

CHAPTER I

INTRODUCTION

This chapter provides the introduction and background of the study. The content includes the state of the research field, the definition and scope of the problem, the research content, the research objectives, the significance of the research, the research scope, and the definitions of key concepts.

A. Background

Listening is one of the receptive skills besides Reading and one of the four main skills in English language. For Indonesians, and any other countries that not use English as their main language it can be the hardest skills required in English language. Students of English as a foreign language often have difficulty gaining this skill, because they are not well known with the native speaker's speech and cannot oversee the quickness of the speaker's tongue¹. And practically it's true, not only Indonesians to English language, but also other nation if they listen into any languages that's not their mother language. Just like Indonesians listening into English language audio, Spanish would also have difficult if they listen to Arabic language, Arabic would also have difficult to listen Spanish or Russian language. To face this problem actually there are so many solutions we can do, according to Anggraeni, more than a half of students faced the listening problems as explained in the discussion. The teacher and students should apply listening strategies to solve the problem. When it comes to long English listening texts, teachers should encourage students by providing them with such texts. In addition, students should identify the idioms one by one, or colloquial language to overcome the

¹ Muhammad Lukman Syafii et al., "Enhancing Listening Skills Using Games," *International Journal on Studies in Education*, August 23, 2020, 78–107, <https://doi.org/10.46328/ijonse.21>.

problem in understanding informal language². There are so many listening strategies that teacher could apply, since nowadays technology has many variants, it means there are so many innovations of strategies that can be used. The last is depends on the students, it could be so wasteful even though the teacher has the most innovative, number one, top global listening teaching strategies if the students just rely on the teacher, they could identify the idioms, or colloquial language to overcome the problem in understanding informal language and it is really able be developed with some intense training and learning or by accidental acquisition with what we receive from daily activities that related or at least contains English language in it. Such as, watching Hollywood movies, listening to western movies, playing a video game with English language as main interface and audio language.

In this digital era, video games have become one of the most popular kinds of entertainment. According to Mendes et al, Video game popularity in some platform like Steam is revealing clear patterns both in growth and distribution of both players and the game itself. According to the result that say the number of video game players Increased linearly over time all over the world, while the number of games released has grown exponentially.³ It means that many people have playing videogames nowadays, not just one or two, and can be more if those people are very enthusiast with video games or nowadays, we called them “gamer”. The population of gamer itself is already a lot since the video games starting to be a trend, and like other media, COVID-19 pandemic has also affected us to choose how are we going to spend our time while the government

² Anastasia Dewi Anggraeni, *Listening Comprehension Difficulties in Indonesian EFL Students*, 2021.

³ Leonardo O. Mendes et al., “Popularity of Video Games and Collective Memory,” *Entropy* 24, no. 7 (2022): 860, <https://doi.org/10.3390/e24070860>.

telling us to stay at home. Some reports suggest that many have turned to playing video games during the pandemic⁴

And it continues until today, where video games are becoming central and part of our lives, impacting so many aspects of everyday life such as our consumption, communities, and identity formation⁵. It shown by how many people who love playing video games in every country. For an example, in America more than 90% of children older than 2 years old playing video games and three-quarters of American households having at least one video game console, also the same study says that children ages 8 to 17 years old have spend an average of 1.5 to 2 hours of their live every day for playing video games⁶, showing how popular and being this generation favorite media. Generally, games and people who love playing it only linked with males, because back in the day platforms or places to play videogames, especially in Indonesia are very limited with three ways. The first option is called Warnet (Warung Internet) or Internet Café. It is a small place equipped with several computers separated by booths with an internet connection and rented out per hour, usually all computers are equipped with standard graphics cards, high-speed connections, and facilities⁷. The second option is a PlayStation rental, it is a place to be able to play games on the console without having to spend a lot of money to buy a PlayStation console that can cost millions of rupiah. Basically, it is the same thing as the internet café and the differences is what they rented.

⁴ Matthew Barr and Alicia Copeland-Stewart, "Playing Video Games During the COVID-19 Pandemic and Effects on Players' Well-Being," *Games and Culture* 17, no. 1 (2022): 122–39, <https://doi.org/10.1177/15554120211017036>.

⁵ Muriel Daniel and Crawford Garry, *Video Games As Culture: Considering the Role and Importance of Video Games in Contemporary Society*, 1st ed. (Routledge, 2018), <https://doi.org/10.4324/9781315622743>.

⁶ Daniel Alanko, "The Health Effects of Video Games in Children and Adolescents," *Pediatrics In Review* 44, no. 1 (2023): 23–32, <https://doi.org/10.1542/pir.2022-005666>.

⁷ Tangguh Okta Wibowo et al., "Understanding New Consumption Sites of Internet Cafe in Yogyakarta, Indonesia," *Jurnal Ilmu Sosial Dan Ilmu Politik* 23, no. 3 (2020): 237, <https://doi.org/10.22146/jsp.51707>.

Just like the name, PlayStation rental is rented PlayStation and Internet Cafe is rented PC, and both of them are in place and mostly people use it for playing games and the last, is the easiest option, they have money and rich. So, they easily could buy any consoles or platforms as much as they want and play it. But as the times through and the access of playing video games is much easier, many females individuals are attracted to play video games. The reason is simple, gaming appeared to improve the individuals' moods in many and different ways. The video game engages entertainment and allowing the participants to let themselves involved in stimulating narratives, as several of the participants states that they enjoyed the storylines as well as the amazing contents that served by the game. Gaming was also perceived as an outlet and escape route from difficult situations and mental states that happened to every single individual in real life. It offered a functional coping mechanism. To several individuals, gaming includes a very fun social activities online as well as offline, bringing together existing friendships or a new one that they met in online. To some individuals, the virtual world offering a place to practice social interaction with fewer risks in the real life and skills and achievements that might appear more tangible and within reach than in other parts of their lives.⁸

Theoretically, playing games can be a double-edged sword, because sometimes playing video games can caused harmful consequences, such as increased aggression from violent games or reduced attention control due to overstimulation. For instance, children who develop a stronger ability to process visual information could be easily

⁸ Daria J. Kuss et al., "To Be or Not to Be a Female Gamer: A Qualitative Exploration of Female Gamer Identity," *International Journal of Environmental Research and Public Health* 19, no. 3 (2022): 1169, <https://doi.org/10.3390/ijerph19031169>.

distracted in real life learning environments⁹, and some they can easily distracted and lose focuses. But with the good time management besides getting an entertainment from the videogames they've bought, they also getting some good effect from playing video game. Now, mostly video games are using English language as both interface and voice acting. Even though game developers are from various country like China, Japan, South Korea but if the game want to reach the international market the developers need to use the international language which is the English language itself, it makes the game presented in English and require players to understand dialogues, instructions, and missions written or spoken in English. It could affect non-English language country player to developed their skills in English language especially in the video game that focusing the gameplay in storytelling that provide richer dialogues, instructions and missions.

Game, generally explained by Ağaoğlu and Şad as one of the irreplaceable entertainment activities for all ages, it because games allow people to explore their environment and the world, develop some specific skills, and socialize¹⁰ and video games emphasize it into dialogues and narrative progression can provide natural exposure to spoken English. This exposure may contribute in students' listening comprehension, as they must understand the speech, accents, and emotions of the characters to progress in the game. At first, they maybe don't understand what they hear, but as long as they keep doing it, they could understand or at least know what they

⁹ Christopher L. Groves and Craig A. Anderson, "Negative Effects of Video Game Play," in *Handbook of Digital Games and Entertainment Technologies*, ed. Ryohei Nakatsu et al. (Springer Singapore, 2017), https://doi.org/10.1007/978-981-4560-50-4_13.

¹⁰ Ayşenur Ağaoğlu and Süleyman Nihat Şad, "Investigation of the Relationship between Digital Game Addiction and English Listening Skills among University Students," *International Journal of Academic Research in Education* 6, no. 1 (2020): 1–15, <https://doi.org/10.17985/ijare.795676>.

hear. It can be developed naturally by itself as they consistently listening any English dialogue from game they played

SMAN 1 Tulungagung or State of High School 1 Tulungagung is one of the high schools in Tulungagung, it located in Fatahilah street, Pangungrejo, District of Tulungagung, Tulungagung. Based on the author's experience while interning in a different high school months ago, there are a lot of students that playing video games during their free time outside the school's activities or in their childhood while they played PlayStation 2 or Pc at PlayStation rental or Internet Cafe. And of course, they played a lot of video game, and in the same time as SMAN 1 Tulungagung has two English subjects, regular English and TOEFL for 11th grade. And all the scores for both subjects tended to vary between students, especially in listening section, which led the author to wonder whether there was a connection between these varying scores and the students' frequency in playing video games or not.

Many studies have been done to look at this phenomenon of video games that can may contribute students' Listening Comprehension. For example, Syafi'i et al in their study "Enhancing Listening Skills Using Games" stated that the Game gradually increased the students, listening comprehension achievement. The implementation of Games improved not only the students, listening skill but also their involvement in the teaching and learning process. Therefore, Games can be used in the classroom as an alternative technique for teaching listening. Another study that has been done by Ağaoğlu and Şad stated that it develops language skills based on the relationship between digital game addiction and English listening skills. It because with these activities used in the classroom, the course content can be enriched by adding different digital games to the foreign language units to attract the attention of the students. As the results of the previous studies, gaming or playing video games can resulted to

students' listening comprehension, it can improve and upgrading students listening comprehension achievement, but none of them studying the correlation of the phenomenon to the 11th grade students in high school level. Most of them have various grades in listening comprehension already, but it's still not clear where they get that ability. So many possibilities and one of them is their frequency of playing video games

This study is aim to look and investigate at the correlation of frequency of playing video games and their Listening comprehension SMAN 1 Tulungagung 11th grade students. Addressing the “double edged sword statement” of playing videogames in the previous paragraph and seek to proves that gaming is a practical and an informal method to enhance listening skill as a non-native English language speakers, specifically all high school gamers in Indonesia. That's why the writers present this thesis proposal with the title “Correlation Between the Frequency of Playing English Story Based Video Games and 11th Grade Students' Listening Comprehension at SMAN 1 Tulungagung”

B. Identification and Limitation of the Problem

a. Problem Identification

Based on the background, the Identification of the problem that could be studied from the existed some key elements from the phenomenon and gaps of the potential correlation between the frequency of playing video games and 11th grade students' Listening Comprehension at SMAN 1 Tulungagung. The first element is Observed Phenomenon, strengthen by many studies, for example Ağaoğlu and Şad and Syafi'i et al. highlighted that video games especially the story-based one and using English language as main audio dialogue or narratives have some effects on increasing listening comprehension ability, or shortly having high frequency of playing games could improve listening skill. On the other side, 11th Grade Students'

Listening Comprehension at SMAN 1 Tulungagung have various scores in English and TOEFL subject especially in listening section, based on their various grades, and in the same time most of them playing much video games in their childhood in Internet Café or PlayStation rental. Both of those variables are having potential of getting linked to each other or maybe from other sources remains unclear

The second one is known from the previous studies that demonstrate the video games is able to improve and enhance some skill, in this case is listening comprehension. But none of them specifically points out that they examine the correlation between those two variables on 11th Grade Students' Listening Comprehension at SMAN 1 Tulungagung in the high school level. And that's create a gap between this study and previous studies. In essence, the problem is the lack of empirical evidence on this specific correlation, prompting the need for a targeted study to fill the gap and potentially validate gaming as a complementary tool for language skill development.

b. Scope and Limitation

In terms of subject and setting, this study is limited to 11th grade students at SMAN 1 Tulungagung, specifically classes XI-1, XI-2, and XI-3, with a total of 86 students. The findings of this study therefore cannot be generalized to students from other grades, other schools, or other regions.

Second, in terms of variables and skill focus, this study only examines two variables: the frequency of playing video games and listening comprehension. Without extending to other language skills such as speaking, reading, or writing. The study also only measures the correlation between the two variables and does not seek to establish a causal relationship between them.

Third in terms of measurement, this study only measures how often students play video games without examining other potentially important factors such as the

duration of each gaming session, the type of games played, and the degree to which students actively engage with the English language content within those games. These factors may be more relevant to listening comprehension development than frequency alone, as suggested by the findings of this study.

Furthermore, this study used a listening comprehension test adapted from Longman's Complete Course for the TOEFL Test, which is originally designed for adult learners preparing for a standardized international examination. This test may not have been fully familiar to 11th grade senior high school students who have little to no prior exposure to the TOEFL format, which could have caused them to perform below their actual listening ability. As a result, the low scores observed in the listening comprehension data may not entirely reflect the students' true listening comprehension level, and the possibility of instrument bias in this study cannot be ruled out.

These points help narrow the research to a manageable scope while acknowledging areas for future studies, such as expanding to causal designs or broader populations.

C. Research Question

Based on what writer explained and stated in the background section of the thesis proposal. The research question of this thesis proposal is there any correlation between the frequency of playing video games and the 11th grade students' listening comprehension at SMAN 1 Tulungagung?

D. Objective of the Study

Based on the background section of the thesis proposal. And the research question, the Objectives of the study of this thesis proposal is to determine whether

there is a correlation between the frequency of playing video games and the 11th grade students' listening comprehension at SMAN 1 Tulungagung

E. Significance of the Study

The significance of this study is focused in finding the correlation of how an informal and recreational activity like playing video games can affect an academic skill of English language, especially in Listening section. Specifically for Indonesians, one of the non-native speakers of English language. By examined the correlation between playing videogames and 11th Grade Students' Listening Comprehension at SMAN 1 Tulungagung, hopefully the study is able to contributes in either theoretical and practical advancements in education and language.

a. Theoretical

1. This study is based on previous studies, like from Ağaoğlu and Şad and Syafi'i et al.. It explores the role of digital entertainment in enhancing and improving one of the English language skills, listening comprehension. But most of them focusing it to the college level, especially for English Education major where most of them already having good grades in listening since the early days in campus and in the same times, a lot of them love to play video games, even making it their hobby. But still unclear is there any correlation between their ability with their frequency of playing videogames

b. Practical

1. For Educators

This study could inform and suggest them that video games as a digital entertainment is not only a digital entertainment, but also as

supplementary tool for improving listening comprehension skills. Educators can consider to use a game-based learning activity in their class using any video games that already existed. especially for students struggling with receptive skills in foreign language contexts

2. For learners

This study could empower many students by stating if their hobby of playing video games at the wise portion as a legitimate reason of their development and influence in English language, especially enhance their listening comprehension skill. But with the wise portion and proper time management and if they do it right, they are able to turning an activity like playing videogame that always considered as a potential distraction into a productive learning experience, and encouraging self-directed language practice outside classrooms

3. For Future Researcher

This study is expected to serve as a reference and foundation for future researchers who wish to investigate related topics, such as the effect of specific types of games on different language skills, or the correlation between gaming habits and English proficiency in other educational contexts. The findings and limitations of this study can guide future studies toward broader populations, more causal research designs, or alternative gaming media.

F. Scope of the Study

a. Participants and Sample

This study limited to 11th Grade Students at SMAN 1 Tulungagung, an Islamic high school in Tulungagung, East Java, Indonesia. This study includes 11th Grades students from various classes, with potential of correlation between their current and childhood hobby with their listening comprehension ability.

b. Variables and Measurements

In correlational study, it does not aim to reveal cause-and-effect relationships, but only describes how much the Level of relationship between the variables studied. In other words, this study only shows how strong the relationship is between one variable and another¹¹. Because of that, correlational study's variables referred as predictor and criterion variable

1. Predictor Variable: The frequency of playing videogames

2. Criterion Variable: 11th Grade Students' Listening Comprehension at SMAN 1 Tulungagung

G. Definition of Key Terms

a. Correlation

Correlation is a term that is a measure of the strength of a linear relationship between two quantitative variables. Correlation is useful in a wide variety of studies. The most useful applications of correlation are assessing relationships, assessing consistency, and prediction

b. Frequency

Frequency is a measurement, whether the individuals doing something more or less often than other individuals. In the context of this study, this study is measuring Individuals frequency of playing videogames

¹¹ Lyindira Putri et al., "CORRELATIONAL RESEARCH DESIGN," *Jurnal Riset Multidisiplin Edukasi* 2, no. 6 (2025): 306–17, <https://doi.org/10.71282/jurmie.v2i6.456>.

c. Video Games

Video games is consisting of two words, video and game. Video is a broadcasting of a moving image and game refers to something that can be played. Meanings video game is a broadcasting of a moving image in a TV, PC or else that can be controlled and played by the player.

d. Listening Comprehension

Listening comprehension is an ability to understand and comprehend what other people are saying. Understanding the speaker's accent or pronunciation, as well as the speaker's grammar and vocabulary, and comprehending the meaning

H. Hypothesis

Based on relevant theories the hypotheses of this study are stated as follows:

a. H_0 (Null Hypothesis):

There is no significant correlation between the frequency of playing video games and the listening comprehension of 11th grade students at SMAN 1 Tulungagung.

b. H_a (Alternative Hypothesis):

There is a significant correlation between the frequency of playing video games and the listening comprehension of 11th grade students at SMAN 1 Tulungagung.