprehension. However these studies also have differences where it comes from the limitation which consist of the participant, place to observe, and instruments.



CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the method which will be used in conducting this study. It starts from research design, population and sample as source of the study, source of data, technique of data collection, and technique of data analysis.

3.1 Research Design

This study was quantitative study with survey approach. According to Johnson and Christensen (2008), quantitative is a study generally reduces measurement to number, so in this design, the researcher use numbering to count than words to description. The reserach design is used in this research to find and analyze the influence of “Hay Day” as one of online games to the reading comprehension of tenth grade students in SMAN 11 Jambi academic year 2017/2018.

3.2 Population and Sample as Source of the Study

3.2.1 Population of the Research

Population is a group of individuals which is selected as samples. The population of this research was all the total students of X IPS 1 grade in SMAN 11 Jambi. The total of the population was 33 as seen on the table below.

Table 3.1 Population of Tenth Grade Students in SMAN 11

No.	Class	Number of Students
1	X IPS 1	33
2	X IPS 2	34
3	X IPS 3	33
4	X IPA 1	33
5	X IPA 2	34
6	X IPA 3	34
7	X IPA 4	34
Total		235

Source: SMAN 11 Jambi

3.2.2 Sample of the Research

According to Johnson & Christensen (2008), the sample is a set of elements which got from a larger population. In this study, the sample was from one class of SMAN 11 Kota Jambi. That is why the researcher chose X IPS 1 as the sample which consist of 33 students. The sample was taken by using purposive sampling technique. In addition, according to Tongco (2007), is a technique that can used in both qualitative or quantitative research.

Choosing the purposive sample is an important to the quality of the data get by the researcher, and also the reliability and competence of the data get from the samples. That is why, for the researcher purposive sampling is good method to get some data about this topic from the experts of this case such as the students or the teacher because they are all who in the class and will be observed.

3.3 Source of Data

The data of this study was from the instrument which used to get the information about the topic. The instrument of this study was a questionnaire

which consist of some questions related to this topic to the students and to the English teacher at the school. Then, according to O'Connor and Gibson (2003), the research can make up all the points which related to the questions by themselves. That is why, the researcher make the points of ideas for the questionnaire specification related to the theory discussed in previous chapter.

So, for this research. the research adapted the questionnaire from Metom, Tom & Joe (2013) by taking the same questions which have the same idea and choose the theme from the questions by ownself. As it is known that Metom, Tom & Joe (2013) do the research by using experimental method to collect the data where there were students that divided into two main groups: the control group and experimental group. The control group is a group of students that do not get treatment from the researcher while the experimental group is a group that has treatment from the researcher, so both can be compared to know the result. The questionnaire is consist of 18 questions.

Then, it is used to get information about the influence of “Hay Day” as one of online games to the reading comprehension of tenth grade students in SMAN 11 Jambi. Before giving the questionnaire to the sample, the researcher first gave the questionnaire to the other students of different class but still in the same level.

Table 3.3 The Questionnaire Specifications

No	Questionnaire About	Items Numbers
1	Positive Influence	3, 4, 5, 6, 10, 12, 13, 14
2	Negative Influence	11, 15, 16, 17, 18
3	Reason about Hay Day	1, 2, 7, 8, 9

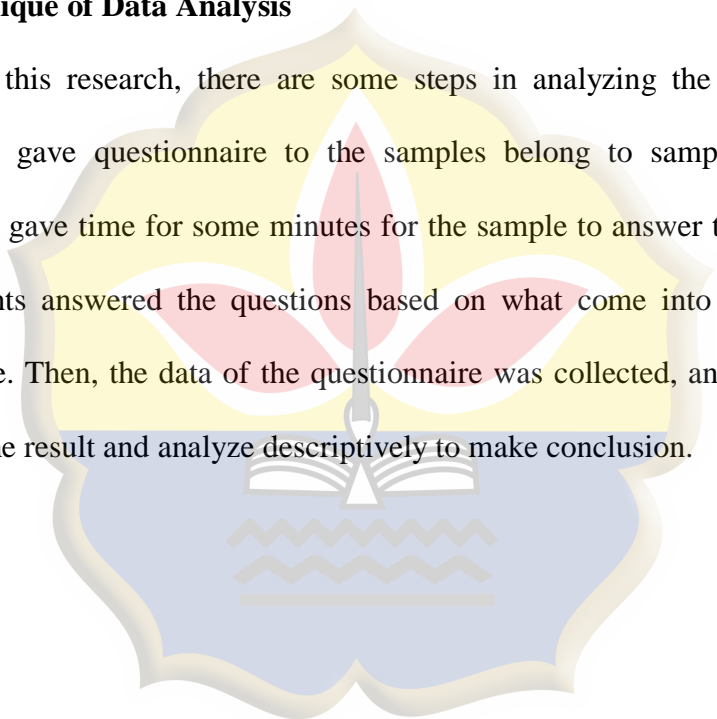
Source: Metom, Tom & Joe (2013)

3.4 Technique of Data Collection

The data of this study was collected through the questionnaire which given to the sample. The questionnaire was the close – ended questions. The answer from the sample in this study was counted. This was be the data for the researcher in doing this study.

3.5 Technique of Data Analysis

In this research, there are some steps in analyzing the data. First, the researcher gave questionnaire to the samples belong to sample. Second, the researcher gave time for some minutes for the sample to answer the question and the students answered the questions based on what come into their mind and experience. Then, the data of the questionnaire was collected, and the researcher counted the result and analyze descriptively to make conclusion.



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter describes the findings and discussions of the influence of “Hay Day” as One of Online Games to the Reading Comprehension of Tenth Grade Students in SMAN 11 Jambi. This chapter is divided into the findings from questionnaire and the discussion that will related to the theories used in this research.

4.1 Findings of the Questionnaire

a. Questionnaires for Students

The objective of this study is to find what is the influence of “Hay Day” as one of online games to the reading comprehension of tenth grade students in SMAN 11 Jambi. The samples of this study was one class of tenth grade students in SMAN 11 Jambi which consist of 33 students. As the instrument of the research, the reseacher used a questionnaire which consist of 18 questions which related to this topic and give to the students and to the English teacher in this school. In addition, in the questionnaire there are 3 main topic about positive influence, negative influence and reason about Hay Day. Below is the result of the students’ answer toward the questionnaire.

4.1.1 Positive Influence

One of points from 3 points about this topic in the questionnaire is about the positive influence. In this point, the questions is showing about the positive

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the finding and the result, it is know that the influence of 'Hay Day' as one of online games to the reading comprehension of tenth grade students in SMAN 11 Jambi is come from positive influence where the students can add their English knowledge especially Reading, 'Hay Day' helps the students to understand the reading material easily, 'Hay Day' makes the students want to add their English vocabulary everytime, and 'Hay Day' makes the students want to be able to speak like what happened in 'Hay Day' games, while the lowest score is the item about 'Hay Day' motivates the students to read English text.

5.2 Suggestions

Since the conclusion which get from the result of the finding is almost all positive. This shows that online game have positive ideas for the students who want to learn English as a new language, so it is suggested that the teacher have to be guide the students in using game as a positive way to learn nor for bad way. Perhaps, teacher have another more interesting game or ways to make the students spirit and happy to learn English, especially for the subject of reading at school.

In addition, perhaps the teacher can make the students more active well it is in the class during the learning process or at home when they are learning by

themselves, even love learning not only reading but also another subject of English through the online games.



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APPENDIX

QUESTIONNAIRE

The Influence of Online Game (Hay Day) towards Reading Comprehension of Tenth Grade Students in SMAN 11 Jambi Academic Year 2017/2018

Adapted from Metom, Tom & Joe (2013).

I. Give the mark (v) in the column based on your answer to each statement!

No	Statements	Yes	No
1	I enjoy playing 'Hay Day'. <i>Saya menikmati bermain 'Hay Day'.</i>		
2	I like the colorful and fun features of 'Hay Day'. <i>Saya suka fitur 'Hay Day' yang seru dan berwarna.</i>		
3	I learn something new when I play 'Hay Day'. <i>Saya belajar sesuatu ketika saya bermain 'Hay Day'.</i>		
4	I can add my English knowledge especially Reading when I play 'Hay Day'. <i>Saya bisa menambahkan pengetahuan Bahasa Inggris saya terutama membaca ketika saya bermain 'Hay Day'.</i>		
5	'Hay Day' makes me interest to read English story. <i>'Hay Day' membuat saya tertarik membaca cerita Bahasa Inggris.</i>		
6	Playing 'Hay Day' is one of fun way of learning English. <i>Bermain 'Hay Day' adalah salah satu cara</i>		

	<i>belajar Bahasa Inggris</i>		
7	The statement in 'Hay Day' can be understood easily. <i>Pernyataan di 'Hay Day' dapat dipahami dengan mudah.</i>		
8	The words in 'Hay Day' is familiar. <i>Kata – kata di 'Hay Day' adalah sering ditemui.</i>		
9	The English in 'Hay Day' are usually found in Reading text. <i>Bahasa Inggris di 'Hay Day' biasanya ditemukan di teks bacaan.</i>		
10	'Hay Day' helps me understand the reading material easily. <i>'Hay Day' membantu saya memahami materi reading dengan mudah.</i>		
11	'Hay Day' makes me do not want to learn English. <i>'Hay Day' membuat saya tidak ingin belajar Bahasa Inggris.</i>		
12	'Hay Day' motivates me to read English text. <i>'Hay Day' memotivasikan saya untuk membaca teks Bahasa Inggris.</i>		
13	'Hay Day' makes me wants to add my English vocabulary everytime. <i>'Hay Day' membuat saya ingin menambah kosa kasa Bahasa Inggris saya.</i>		
14	'Hay Day' makes me wants to be able to speak like what happened in 'Hay Day'		

	<p>games.</p> <p><i>'Hay Day' membuat saya ingin menjadi bisa berbicara Bahasa Inggris seperti yang terjadi di games 'Hay Day'.</i></p>		
15	<p>'Hay Day' makes me lazy to study English at school with my teacher.</p> <p><i>'Hay Day' membuat saya malas belajar Bahasa Inggris di sekolah dengan guru saya.</i></p>		
16	<p>'Hay Day' makes me just want to play the games everytime and everywhere.</p> <p><i>'Hay Day' hanya membuat saya ingin bermain setiap saat dan dimana saja.</i></p>		
17	<p>'Hay Day' makes me forget to finish my homeworks.</p> <p><i>'Hay Day' membuat saya lupa untuk menyelesaikan pr – pr saya.</i></p>		
18	<p>'Hay Day' makes me do not focus on my subjects at school.</p> <p><i>'Hay Day' membuat saya tidak fokus dengan pelajaran – pelajaran saya di sekolah.</i></p>		