

THE CORRELATION BETWEEN ONLINE GAME AND STUDENTS' READING COMPREHENSION IN MATARAM CITY; A QUALITATIVE RESEARCH

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ABSTRAKSI

Penelitian ini bertujuan untuk menganalisa hubungan antara permainan daring dan pemahaman membaca siswa. Tujuannya adalah untuk mengetahui dampak permainan daring bagi pemahaman membaca siswa. Teori dan data dikumpulkan melalui penjelajahan internet dan penelitian kepustakaan. Metode yang digunakan dalam penelitian ini adalah metode penelitian kualitatif. Populasi penelitiannya adalah para siswa atau mahasiswa yang kesehariannya sering bermain permainan daring yang dipilih menggunakan metode random sampling. Data pemahaman membaca siswa dikumpulkan dengan wawancara atau menjawab kuisioner. Data yang terkumpul dianalisa dengan penarikan kesimpulan dan dikaitkan dengan teori dari para ahli dan dengan hasil penelitian terdahulu.

ABSTRACT

This thesis is aimed at analyzing the correlation between Online Game and students' reading comprehension. The purpose of this study is to find out the impact of Online Game to students' reading comprehension. Theories and data gathered through web browsing and literary research. Method used in this study is qualitative research method. Populations chosen are students who used to play online game in their daily activities, this sampling uses random sampling technique. Data of students' reading comprehension gathered through interview and answering questioner. Data gathered are analyzed by finding the conclusion and are related with theories of experts and the results of the previous studies of the same field.

Keywords: *online game, reading comprehension, qualitative research, population, random sampling, interview, and questioner.*

INTRODUCTION

Online game is a computer game which only can be played with internet connection, this game usually played by single player or multiplayer with infinite numbers at a time (Burhan and Tsahrir, 2005). According to Rollings and Adams (2006) online game is more like to be called a technology rather than a genre or a type of game, a mechanism that connects people rather than a certain pattern of a game. Young (2005) says that online game is a game with network, a place where people interact with other people to work together to achieve goals, run missions, and gain highest score possible in a virtual world. It can be concluded that online game is a game which can be played in a computer with internet connection and played by many people at a time.

Online game begins in 1969, when a game for two people is developed for the early purpose of education. Later in early 1970, a system with ability of time-sharing which called PLATO is created to help students learn online, in which some users are able to access computer at the same time based on time needed. Next two years, PLATO IV is invented with new graphic ability which used to create multiplayer games (Mulligan, 2000).

Online games compose significant development after year 1995. The limitation of NSFNET (National Science Foundation Network) is removed, this makes access to complete domain can be done through the internet. Monetary successfulness belongs to companies which create and develop online games; therefore the competition begins to grow and makes online games develop fast until today (Woolley, 1994).

Online games in Indonesia first appear in 2001, with the launch of Nexia online, an RPG game developed by BolehGame with simple 2D graphic-based. Nexia requires low computer specification; it can even be played on a Pentium 2 with a minimum of 3D graphic. This Korean-made game successfully introduces playing games and chatting at the same time in Indonesia. Unfortunately, the game is closed in 2004 because its license is out of date. Since then, the world of online games in Indonesia is growing with the entry of several new game providers (Wikipedia.com, 2017)

The swift current of globalization is also influential in the establishment of online games that grows rapidly in Indonesia. In the last 10 years, online gaming experiences progression, it can be seen from big cities, and not least small cities which already have internet network which adequate for accessing online games (Hendriano, 2014).

The purposes of playing online games according to Wan and Chiou (in Hendriano, 2014) are seeking for fun and challenge, get rid of stress, and enjoying spare time. While Indria (in Hendriano, 2014) proposes four purposes of playing online games, such as; help gamers to socialize, get rid of stress, recharge physical strength, and improve concentration.

With the rise of online gaming phenomenon, especially in Indonesia this thing certainly has an impact on communities, especially for the students in which it also brings good and bad influences for them; consciously or not.

Online games are always believed to be a negative influence to the players. The majority of parents and the media think and believe that games damage the brains of children and promote violence between them. This is mainly because most of the games are addictive and usually about violence. However, many psychologists, child experts, and scientist believe that this game is actually positive for the growth of children. Thus, it can be summarized that there are positive and negative effects of online gaming (Hendriano, 2014)

These are positive impacts of online gaming; through the internet allowing players to perform virtual socializing without being limited by time and space. It is not rare anymore when online game players create relationship of friendship and even marriage from playing online game together. Online games often require players to strategize in short time so that the right game can train a person's response and speed of thought. This statement is supported by results of study of University of Rochester in New York which says that gamers have more focus about what is going on around them when compared with those who rarely play the game, let alone who do not play online games at all. Online games if utilized can open up business opportunities and property to earn extra income. Besides those positive impacts online games also come with negative impacts, such as; reduced physical socialization, because players spend more time socializing in cyberspace. Online games played through a computer, which emit light spectra can cause eye damaged if looked continuously without a break. Spend more money on gaming because some online games require a fee to play, if not well organized, online games may spend considerable cost. Online games can mess up time management if not well regulated. The mind will always be focused on the game and result in reduced concentration to learn. Emotional instability; many online games that require players to concentrate in long periods of time in front of computer can cause physical changes, namely; stamina decrease due to lack of exercise. The spine will be bent due to hunch too often. Lack of sleep can condense heart recital. Weight loss because while playing the game most will forget to drink and eat, or otherwise, weight gain because eating and drinking are no longer taken regularly and no physical activity (Wikipedia.com, 2017).

Some experts also express some positive impacts of online games towards society, such as; the increase of attention and motivation (Rosas et al, 2003), train hand-eye coordination, motor skills, and spatial abilities (Beck et al, 2003), train rapid analysis and decision making, and deep thinking (Beck et al, 2003). Hendriano (2011) also recommends some positive impacts of online games; master computer easily, add more friends, online games can open up for business, example; an ID online game can be sold for a price, and some players are specialized as game jockeys in which they can earn money by playing other players' IDs, players take lesson of other languages from their friends around the globe.

Rachmat (2012) says that online games also come with negative effects to students; students spend more time playing on online games rather than that of real world, students often feel asleep at school causing lack of concentration, students often neglect their school works, most of them prefer to play the game than to play with their friends, they avoid socializing with social groups, feeling anxious and irritable when not playing the game.

Based on theoretical evidences above, the writer conducts a research to find out answers about the correlation between online game and students' reading comprehension. The limitations of problems are needed so that the research doesn't expand to other unexpected fields. The following statements are limitation of problems;

1. The objects of research are students of some senior high schools and universities in Mataram city. Range of age between 15-23 years old.
2. Media for playing online games are limited, only for PCs and Laptops, not for smartphones.
3. Location for finding data is limited only in Mataram city.

These following questions are the research problems;

1. How do online games influence students' motivation on learning English?
2. How do students comprehend the language used in online games?
3. Is there any interactional effect between playing online games and students' reading comprehension?

METHOD

To administer this research, qualitative method was applied. Qualitative research method is research which uses naturalistic approach to search and find answer and understanding about phenomenon which occur in society (Hilmuniati, 2011). There were 30 students of senior high schools and universities combined as the sample. To get the sample, cluster random technique was applied. Data collected through direct observation, interview, and documentation research.

Direct observation is needed because the writer needs data about what kind of game (genre) the sample plays, their behavior during playing online game, how they interact with other players, these matters are important for data analysis.

Interview is a conversation between two or more people between correspondent and interviewer. The purpose of the interview is to get the right information from a credible source. Interviews were conducted with the delivery of a number of questions of the interviewer to the informant. In this research a total of 30 of students were interviewed.

Documentation research is data collection techniques that are not directly addressed to the research subject. In performing this method, the authors will find the data related to this study, the data obtained by collecting written data such as books, magazines, newspapers, articles, scientific papers, and internet (Hulmuniati, 2011).

After all the data needed collected through those three techniques above next important step is data analysis. According to Miles and Huberman (in Arief and Sutopo, 2010), there are three qualitative data analysis techniques namely; data reduction, data presentation, and conclusion. This process takes place continuously during the study, even before the data is actually collected.

1. Reduction of Data

Data reduction is one of the qualitative data analysis techniques. Data reduction is a form of analysis that sharpens, classify, direct, dispose of unnecessary and organizing data such that the final conclusions can be drawn. Reduction does not need to be defined as the quantification of data.

2. Presentation of Data

Presentation of data is one of the qualitative data analysis techniques. Presentation of data is an activity when a set of structured information, thus giving the possibility of a conclusion. Form of presentation of qualitative data can be in the form of narrative text (in the form of field notes), matrices, graphs, and charts network.

3. Withdrawal Conclusion

Conclusion is one of the qualitative data analysis techniques. Conclusion is the result of analysis that can be used to take action.

The goal of analysis of qualitative data is that researchers get the meaning of the relationship between variables that can be used to address the problems outlined in the study. Relations between semantic is very important because in qualitative analysis, the researchers do not use numbers as in quantitative analysis. A basic principle of qualitative data analysis techniques is to process and analyze the data collected as data that systematic, organized, structured, meaningful (Arief and Sutopo, 2010).

FINDING AND DISCUSSION

A number of 19 students of senior high school and 11 students of university are chosen randomly as the subject of research. The range of age is 15-23 years old with different backgrounds. These students call themselves as gamers. Gamer is someone who played the game individually or in groups. Usually these gamers have their own forum to discuss about the game they love (kuakap.com, 2017). In broad outline, players are divided into two types. The first is amateur gamers and the second is a professional gamer. They are different from the goal of play. Amateur gamers play for a hobby, pleasure, to relieve stress, leisure time and looking for new experiences. While professional gamers more of it all, they are not just playing the game for a hobby or pleasure alone, but they are making the game as a job to make money. From those definitions and the result of interview with the research sample, based on that data it can be said that all of the samples are amateur gamers.

These students or samples play different game genre from one another. But there are 2 online games that they mostly play; DOTA2 and Point Blank. These two online games are the most-played online games in Mataram city based on data from the interview. These two games are different in type. DOTA2 belongs to MMORPG (*Massively Multiplayer Online Role-Playing Games*), while Point Blank belongs to MMOFPS (*Massively Multiplayer Online First-Person Shooter Games*). MMORPG or RPG is a game in which players play the role of imaginary figures and collaborate with other gamers to weave a story together. RPG usually leads to social collaboration rather than competition. In general, in the RPG, the players joined in one group. While MMOFPS or FPS is a game which takes the view of first person as if the players are in the game in the viewpoint of playable characters, where each character has different abilities in the level of accuracy, reflexes, and more. These games can involve many people and this game usually takes battles with military weapons (Wikipedia.com, 2017).

There are some reasons why they choose these two games as their favorite. Firstly DOTA2; they say this game is addictive, challenging, fun to play, and this game was fully upgraded from previous series (DOTA). Secondly is Point Blank; this game is challenging, addictive, to reach the highest rank; the higher the ranking in the game the more respected we are by other gamers in real life. Those are the motivations of many students in Mataram to play the online game. Then it becomes a normal thing when they play more games than study at home.

From interviews and explanations above, most students are not too motivated to learn, they spend more time playing games. 6 hours is the average number of students playing online games during a day. The interesting thing is they are less motivated to school subjects but they are more motivated to find a way out of the problems they find in the game. They will be browsing the internet for hours to find articles related to the games they play, ask their friends who they consider to understand more about the game, or join a gamer forum based in foreign countries and chat with unknown gamers. From those statements above the writer believes that the samples of research have learned a lot consciously or not. There are positive things about what the samples do to their problems in the game; 1. They learn to react fast about the problem they face. 2. Unconsciously they are required to learn a foreign language. 3. They learn to socialize to many gamers and communities. These statements are supported by Hulmuniati. Hulmuniati (2011) in her research says that 1. Playing game can make people smarter; it is proven by research conducted by Manchester University and Central Lancashire University shows that gamer who plays game 18 hours a week has good hands and eyes coordination equals to athletes. 2. Playing game can increase concentration. Dr. Jo Bryce, head of research at a university in the United Kingdom found that gamers have a high concentration that allows them to accomplish some tasks at a time. 4. Train faster eye focusing, accuracy, and sharpness; Research at Rochester University reveals that children who play action games regularly have sharp eyesight than those who are not accustomed to playing games. 5. Improve the performance of the brain and stimulate the brain in accepting stories. Same with studying, playing games which done with normal portion can improve brain performance even have a capacity to lessen stress than learning and reading books. 6. Playing games can enhance reading skill; Psychologists in Finland University stated that video games can help children to improve their reading skills. Thus, complaints about playing games that can decrease reading culture are groundless. 7. Playing game can increase the ability to speak English; research in Indonesia shows that many men who are proficient in English at school or university without going through an English course are those who like to play games; by playing games, gamers directly learn and understand English language which used in the game, gamers often have to interpret the words they do not know by themselves (Hendriano, 2014). 6. Help gamers to socialize; some professors at Loyola University, Chicago conducted research and they think online games can foster social interaction that defy stereotypical isolated-gamer. Thus, from the

explanation above it can be concluded that playing online games can motivate people to learn English and at the same time answers research questions number 1 and 2.

Statements above also can be used to answer research question number 3. Playing online games can motivate students to learn English, at the same time it increases students' reading skill and comprehension. Most of the samples agree that their English subject score in class has increased significantly. Almost all of the samples admit learning English through reading games' features, tips n hints, articles about games, and chatting with foreign gamers. Like it or not, they are forced to learn English.

CONCLUSION AND SUGGESTION

Based on the results of the research it can be concluded that students are motivated to learn English since they are faced to games which use English as its primary feature. In order to win they have to learn English to understand and use some daily expressions to communicate with other foreign players. They also reads articles, tips and hints, and games' features through internet which can support them to practice their skills in order to play the game better, and some of those matters use full written English language. This is also supported by Hulmuniati (2011) who says that playing games can enhance reading skill; Psychologists in Finland University stated that video games can help children to improve their reading skills. Playing game can increase the ability to speak English; research in Indonesia shows that many men who are proficient in English at school or university without going through an English course are those who like to play games; by playing games, gamers directly learn and understand English language which used in the game, gamers often have to interpret the words they do not know by themselves (Hendriano, 2014).

Furthermore, based on finding and discussion there are some suggestions can be seen as next research objective. For next researchers it is necessary to do the same research to find more data which possibly be skipped by the writer. The writer also proposes open collaboration to do the same research in the future. It is also necessary to do research on other variables such as; writing skill, speaking skill, listening skill, etc.

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