

ABSTRACT

The thesis entitled " The Correlation Between the Frequency of Playing Video Games and the 11th Grade Students' Listening Comprehension at SMAN 1 Tulungagung" was written by Ilham 'Izzuddin, Students ID Number. 1860203222089, English Education Study Program, Faculty of Tarbiyah and Teacher Training, supervised by Dr. Nurul Chojimah, M.Pd

Keywords: Frequency of Playing Video Games, Listening Comprehension, Correlation, and 11th Grade Students

Listening comprehension is one of the most important yet challenging skills for learners of English as a foreign language, including Indonesian students. In this digital age, video games that use English as their primary audio language have the potential to serve as an informal medium for English exposure through dialogue, narration, and character interactions. Based on this background, this study poses the following question: Is there a correlation between the frequency of playing video games and the listening comprehension skills of 11th grade students at SMAN 1 Tulungagung?

This study employed a quantitative method with a correlational design. The sample consisted of 86 11th grade students selected through purposive sampling from three classes. Data were collected using two instruments: a video game playing frequency questionnaire adapted from Anderson & Dill. and a listening comprehension test adopted from Longman's Complete Course for the TOEFL Test. Both instruments were tested for validity and reliability, with Cronbach's Alpha values of 0.923 for the questionnaire and 0.768 for the listening test. Since the Kolmogorov-Smirnov normality test indicated that neither variable was normally distributed, a correlation analysis was conducted using Spearman's Rho test via IBM SPSS 25.

The results of the analysis show a correlation coefficient of 0.037 with a significance value of 0.738, which far exceeds the threshold of 0.05. This coefficient indicates a positive direction but with a very weak strength. Most students fall into the very low to low gaming frequency categories, while the majority of their listening comprehension scores are also in the lowest category. These results were likely influenced by the students' overall low gaming frequency and the lack of control over the types of games played, particularly whether those games actually used English as their primary audio language.

Based on these findings, it is concluded that there is a very weak correlation between video game playing frequency and the listening comprehension skills of 11th grade students at SMAN 1 Tulungagung. This result does not mean that video games lack potential as a language learning medium. Rather, it indicates that playing frequency alone is not sufficient to produce a measurable relationship. Teachers are advised to specifically recommend English-language games to students, while future researchers are encouraged to investigate not only frequency but also the type of game, the duration of gaming sessions, and the extent to which students are actively engaged with the English content in the games they play.

ABSTRAK

Skripsi dengan judul “Korelasi Antara Frekuensi Bermain Video Game dan Listening Comprehension Siswa Kelas 11 di SMAN 1 Tulungagung” ini ditulis oleh Ilham ‘Izzuddin, NIM. 1860203222089, Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, dengan pembimbing Dr. Nurul Chojimah, M.Pd

Kata kunci: Frekuensi Bermain Video Game, Listening Comprehension, Korelasi, dan Siswa SMA Kelas 11

Listening comprehension merupakan salah satu keterampilan yang paling penting sekaligus paling menantang bagi pelajar bahasa Inggris sebagai bahasa asing, termasuk siswa Indonesia. Di era digital ini, video game yang menggunakan bahasa Inggris berpotensi menjadi media paparan bahasa Inggris secara informal melalui dialog, narasi, dan interaksi karakter. Berdasarkan latar belakang tersebut, penelitian ini mengajukan pertanyaan: apakah terdapat korelasi antara frekuensi bermain video game dan kemampuan listening comprehension siswa kelas XI di SMAN 1 Tulungagung?

Penelitian ini menggunakan metode kuantitatif dengan desain korelasional. Sampel terdiri dari 86 siswa kelas XI yang dipilih melalui teknik purposive sampling dari tiga kelas. Data dikumpulkan menggunakan dua instrumen, yaitu kuesioner frekuensi bermain video game yang diadaptasi dari Anderson & Dill (2000) dan tes listening comprehension yang di ambil dari Longman's Complete Course for the TOEFL Test. Kedua instrumen telah diuji validitas dan reliabilitasnya, dengan nilai Cronbach's Alpha sebesar 0,923 untuk kuesioner dan 0,768 untuk tes listening. Karena uji normalitas Kolmogorov-Smirnov menunjukkan bahwa kedua variabel tidak berdistribusi normal, analisis korelasi dilakukan menggunakan uji Spearman's Rho melalui IBM SPSS 25.

Hasil menunjukkan koefisien korelasi sebesar 0,037 dengan nilai signifikansi 0,738, yang jauh melebihi 0,05. Koefisien tersebut menunjukkan arah positif namun dengan kekuatan yang tergolong sangat lemah. Sebagian besar siswa berada dalam kategori frekuensi bermain yang sangat rendah hingga rendah, sementara skor listening comprehension mereka pun mayoritas berada di kategori terendah. Hasil ini kemungkinan dipengaruhi oleh rendahnya frekuensi bermain siswa secara keseluruhan serta tidak dikontrolnya jenis game yang dimainkan.

Berdasarkan temuan tersebut, disimpulkan bahwa terdapat korelasi yang sangat lemah antara frekuensi bermain video game dan kemampuan listening comprehension siswa kelas XI di SMAN 1 Tulungagung. Hasil ini bukan berarti video game tidak memiliki potensi sebagai media pembelajaran bahasa, melainkan menunjukkan bahwa frekuensi bermain saja tidak cukup untuk menghasilkan hubungan yang terukur. Guru disarankan untuk merekomendasikan game berbahasa Inggris secara terarah kepada siswa, sementara peneliti selanjutnya diharapkan dapat meneliti tidak hanya frekuensi, tetapi juga jenis game, durasi sesi bermain, dan sejauh mana siswa secara aktif terlibat dengan konten bahasa Inggris dalam game yang mereka mainkan.