

AN UNDERGRADUATE THESIS

**EXPLORING THE USE OF DIGITAL GAME IN LEARNING
LISTENING SKILLS FOR THE ELEVENTH GRADERS OF
SENIOR HIGH SCHOOL 1 PUNGGUR**

**By:
QURRATAA'YUNIN
Student ID: 2101050022**



**Tarbiyah and Teachers Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1446 H / 2025 M**

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LISTENING SKILLS FOR THE ELEVENTH GRADERS OF
SENIOR HIGH SCHOOL 1 PUNGGUR**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
In English Education Study Program

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1446 H / 2025 M



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APPROVAL PAGE

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LEARNING LISTENING SKILLS FOR THE ELEVENTH
GRADERS OF SENIOR HIGH SCHOOL IN PUNGGUR

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb



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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

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RATIFICATION PAGE

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An undergraduate thesis entitled: EXPLORING THE USE OF DIGITAL GAME IN LEARNING LISTENING SKILLS FOR THE ELEVENTH GRADERS OF SENIOR HIGH SCHOOL 1 PUNGGUR, Written by Qurrata A'yunin, student number 2101050022, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Wednesday, June 11th, 2025 at 08.00-10.00 WIB.

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The Dean of Tarbiyah and Teachers Training Faculty



EXPLORING THE USE OF DIGITAL GAME IN LEARNING LISTENING SKILLS FOR THE ELEVENTH GRADERS OF SENIOR HIGH SCHOOL 1 PUNGGUR

ABSTRACT

By:
Qurrata A'yunin

This research aims to explore the use of digital games in learning English listening skills for grade XI students at Senior High School 1 Punggur. The main focus of this research is to identify the types of digital games used by students, their experiences in using digital games as learning media, as well as the contribution of digital games to students' listening skills.

This research used a qualitative method with a case study approach. Data were collected through semi-structured interviews, direct observation, and documentation, with participants as many as six grade XI students who have experience using digital games in English learning.

The results showed that students played various digital games containing English elements like instructions, dialogue, and player interaction. The digital games also enrich vocabulary and help students get used to listening to conversations in various contexts and English accents. These games positively impacted four listening skills: ability to focus, general understanding, listening response, and accuracy of listening.. Thus, digital games have the potential to be an effective and fun learning media in improving students' listening skills, especially when used wisely and in a balanced manner.

Keywords: *Digital games, Learning media, Listening skills, Qualitative research*

**MENGEKSPLORASI PENGGUNAAN PERMAINAN DIGITAL DALAM
PEMBELAJARAN KETERAMPILAN MENYIMAK UNTUK SISWA
KELAS SEBELAS SEKOLAH MENENGAH ATAS 1 PUNGGUR**

ABSTRAK

**Oleh:
Qurrata A'yunin**

Penelitian ini bertujuan untuk mengeksplorasi penggunaan permainan digital dalam pembelajaran keterampilan menyimak bahasa Inggris bagi siswa kelas XI di SMA 1 Punggur. Fokus utama penelitian ini adalah mengidentifikasi jenis permainan digital yang digunakan oleh siswa, pengalaman mereka dalam menggunakan permainan digital sebagai media pembelajaran, serta kontribusi permainan digital terhadap keterampilan menyimak siswa.

Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui wawancara semi-terstruktur, pengamatan langsung, dan dokumentasi, dengan partisipan sebanyak enam siswa kelas XI yang memiliki pengalaman menggunakan permainan digital dalam pembelajaran bahasa Inggris.

Hasil penelitian menunjukkan bahwa siswa memainkan berbagai permainan digital yang mengandung unsur-unsur bahasa Inggris seperti instruksi, dialog, dan interaksi pemain. Permainan digital tersebut juga memperkaya kosakata dan membantu siswa terbiasa mendengarkan percakapan dalam berbagai konteks dan aksen bahasa Inggris. Permainan ini berdampak positif pada empat keterampilan menyimak: kemampuan fokus, pemahaman umum, respons mendengarkan, dan akurasi mendengarkan. Oleh karena itu, permainan digital memiliki potensi menjadi media pembelajaran yang efektif dan menyenangkan dalam meningkatkan keterampilan menyimak siswa, terutama jika digunakan dengan bijak dan seimbang.

Kata Kunci: *Permainan Digital, Media Pembelajaran, Keterampilan Menyimak, Penelitian Kualitatif*

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are quoted from bibliographies mentioned.

Metro, 28 May 2025
The Writer

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Menyatakan bahwa Skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 28 Mei 2025

Penulis



Qurrata A'yunin
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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ

“With difficulty is surely ease.”

(Q.S. Al Insyirah: 6)

*“Listening is about being present, not just about
being quiet.”*

(Krista Tippett)

DEDICATION PAGE

This undergraduate thesis is special dedicated to:

My beloved late parents, Mr. Mizwar (Alm.) and Mrs. Yusnelli (Almh.), who always supported and accompanied me for 18 years with boundless love, and making me a strong person in the last 4 years

My beloved siblings, Abdul Rahman, Annisa Rahmania, and M. Rizqan Thoyyib, who always supporting and motivating me

My sponsor, Miss Ning Setio Wati, M.Pd., thank you for all your kindness and the time you have dedicated to guiding me

All the lecturers and academic staff who always helped in providing facilities, knowledge, and education

My best friends, whom I cannot name one by one

My beloved all friends of Class A TBI 21

My Almamater at IAIN Metro Lampung

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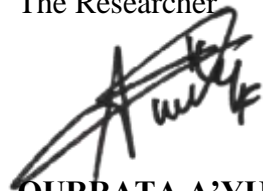
Praise thanks to Allah who has been giving His blessing and mercy to the researcher to complete a research entitled “Exploring The Use of Digital Game in Learning Listening Skills for The Eleventh Graders of Senior High School In Punggur”. Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world. The researcher apologizes for any mistakes that have been made both in writing and presentation. All comment and criticizes are really welcomed to lighten up the quality of this a research. Hopefully, this research can be a meaningful benefit for the researcher especially and for our campus and all readers generally. Therefore, the researcher would like to express appreciation and thank to:

1. Prof. Dr. Ida Umami, M.Pd., Kons., as the Principle of IAIN Metro Lampung.
2. Dr. Siti Annisah, M.Pd., as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deiniatur, M.Pd. B.I. as the Head of English Study Program of FTIK IAIN Metro.
4. Aisyah Sunarwan, M.Pd, the secretary English Study Program of FTIK IAIN Metro Lampung.
5. Ning Setio Wati, M.Pd, as the advisor that has given the researcher knowledge, advice and support in finishing this research proposal.

6. All lecturers of the English Education Department of IAIN Metro Lampung who have given their knowledge and shares their experience to the researcher.

Finally, the researcher believes that this undergraduate thesis is nearly imperfect. Last but not least, hopefully this paper can contribute in teaching learning activity of English language.

Metro, 28 May 2025
The Researcher

A handwritten signature in black ink, appearing to read 'Qurrata A'Yunin', written over a horizontal line.

QURRATA A'YUNIN
NPM. 2101050022

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CHAPTER I

INTRODUCTION

A. Background of Study

Listening is one of essential language skills for achieving effective academic communication achievement among students. It is a certainly integrative skill because it is usually the first skill that students learn, and it has been emphasized as an important component in the English learning process. In addition, listening is a skill that can improve with practice. In sense, it is the active process of receiving and responding to spoken language.¹ It means that the sound falling on our ears and then take the raw material of words, word arrangement, and the rise and fall of the voice to create meaning.

Listening skills are a core component of language learning, especially in English as Foreign Language (EFL) contexts.² For students, mastering listening skills is crucial as it enables them to understand spoken language effectively, participate in conversations, and succeed in academic settings. However, learning listening skills often poses challenges due to students' lack of interest, limited exposure to authentic listening materials, and the monotony of traditional teaching methods.

Furthermore, nowadays students are more interested in playing games as their media towards learning listening, including the use of

¹ Maydina Putri and Juwita Boneka Sinaga, "The Effect of Watching English Movie To Improve Students' Listening Skill," *ANGLO-SAXON: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris* 11, no. 1 (2020): 111.

² Ibid., 112.

digital games. Aydemir defines digital games as interactive system with goals and rules, where users engage with computer software through various devices like monitors, keyboard, and mouse. These games can take multiple forms, including console games, PC games, and online game, and are also accessible via portable such as mobile phones and tablets.³ In recent years, digital games have gained recognition as a valuable educational tool, offering interactive and stimulating environments that cater to diverse learning styles. For students, these games often serve as a bridge between theoretical concepts and practical applications, enhancing their understanding in learning listening skills. Also, game learning can foster critical thinking and teamwork, skills that are essential for excelling in academics.

The appeal of digital games lies in their ability to engage students through challenges, rewards, and immediate feedback. High school students, who are often exposed to rigorous academic expectations, can benefit from these elements as they make learning more enjoyable and less stressful.⁴ For instance, strategy-based games can improve problem-solving skills, while role-playing games may enhance storytelling and communication abilities. Such games not only motivate students to learn listening skills but also create opportunities for them to explore creative solutions, develop resilience, and achieve higher academic outcomes.

³ Filiz Aydemir, "Digital Games and Their Effects on Children," *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi* 15, no. 41 (2022): 45.

⁴ *Ibid.*, 46.

Further, Gunduzalp highlights that digital games with interesting setting, high-quality visuals, sound effects, and visual characteristics can enhance learning experiences.⁵ This combination of features not only captures learners' attention but also promotes better retention and understanding of the material through interactive engagement. This is in line with Acquah and Katz, found that digital learning games can be used as effective L2 learning tools that motivate players to learn and interact.⁶ Hence, the results said most of the language acquisition outcomes were positive, which means the digital learning games can be implemented successfully for students.

Based on the pre-survey on December 17, 2024, the researcher conducted interview with 3 students in eleventh grade of Senior High School 1 Punggur who had experience using digital games as their listening skills learning. Of the three students, they have the same interest in learning English especially in listening skills, describing it as a fun and interesting subject. Although conventional learning methods, such as studying at school and taking notes, were mentioned, all three highlighted the important role of digital games in their listening learning process.

Hence, based on interview with 3 students, the researcher identified that some students learn English especially listening skills through the

⁵ Cengiz Gunduzalp, "The Effects of Digital Game-Based Learning in Technology-Oriented Course: A Case Study in the Biochemistry Department," *Journal of Education in Science, Environment and Health* 10, no. 1 (2024): 51.

⁶ Emmanuel O. Acquah and Heidi T. Katz, "Digital Game-Based L2 Learning Outcomes for Primary through High-School Students: A Systematic Literature Review," *Computers and Education* 143, (2020): 12.

internet and digital games. Therefore, the researcher motivation is to conduct a qualitative research by preparing a research entitled “Exploring The Use of Digital Game in Learning Listening Skills for The Eleventh Graders of Senior High School 1 Punggur”.

B. Research Question

The following are the research question:

1. What are the types of digital game do students’ use in learning listening skills for the eleventh graders of Senior High School 1 Punggur?
2. What is the students’ experience of using digital games as a media for their learning listening skills for the eleventh graders of Senior High School 1 Punggur?
3. How do the digital games contribute the students’ learning listening skills for the eleventh graders of Senior High School 1 Punggur?

C. Objectives and Benefits of The Study

1. Objectives of The Study

The researcher determines the research’s objectives based on the research questions mentioned above, including:

- a. To find out types of digital games students use in learning listening skills for the eleventh graders of Senior High School 1 Punggur.
- b. To find out the student experience of using digital games as a media for their learning listening skills for the eleventh graders of Senior High School 1 Punggur.

- c. To describe how the digital game contribute the students' learning listening skills for the eleventh graders of Senior High School 1 Punggur.

2. Benefits of The Study

Hopefully, this research is useful for the reader of this research, student, and the other researcher. The benefits of their study are as follows:

a. For The Teachers

This research can provide insights for teachers on how digital games can be integrated into the English language learning process, particularly in improving listening skills. It offers practical information about the types of games that engage students and how these games contribute to listening comprehension. Teachers can use this knowledge to design more interactive and motivating learning experiences, select appropriate digital games to support classroom activities, and encourage students to utilize game-based learning in a balanced way.

b. For The Students

The research highlights how digital games can enhance students' listening skills by fostering critical thinking, problem-solving, and creativity. It also provides students with an enjoyable and interactive way to learn English, helping them to better understand and apply their language skills in real-life contexts.

c. For Other Researchers

For the benefit of other researchers conducting related research, the results of this research can serve as background knowledge to provide more data and examples regarding digital game in learning listening skills.

D. Prior Research

This research was conducted by considering several relevant researches that have been conducted by several previous researchers. The first research was conducted by Saprudin, Liliyasi, Andhy Setiawan, and Ary Prihatmanto in 2019, with title “The Effectiveness of Using Digital Game towards Students’ Academic Achievement in Small and Large Classes: A Comparative Research”.⁷ This research aimed to compare the effectiveness of digital games in enhancing academic achievement in small and large classes. This research used a quasi-experimental design. The result showed that students’ game score achievement and the increase in academic achievement were positively correlated. The use of a digital game in large classes can significantly increase students’ academic achievement compared to small classes.

In addition, previous research was conducted by Ellyza Juliani Dewi in 2023, with title “Students’ Perceptions of Using The Sims 4

⁷ Saprudin, Liliyasi, Andhy Setiawan and Ary Prihatmanto, “The Effectiveness of Using Digital Game towards Students’ Academic Achievement in Small and Large Classes: A Comparative Research,” *International Journal of Learning, Teaching and Educational Research* 18, no. 12 (2019): 196–210.

Digital Game for Increasing Their Knowledge of Vocabulary”.⁸ This research aimed to find out and describe students’ perception of using The Sims 4 digital game for increasing their knowledge of vocabulary. The descriptive qualitative method was used with questionnaires and interviews as instruments. The result of this research showed that undergraduate students in Indonesia responded positively to using The Sims 4 digital game for vocabulary learning, and students actively engaged with the game and had positive experiences. They reported an increase in their English vocabulary, including adjectives, nouns, verbs, phrases, and expressions.

Another research was conducted by Dodi Erwin Prasetyo in 2022, with title “The Digital Game for Learning Reading Skill”.⁹ This research objective is to the perspectives of the integrations of the digital game and a reading skill, at exploring the pedagogical perspectives towards its integrations and at discussing the dilemmas the digital game for teaching and learning a reading skill. This research employed qualitative-interpretative design, while the data were gathered via library research without any participants or respondents. The result showed that the digital game has positive and negative impacts which can be dissevered into three categories namely psychological and pedagogical views. Psychological positives impact such as more Interactive, collaborative, more focus,

⁸ Ellyza Juliani Dewi, "Students' Perceptions of Using The Sims 4 Digital Game for Increasing Their Knowledge of Vocabulary", 2023.

⁹ Dodi Erwin Prasetyo, “The Digital Game for the Learning of Reading Skill,” *PAROLE: Journal of Linguistics and Education* 12, no. 1 (2022): 50–59.

confidents, and higher social ability. Meanwhile, Psychological negative effects are as laziness, hallucination, addiction, individualistic, and talk less.

The novelty of this research, entitled “Exploring The Use of Digital Game in Learning Listening Skills for The Eleventh Graders of Senior High School 1 Punggur,” lies in its focus on the integration of digital games specifically for listening skills, an area that has been less explored compared to vocabulary, reading, or academic achievement in general. While previous studies have examined the impact of digital games on students’ academic performance across various class sizes, vocabulary acquisition through games like The Sims 4, and the pedagogical implications of digital games in reading instruction, none have directly addressed the application of digital games in the context of listening skills at the high school level. This research, therefore, makes a contribution by filling this gap, offering empirical insights into how digital games can be used as an engaging and effective tool for listening skills among eleventh grade students.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Listening

1. Definition of Listening Skills

In any language, listening is a crucial component of daily conversation. It takes up half of all verbal activity and is essential in educational, professional, social, and personal situations. It is also a complex activity that requires a variety of interconnected processes and knowledge forms.

Further, there are some expert statements regarding listening. According to Nation and Jonathan, listening is the natural foundation to talking; the beginning phases of language advancement in an individual's first language (and in naturalistic securing of different dialects) are subject to tuning in.¹ Brown defines listening as an incredible action, and we can help students comprehend what they hear by activating their prior knowledge. The following section will look at another way educators can help with the difficulty of tuning in: preparing students in various types of tuning in.² Moreover, Juliana claims that listening is an active process that requires the listener's

¹ I. S.P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, *Teaching ESL/EFL Listening and Speaking* (London: Routledge, 2009), 37 .

² Steven Brown, *Teaching Listening* (Cambridge: Cambridge University Press, 2006), 4.

knowledge and experience as well as a high level of understanding and focus on what is listened to.³

In addition, listening skills refer to the ability to actively receive, process, and comprehend spoken information in various contexts. They involve not only hearing sounds but also interpreting the speaker's message, intent, and emotions to derive meaning accurately. According to Sapitri and Suryadi, listening skills are necessary for successful communication because they help individuals grasp, learn, and receive information.⁴ The same thing is explained by Rohdearni Sipayung and Astri Aristianti see that listening skills are the ability to interpret the meaning of spoken language. After identifying the sound or the speaker's words, listeners apply their previous understanding to completely understand what they are hearing. In the end, the listening process leads to their comprehension.⁵

Hence, based on some of the theories mentioned above, it can be concluded that listening skill is an active process that promotes understanding and successful interaction. Additionally, listening skill involves hearing and comprehending messages that are crucial to communication in learning activities.

³ Juliana, "Improving Students' Toefl Listening Skill through Task-Based Learning Approach," *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences* 4, no. 1 (2021): 232.

⁴ Farahtu Ayu Sapitri and Suryadi, "The Impact of Students' Interest In English Songs on Their Listening Skill At SMPN 1 Ciomas," *Jurnal Ilmiah Pendidikan Citra Bakti* 10, no. 1 (2023): 98.

⁵ Rohdearni Sipayung and Astri Aristianti, "Improving Listening Skill Through Watching English Movie For The Eleventh Grade Students of SMA Dharma Budi Sidamanik," *Bilingual: Jurnal Pendidikan Bahasa Inggris* 4, no. 1 (2022): 2.

2. Elements of Listening Skills

Listening is a skill that requires full attention and deep understanding. Listening skills consist of several important elements, the following elements of listening skills according to Shockingawful:⁶

a. Ability to Focus

The ability to focus means the ability of students or listeners to listen to material from audio or sound without being easily distracted, as well as the ability to remember information that has been heard. The ability to focus involves focusing on eyes to read and align text and audio or sound, and also on the ears to listen to audio or sound.

b. General Understanding

Students or listeners who have a general understanding are able to understand the main points, the content of conversations or spoken text in English, as well as the ability to recognize words and phrases in different contexts. The concept of the text is usually immediately understood by students or listeners. The basic meaning of what they hear can be envisioned by the listener.

c. Listening Response

Listening response means the ability to respond to commands or questions heard and the ability to identify key information from conversations or spoken texts.

⁶ Shockingawful, "English Listening Skills: Following Directions," iRubric, 2017.

d. Accuracy of listening

Accuracy of listening is the ability of the students or listener to understand different accents and speed of speech, as well as the ability to catch details in a spoken conversation or text. To answer it correctly, one must understand the content and vocabulary.

3. Kinds of Listening Skills

Listening divide into several types and function, there are:⁷

1) Intensive

Take attention to the phonemes, words, intonation, discourse markers, and other elements of perception in a wider linguistic scope. In intensive listening, students use specific types of recording. Teachers may create their own listening materials and provide them on CDs, compact disks, cassettes, or the newest sound forms, like mp3 or mp4. The aim is to obtain a better perception of listening components such as phonemes, words, intonations, etc.

2) Responsive

Responsive listening is a listening for short strings of language such as questions, commands, or good insights. More, responsive listening is a sort of listening exercise that focuses on listener's response. In this type of activity, the listener's response is

⁷ Shadam Hussaeni Handi Pratama, Riyadh Ahsanul Arifin, and Ayang Winda Sri Widianingsih, "The Use of YouTube as a Learning Tool in Teaching Listening Skill" 1, no. 3 (2020): 125.

affective, expressing an opinion or point of view, rather than informative, which provides facts based on what has been heard.

3) Selective

Processing a series of short speeches such as monologues or short stories for a few minutes to analyze some information. The purpose of the performance is not certainly to find a general or overall meaning, but to be able to understand the information given in a longer spoken language context (such as classroom teaching by a teacher, TV or news, radio stories, etc.)

4) Extensive

Extensive listening is the activity of listening widely and freely to an utterance. It can help improve vocabulary, listening comprehension and general knowledge. Extensive listening focuses on longer audio clips, the longer the better. In contrast to intensive listening which focuses on short audio clips and analyzes what is heard. Furthermore, in extensive listening, teachers encourage students to choose the material they want to listen to. They do the listening for fun and for general language improvement.

4. Testing of Listening Skills

Nation and Jonathan hold that the following is an explanation of the various listening skills test.⁸ Those are:

b. Dictation

⁸ Nation and Newton, *Teach. ESL/EFL List. Speak.* 170.

The teacher reads the text out loud, phrase by phrase. The students develop each word as they hear it. This sort of test has been utilized as a trial of general language capability.

c. Partial Dictation

The students are looking at an unfinished written text. They fill in the blank on the written text while listening to a record version of the text.

d. Text with Questions

While listening to a text or recording conversation, the students are presented with a list of multiple choice questions. As they listen, they respond to the questions.

e. Responding to Statements

On this test, after hearing statements or questions, the students can choose from a list of multiple choice words or images, mark something as a true or false, or provide a brief response.

f. Three Choice True-false

In this test, the students are asked to listen to an audio that contains certain information, then choose one of the three options provided (usually a true or false statement) to determine if the statement corresponds to what was heard.

g. Recorded Cloze

The students listen to an audio recording in which every 15th word is replaced by a “bleep” sound, with stops at the end of each

sentence. The student's task is to fill in or write the missing part of the word.

h. Information Transfer

The information transfer listening test is a kind of listening test that evaluates students' ability to interpret and transfer information presented in audio format into another form, typically in the form of tables, diagrams, charts, or other visual form. This test is designed to assess the students' ability to capture precise information delivered verbally and convert it into a form that can be understood in writing.

B. Digital Game

1. Definition of Digital Game

Digital games are games that are created and constructed using computer technology and provided via digital as a platform.⁹ Further, digital games include computer games, interactive digital board games, video games, online games as well as mobile games among others. Moreover, Naderi and Moafian say that a digital game involves various types of mobile, computer, or video play activities.¹⁰ It means that digital game emphasizing their diversity in format and platform. A digital game encompasses various interactive activities that are conducted using mobile devices, computers, or video gaming consoles.

⁹ Qing Wu, Jinwei Zhang, and Chuanyi Wang, "The Effect of English Vocabulary Learning with Digital Games and Its Influencing Factors Based on the Meta-Analysis of 2,160 Test Samples," *International Journal of Emerging Technologies in Learning* 15, no. 17 (2020): 86.

¹⁰ Samaneh Naderi and Fatemeh Moafian, "The Victory of a Non-Digital Game over a Digital One in Vocabulary Learning," *Computers and Education Open* 4, no. 3 (2023): 2.

This means digital games are not limited to a single device or medium but include a wide range of experiences tailored to different platforms.

Further, Prasetyo highlights that digital game refers to an interactive entertainment activity that is played on electronic devices, such as computers, gaming consoles, smartphones, or tablets. It involves software that enables players to interact with virtual environments, characters, or challenges through audiovisual elements. Digital games can be single-player or multiplayer, and they typically have specific rules, objectives, and rewards.¹¹

Hence, the researcher conclude from the above mentioned statement that digital game is interactive entertainment experiences created using computer technology and delivered through various digital platforms. These games include a wide range of formats such as computer games, interactive digital board games, video games, online games, and mobile games, each offering diverse experiences across different devices like computers, smartphones, and gaming consoles.

2. Types of Digital Game

Games are a very popular form of digital entertainment. According to Min Bin Chen, digital games can be divided into several types, such as strategy, adventure, RPG, action, and simulation games.¹² The following is a more detailed explanation of each type of game:

¹¹ Prasetyo, "The Digital Game for the Learning of Reading Skill", 51.

¹² Min Bin Chen, "A Preliminary Study of the Influence of Game Types on the Learning Interests of Primary School Students in Digital Games," *Education Sciences* 10, no. 4 (2020): 2.

a. Strategy games

Players can manage or build specific units (such as cities or nations), as well as build or destroy infrastructure inside those units. Players enjoy fun by experiencing how the game works and the desired mental process. Strategy war games are also thinking games because to the march pattern of board games. This sort of game can be described as a computer board game with interactive multimedia. Examples of strategies game include Growtopia and Homescapes.

b. Adventure games

The player interacts with the tale by exploring and making decisions throughout the plot. The adventure process might be an exercise or a journey, giving the impression that the player has joined the adventure and engaged with the narrative. This kind of game takes a long time to make and needs a lot of graphic effects. Examples of adventure games include Criminal Case and Watch Dogs.

c. Role-playing games

In these games, players take on a certain part in order to play the game, face different obstacles in the task or story, develop their abilities, and experience or switch professions as the role experience increases. One of the most significant features of role-playing games (RPGs) is the enjoyment that players get from

developing their skills. Examples of role-playing games include Growtopia, Metaphor Re Fantazio, and Clair Obscur: Expedition 33.

d. Action games

Character control is the main mode of play, and these games can be separated into combat and non-combat categories. Fighting games, shooting games, and other types of games are examples of combat games, such as Counter-Strike: Global Offensive and Watch Dogs. If using multiplayer games, players can play these games as an opposition or collaboration in addition to seeing other players and fighting. On the one hand, many platform games (such as the famous Super Mario games) are non-combat games that test the player's reflexes and require him to navigate the character in various scenario situations to achieve the goal.

e. Simulation games

A simulation game is a type of digital game designed to virtually mimic various aspects of the real world or a particular system with the aim of providing a realistic experience to the player. In these games, players are usually given control of a situation, activity or environment, such as managing a character's life, running a business, flying an airplane or building a city, and they must make decisions that affect the course of the game. Unlike other games that focus on an end goal or competition,

simulation games emphasize process, exploration, and learning from the situation being played. Examples of simulation games include The Sims 4, Farming Simulator 22, and Vehicle Simulation.

3. Advantages and Disadvantages of Digital Game

Digital games are not only a means of entertainment, but also have the potential as a learning tool. With various interactive features, digital games can help players understand and hone their skills. However, as with any learning method, there are advantages and disadvantages that need to be considered. Here are some aspect of the advantages and disadvantages of using digital games:

a. Advantages of Digital game

Digital games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game. Especially in listening skills, Players automatically used their listening skill because they have to communicate with other players. So that players be more familiar and will get used to listening to directions, talks and also background sounds from games that use English. As well as when meeting other players with different accents, the players can be more trained in listening to English with varying accents, so this is what makes playing digital games improve listening skills in

English.¹³ Additionally, gamified learning environments or educational games can increase motivation and engagement, making learning more enjoyable. Multiplayer games can also foster collaboration and communication skills, which are beneficial for group projects and academic discussions.

b. Disadvantages of Digital Game

The disadvantage of digital gaming is that excessive gaming can have a negative impact on academic performance. Spending too much time playing digital games can lead to poor time management, reduced study hours, and sleep disturbances, all of which can interfere with focus and memory. Highly engaging or addictive games can distract students from academic responsibilities, leading to lower performance in school. The effect of digital gaming on academic performance ultimately depends on factors such as the type of games played, the amount of time spent gaming, and the balance maintained between gaming and educational activities. With proper guidance and moderation, digital games can be a valuable tool to enhance learning and development.¹⁴

¹³ Nurhaida Lakuana, Dwi Wahyu Dermawan Adam, and ST. Marhana Rullu, "The Effect of Online Games on English Language Skills," *BEE Journal* 4, no. 1 (2023): 21–33.

¹⁴ Ya Ting Carolyn Yang and Chao Hsiang Chang, "Empowering Students through Digital Game Authorship: Enhancing Concentration, Critical Thinking, and Academic Achievement," *Computers and Education* 68, no. 3 (2013): 334–344.

4. Digital game in Learning Listening Skills

The use of digital games in learning listening skills proven to be effective in improving students' comprehension. By implementing digital games such as strategy, adventure, RPGs, action, and simulation, students become more actively engaged in the learning process, especially in listening skills.

Moreover, digital games contribute to a more enjoyable and relaxed learning environment, which helps boost students' motivation. One major obstacle in listening skills is the lack of student interest and the perception that listening lessons are boring. Through elements of competition, collaboration, and fun challenges, digital games transform the learning activity into a more interactive and engaging space. This encourages students to concentrate, listen attentively, and cooperate with other people fostering the communicative competencies necessary for language acquisition.

In addition, Syafii, Kusnawan, and Syukroni argue that digital games offer solutions to common listening difficulties such as unfamiliarity with native speaker accents, limited vocabulary, and poor concentration. Activities like Running Dictation and Whispering Game are designed to train students to listen, process, and recall information in realistic communication settings.¹⁵ These games provide repetitive yet meaningful listening practice that improves short-term memory and

¹⁵ Muhammad Lukman Syafii, Wawan Kusnawan, and Azid Syukroni, "Enhancing Listening Skills Using Games," *International Journal on Studies in Education* 2, no. 2 (2020): 100.

comprehension accuracy. As a result, digital games serve as an innovative and effective strategy to address the challenges in teaching and learning listening skills.

CHAPTER III

RESEARCH METHODOLOGY

A. Type and Characteristics of Research

This research involved qualitative methodology. Creswell defines qualitative research as a technique for analyzing and comprehending the meaning that individuals or groups assign to social or human situation.¹ This method consists of constructing a comprehensive and interconnected representation using language, gathering detailed response from individuals, and conducting the study in a natural environment. It means qualitative research analyzes a phenomenon by explaining it in context using non-numerical language, which can help researchers gain insight into data.

The researcher choose qualitative research method because this method emphasizes understanding human social phenomena. Given that this research exploring the use of digital game in learning listening skills for the eleventh graders, qualitative research can explore phenomena related to students' learning listening skills on the use of digital game.

This research is mainly focused on a case study research. Privitera and Delzell maintain that case study research is a type of qualitative research that aims to find meaning, investigate processes, and acquire insight into and a thorough knowledge of an individual, group, or

¹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4 edition. (Lincoln: Pearson Education, 2012), 15.

situation.² Further, case study research aims to identify critical issues or questions that can guide further research and investigate different elements of an emerging phenomenon. In accordance with the rationale stated above, the purpose of this research is to explore the use of digital game in learning listening skills for the eleventh graders senior high school in Punggur, which is what types of digital games students use, what is the student experience of using digital games as a media for their learning listening skills and how the digital game contribute the students' learning listening skills.

B. Data Resources

This research source is divided into two parts by the researcher. They are classified as primary resources and secondary resources.

1. Primary Resources

Primary sources are data obtained directly from the first source. In this research, researcher conducted interviews with students to obtain primary data. Then the researcher also used observation in collecting primary data. From these primary sources, data is collected regarding the use of digital game in learning listening skills.

2. Secondary Resources

On the basis of primary resources, secondary resources provide interpretation or analysis. It may provide an explanation of primary sources and frequently use it to support an undergraduate thesis or

² Gregory J. Privitera and Lynn Ahlgrim Delzell, *Research Method for Education*, (Thousand Oaks: SAGE Publications, 2019), 436.

argument or convince the reader to connect with specific point of view. Documentation, journal, e-book, and research-related articles serve as the secondary sources for this research.

C. Data Collection Technique

In this research, researcher used interviews, observation and documentation as data collection techniques.

1. Interview

In this research, the data collection method used was semi-structured interviews, where questions are systematically organized in advance and answered directly by the interview participants. A semi-structured interview carried out as an exploratory interview. It is explained that the semi-structured interview is generally guided and is typically focused on the primary problem, which gives a general pattern.³ However, these interviews are still designed to be open-ended, meaning that much of the conversation be adjusted directly base on the participant's responses.

Before starting the interview, the researcher selected the sample using purposeful sampling, in which the researcher first distributed a Google Form to eleventh grade students containing questions related to their identity (age, gender, and class), and whether they played English-language digital games to learn listening skills. Subsequently,

³ Ruslin, Mashuri, Rasak, Alhabsyi, and Syam, "Semi-Structured Interview: A Methodological Reflection on the Development of a Qualitative Research Instrument in Educational Studies," *IOSR Journal of Research & Method in Education* 12, no. 1 (2022): 24.

nine participants stated that they played English-language digital games as a media for learning listening skills. However, three out of the nine participants refused to be interviewed, resulting in six participants as the final number of participants to be interviewed.

In Robert K. Yin's case study approach, the use of a limited number of respondents, such as only six participants, is still considered valid and reliable as long as they are selected using the right strategy and have strong relevance to the research focus,⁴ namely the use of digital games as a medium for listening skills. The six respondents were selected purposively, meaning they had experience playing digital games, the types of games played, knowledge, or direct involvement that was relevant and significant to the research issue.

Moreover, the students were interviewed to find out what types of digital games they played and their experiences using these games as a media for learning English, particularly in relation to their listening skills. In this research, the researcher conducted interviews with six participants via WhatsApp voice calls, which were then recorded by the researcher. The six participants were students from class XI 6. The researcher then transcribed the recordings and replaced all participant names with participant codes.

⁴ Robert K. Yin, *Case Study Research*, fourth (Thousand Oaks: SAGE Publications, 2009).

2. Observation

Qualitative observation is when a researcher observes the behavior and activities of individuals at the research site.⁵ In simple terms, observation is a method for gathering information directly from the field. To carry out observation, researcher must be able to experience and understand the phenomenon being investigated.

In addition, the researcher studied the results obtained from observations on how digital games as a learning media for students contribute to their listening skills in class. This observation was conducted at Senior High School 1 Punggur on April 22, 2025. The research involved six students from class XI 6. Researcher began the research by observing the process of learning listening skills in English class. Additionally, the researcher focused on observing six students who had experience using digital games as a media for learning listening skills. This observation related to all activities carried out by the six students in terms of listening skills in the classroom and the researcher used an observation guideline provided to record the results of the observation.

3. Documentation

Documents or other artifacts can be used by qualitative researchers to get insight into the subject the researchers are studying.⁶ Apart from

⁵ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th Ed. (Thousand Oaks: SAGE Publications, 2018), 302.

⁶ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 6th Ed. (Thousand Oaks: SAGE Publications, 2023), 199.

conducting interviews, researchers collect data through documentation. Documentation is the gathering of data on variables essential to the researcher's research problem, both written and unwritten sources relating to the research problem. In this research, researcher used documents in the form of English learning assignment results, particularly listening scores obtained from English teachers, and school profiles containing information on the school, teachers, and number of students.

D. Data Validity Technique

Data validity techniques are an important aspect of any research. It is used for checking the validity and reliability of data. In this research, the researcher used triangulation to assure data validity. Triangulation is the process of strengthening results by cross-checking data.

In addition, Creswell highlights that different sources of data should be triangulated by checking evidence from each source and applying it to generate cohesive evidence for themes. When themes are formed by combining many sources of data or participant viewpoints, the research's validity strengthens.⁷ Likewise, ensuring data validity is a crucial aspect of the research process. Data validity technique is employed to confirm that the data collected accurately represents the phenomenon being studied. This research utilized triangulation to enhance data credibility, combining multiple sources of information such as student

⁷ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 6th Ed. (Thousand Oaks: SAGE Publications, 2023), 213.

interviews, observation, and documentation. By cross-checking these sources, the research aims to minimize bias and provide a comprehensive understanding of the use of digital game in learning listening skills for the eleventh graders.

E. Data Analysis Technique

Data analysis is the process of processing data collected from various data collection activities, including data gained from informants and other documents obtained in the previous phase. The data is then analyzed and comprehend to reach a conclusion. This research analyzed the data using the Miles and Huberman approach to qualitative research interactive model.

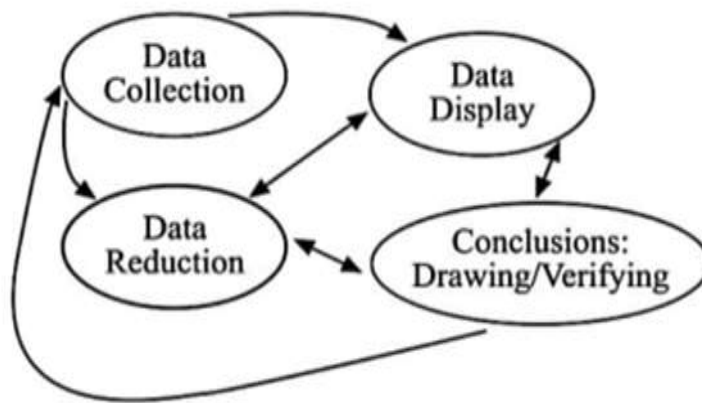


Figure 1 Analysis Components of Miles and Huberman Model

The Miles and Huberman model analyzes data in the following steps:⁸

1. Data collection

The researcher collected and obtained data that is important to research. Qualitative research data collection techniques are concerned with sources and types of data in the form of words, actions, and additional data such as documents and records. Initial research was conducted through interviews with research informants, and then to collect important data and informants' answers, researchers recorded using a voice recorder. After that, the researcher observed students using an observation guideline. In addition to collecting data in the form of informant voice recordings, researchers also collected data in the form of photographs relevant to the research.

2. Data Reduction

Procedures of data reduction include summarizing, selecting the most significant information, focusing on what is important, and eliminating irrelevant data. In this research, the researcher focused the data on observation and interview results. Furthermore, data was collected through recorded interviews that are transcribed to ensure that every word spoken by the respondent is accurately recorded and incorporate data obtained through observations in the field. After the transcription is complete, the researcher studied it and organized it into

⁸ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (Thousand Oaks: SAGE Publications, 2015) 12.

a descriptive form. The reduced data provided a clearer picture and make it easier for researchers to collect and search for additional data needed.

3. Data Display

Data display aims to make it easier to understand what is happening and plan further activities. Data is displayed to help understand the case and become a reference for taking action based on the data presentation. Some types of data display are matrices, graphs, networks, charts, and others. In this research, the data is displayed in narrative form. After presenting the data, the researcher wrote the conclusion.

4. Conclusion: Drawing/Verifying

Drawing/verifying conclusions is the result of research that answers the research focus based on the results of data analysis. The conclusion is presented in a descriptive form of the research object guided by the research study. The initial conclusions put forward are still temporary, and will change if no strong evidence is found that supports the next stage of data collection. If the conclusions expressed at an early stage are supported by valid and consistent evidence when researchers return to the field to collect data, then the conclusions expressed are credible conclusions.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Location

1. Profile of Senior High School 1 Punggur

a. The Brief History of Senior High School 1 Punggur

Before the sub-district expansion in Central Lampung Regency, SMA Negeri Punggur was located in Kotagajah Village and had served the community since 1979. In 2001, Kotagajah became its own sub-district, resulting in the school's name change to SMA Negeri 1 Kotagajah. This left the Punggur sub-district without a state senior high school, prompting local authorities to consider establishing a new one to maintain access to secondary education for the Punggur community.

Recognizing the importance of education in regional development after the implementation of regional autonomy, the Head of Punggur sub-district, Drs. Rusnadi, M.Si., initiated efforts to build a state senior high school in Punggur. His proposal was well received by the residents of Nunggalrejo Village, who supported the plan. On February 26, 2002, the villagers donated 1.5 hectares of land to the Central Lampung Government, officially granted on April 24, 2002, for the construction of the new school.

The Central Lampung Regency Government constructed SMA Negeri 1 Punggur on donated property in 2002. According to

a regulation published on March 17, 2003, the institution officially began accepting students for the academic year 2003/2004. The school was first managed by the principal of SMA Negeri 1 Kotagajah, Drs. Syatbi Tahmid, M.M., with daily operations handled by Vice Principal Drs. Sontang Simanjuntak. Teaching staff were chosen from several public schools, while administrative support was provided by honorary members of the Nunggalrejo community.

b. Biography of Senior High School 1 Punggur

School name	: SMA NEGERI 1 PUNGGUR
NPNS	: 10801962
School address	: Jl. Raya Nunggalrejo, Nunggalrejo, Punggur, Lampung Tengah, Lampung 34152
School status	: Negeri
Land area	: 18.400 m ²
Accreditation	: A
School operational	: 2003

c. Vision and Mission

1) Vision

The vision is realization of quality human resources in devotion, mastering science and technology, noble character, and environmental insight.

2) Mission

The mission of Senior High School 1 Punggur as follow:

- a) Prepare future leaders who are able to master science and technology, have high fighting power, are communicative and have noble character, have a strong foundation of faith and piety, and have a spirit of unity in the frame of diversity.
- b) Forming Professional Educators and Education Personnel Resources in an Effort to Realize Continuous, Convergent, and Concentric Education.
- c) Making SMAN 1 Punggur a reference school in the development of science and technology teaching and imtaq for other educational institutions.

B. Description of Research Data

1. The Result of Observation

In this section, the researcher explores the result obtained from observations regarding how digital games as a learning media for students contribute to their listening skills in class. This research was

conducted at Senior High School 1 Punggur on April 22, 2025. The research was carried out with six students from class XI 6. The researcher started the research by observing the teaching and learning process of listening skills in English subject in the classroom. In addition, the researcher also focused on observing six students who had experience using digital games as listening skills learning. This observation is related to all activities carried out by six students in listening skills in class.

The profiles of the six participants are compiled in Table 1, providing information about how digital games as a learning media for students contribute to their listening skills in class.

Table 1. Profile of participants

No	Participant Code	Sex	Age	Class
1.	P1	Male	17	XI 6
2.	P2	Female	17	XI 6
3.	P3	Female	16	XI 6
4.	P4	Male	17	XI 6
5.	P5	Male	17	XI 6
6.	P6	Male	17	XI 6

Moreover, the researcher used the observation sheet that had been provided to write down the results of the observation. The researcher entered the classroom. Researcher observed students' experiences and

feelings when they faced material with listening skills, paying attention to every aspect that affected their listening skills. Therefore, researcher marked each element or aspect of listening skills with a checklist on the observation sheet.

After observing the learning of listening skills directly in the classroom, the researcher concluded based on four main aspects: 1) ability to focus, 2) general understanding, 3) listening response, and 4) listening accuracy. This is further explained as below.

Firstly, in terms of focus, students often faced distractions such as unclear or fast audio, noisy environments, and unfamiliar vocabulary. They coped by repeating audio, asking for explanations, or seeking help from friends. These strategies show their active efforts to maintain concentration.

In addition, regarding general understanding, the students struggled to grasp the main idea of spoken texts, especially when the speech was fast or lengthy. Understanding also depended on topic familiarity. Some students who frequently played games found it easier to recognize words in different contexts due to increased vocabulary exposure.

Besides, for listening response, most participants were able to respond to spoken instructions using strategies like careful listening, repetition, and translation tools. While some had trouble identifying

key information in long or fast conversations, they relied on repetition and focus to overcome this.

Furthermore, in terms of accuracy, particularly with various English accents, students had mixed abilities. Those exposed to different accents through games felt more confident, while others still struggled with unfamiliar or fast speech. This suggests that gaming exposure can significantly improve accent recognition.

In conclusion, digital games play a meaningful role in enhancing students' listening skills by offering engaging, varied, and immersive language experiences.

2. The Result of Interview

The researcher also used interviews to support the data. Students were interviewed to find out about the types of digital games they play and their experiences using them as a media for learning English, particularly in relation to their listening skills.

The interview also aims to learn about their experiences and feelings when they are learning and listening to English materials and also listening to English audio or sound in class. Researcher asked students several of questions regarding their listening experiences and digital games. After all the questions were given to the students, the researcher analyzed the statements given by the students.

In this research, the researcher conducted interviews with six participants. The six participants were students from class XI 6. The

researcher replaced all participants' name with participant codes. Student described their feelings and experiences about the digital game they play as follows:

a. Types of Digital Games Played

The participants engaged with different types of digital games that used English as the primary language. This confirms that English is a dominant language in many digital games, providing students with immersive language exposure. Based on this explanation, the following is a statement from six participants:

"For now I mostly play adventure games and RPGs. The name of the game is Growtopia..." (P1)

"I play a strategy game called Homescapes..." (P2)

"I often play The Sims, which is a type of simulation game. The Sims game contains English interactions, instructions and object descriptions, so it helps me understand English." (P3)

"I play an English game on my computer. The name of the game is CS:GO or Counter-Strike: Global Strike which is an action game..." (P4)

"The types of digital game I play are usually action and adventure games. The game is called Watch Dogs..." (P5)

"I usually play RPGs. There are two, Metaphor Re Fantazio and the most recent one is Clair Obscur: Expedition 33..." (P6)

Based on the results of interviews with six participants, the following conclusions can be drawn in the table below.

Table 2. Result of the types of digital games played

No.	Participant	Game Title	Type of Game
1.	P1	Growtopia	Adventure, RPGs
2.	P2	Homescapes	Strategy games
3.	P3	The Sims	Simulation games
4.	P4	CS:GO (Counter-Strike: Global Offensive)	Action games
5.	P5	Watch Dogs	Action, adventure games
6.	P6	Metaphor Re Fantazio Clair Obscur: Expedition 33	RPGS

It can be concluded that digital games serve as effective tools for enhancing English language proficiency among players. Participants engaged with a variety of game types, including adventure, RPG, simulation, action, and strategy. The participants unanimously agreed that digital games contributed positively to their English learning, particularly by offering real-time interaction with international players and contextual use of language, which fostered both understanding and practical usage of English in an engaging way.

b. Students Experience of Using Digital Games as a Learning Media

1) Communication experience with characters in digital games

In digital games, players automatically used their listening skill because they have to communicate with other players. So that players are familiar and get adapted to listening to directions, conversations, and background sounds from games that utilize English. Similarly, the following three participants stated:

“Interaction with other characters and team communication, in my opinion, really helped me in listening skills; I became more accustomed to and understood English through sound or audio.... Especially I have friends or other players from various countries that until now we are still good friends on social media, and that is the advantage of playing CS:GO games, namely making friends with foreigners.” (P4)

“For me, interaction with other characters or players in the Watch Dogs game very contributes to listening skills. In the game I often dialog and interact with other characters using English in order to know the flow of the game, so that makes me accustomed to listening to sounds or conversations in English.” (P5)

“Interaction with other characters or players in the game really contributed to my listening skills. Back when I first started playing digital games in English, I felt that my listening skills were very poor (all the instructions I just heard without knowing the meaning of the instructions), so I was confused to continue the game because I didn’t understand the instructions delivered. But over time, I started to get used to listening and understanding some vocabulary and sentences from the storyline/instructions, so that I could continue the game.” (P6)

It can be seen that all three participants indicated that interaction with other characters or players in digital games

greatly to the improvement of English. Through in game dialog and instructions, the players got used to hearing and understanding English in audio. Initially they had difficulty, but over time they began to understand vocabulary and sentences in context of the game. Further, playing digital games also provides an opportunity to make friends with foreigners, which further enriches their language experience.

However, there were three students who suggested that interactions with characters or other players in the digital game did not directly contribute to their listening skills. As stated by the following three participants:

“.... Although it does not contribute directly when I play games, because I use the chat bar more often when playing this game. But it contributes and helps me in listening outside the game. For example, I can understand quite well when other people (friends or teachers) speak English, because I get new vocabulary through the games I played before....” (P1)

“I don't think it contributes too much. Again, I only gained new vocabulary, but sometimes it was the new vocabulary from the game that made me slowly understand enough to listen to the material in English.” (P2)

“For me, I contributed less with other characters. However, the instructions, announcements, etc. in the game helped me with my listening skills.” (P3)

These three statements show that other elements such as instructions, announcements, and acquisition of new vocabulary still have a positive impact. Players become more familiar and slowly able to understand English in contexts

outside of the game, such as when communicating with friends or listening to materials.

2) Recognition of Accents and Speaking Styles

When encountering other players and voice or dialog features with different accents, the players can be more trained in listening to English with varying accents, so this is what makes playing digital games improve listening skills in English.

As described above, four participants said:

“I found it quite helpful. The Sims has voice features such as dialogue with other characters, announcements accompanied by text, descriptions of objects, and others that make me hear and see English repeatedly so that I recognize the accent, speaking style of characters in English.” (P3)

“Yes, the voice and dialog features helped me figure out different accents. There are actually two reasons. First, there is a story game mode in CS:GO where each specific battle area has a different accent. Secondly, this game is a multiplayer game, where players play together with other players online. When I play this game I interact with my online friends from various countries such as Singapore, China, India, Europe, and others who use English. For these two reasons, I now recognize various accents through the dialogue and voice features in digital games.” (P4)

“Yes, it really helped me recognize the different accents. Because in the Watch dogs game there is a story line and dialog where there are several different characters, such as a character from England who uses a British accent, then a black skin character who uses an American accent, and a character who comes from India.” (P5)

“The English voice or dialogue feature in games really helped me recognize different accents. In the RPG games I played, Metaphor Re Fantazio and Clair Obscur: Expedition 33, in both games there are different characters. For example,

there are white people using British and American accents, and so on.” (P6)

Conversely, two participants did not experience notable improvements in accent recognition, likely due to limited use of audio features. As stated by the following two participants:

“.... So far, it hasn’t helped me, because I only listen to the sound feature in the game and chat with other players through the chat bar. However, from here I can find out new vocabulary in English....” (P1)

“For me, it hasn’t helped me recognize accents, because I tend to understand the new vocabulary instructed by the game.” (P2)

3) Gaming and study time

Participants had various experiences of gaming with their study time. While P1 and P4 manage their schedules are well. They stated:

“No, playing games does not disturb with my study schedule because when studying I never play games and only focus on studying.” (P1)

“I don’t think playing games disrupts my study schedule.” (P4)

In contrast to P2, P3, P5 and P6 suggested that playing games excessively sometimes interfered with their academic responsibilities. P6 elaborated on the situational nature of this issue, pointing out that the impact varies depending on academic demands. They stated:

“Sometimes yes, so the impact is that I often forget to study.” (P2)

“Yes, I feel that gaming time interferes with my study schedule and makes me only focus on playing games. The impact is that schoolwork is often put aside or often postponed.” (P3)

“Sometimes it interferes with my study schedule because the storyline in the game is interesting and fun, so I feel like I have to continue playing the game and forget to study.” (P5)

“I have two answers, yes and no. First, yes, gaming disturbs my study schedule. For example, when I was so addicted to the game (both the story and the characters) that I forgot to study..... Secondly, no, gaming does not disturb with my study schedule when it depends on the situation, such as there is a test or practical exam at school so I automatically study more and play games less during the exam.” (P6)

4) Time Management Difficulties

Four participants (P1, P2, P3, and P5) reported difficulties balancing gaming with study time, especially when games became highly engaging. The remaining two participants (P4 and P6) claimed they could manage both activities effectively.

This is based on their explanation:

“I sometimes find it difficult to manage my time because my friends often invite me to play games. Also, when the game is fun, I sometimes find it difficult to manage my time.” (P1)

“Yes, I have. When the game was very fun. So it was quite difficult for me to organize my study and gaming schedule.” (P2)

“Yes, because I focus more on games and often procrastinate on assignments and studying.” (P3)

“No, I have not. I can manage my time when it’s time to play games or time to study.” (P4)

“Yes, I have difficulty managing time, namely when there is a game that we cannot determine when the game is over, because the completion of the game depends on the player

whether it is still alive or dead in the game.... If I die in the first round, sometimes I repeat to play the game again, as a result I find it difficult to stop and it is difficult to manage the time of playing the game....” (P5)

“So far no. I can still manage my gaming time with my study time.” (P6)

5) Focus and Memory Issues

The impact of prolonged gaming on focus and memory revealed different perceptions. As stated by six participants:

“No, games have no impact on my ability to focus and memory.” (P1)

“Yes, playing games for a long time makes me tired to think and lose focus and memory.” (P2)

“For me, playing games for too long has an impact on my focus and memory. When I play games for too long, I get tired easily and as a result I often have trouble focusing.” (P3)

“Yes, because playing games for too long makes me tired and lack of rest so that my focus and memory abilities are reduced.”(P4)

“I don’t think it has any impact on my focus and memory. On the contrary, playing games for me can train my focus and memory to be strong because of playing games; I learn a lot of English, especially in listening skills.” (P5)

“No, it doesn’t. Instead, playing digital games improves my focus and memory, especially games like RPGs.” (P6)

Based on this explanation, P2, P3 and P4 believed that long gaming sessions led to mental fatigue and reduced focus. In contrast, P1 stated that gaming had no impact on focus and memory. Furthermore, P5 and P6 felt that gaming helps to

strengthen memory and concentration, especially through RPGs.

c. How the digital games contribute the students' learning listening skills

This research explores how digital games as students' self-learning media contribute to listening skills by describing their experiences and feelings when they learn and listen to English materials and also listen to English audio or sounds in class. This research shows that digital games make a positive contribution to helping students learn listening skills. Based on the interview results, the following are the main findings based on the four elements of listening skills

1) Ability to Focus

Most students admitted to being easily distracted when listening to English materials, six participants explained:

"Usually what distract my focus when listening to English material is audio or sound that is too fast and unclear. And the way to overcome it is that I sometimes ask to repeat the audio or sound." (P1)

"What usually distract my focus when listening to English material is the noisy environment around me, so the way to overcome it is usually I ask to be explained twice." (P2)

"Noisy environment, unclear audio, and sometimes the beginning of the introduction of new material that makes me have to adapt from previous material to new material, those three things that distract my focus when listening to material in English.... Usually I overcome these distractions by asking friends or repeating the audio." (P3)

“What usually distracts my focus when listening to material in English is when listening to audio or sound and then there is one word that I don’t know the meaning of. That sometimes makes me lose focus entirely and it is difficult to listen to the audio until it is finished because of that one word.” (P4)

“Noisy environment usually distracts my focus when listening to material or audio in English. In addition, if listening to audio via cellphone, it is the notification from the cellphone that disturbs my focus. And overcome it is by repeating the audio.” (P5)

“Vocabulary that is unfamiliar to me is something that distracts my focus when listening to material in English.” (P6)

The participants identified various distractions that affected their focus while listening to English materials. The main distractions included sounds that were too fast or unclear, noisy environments, unfamiliar vocabulary and notifications from devices. Some participants also had difficulty transitioning from one topic to another. To overcome these distractions, they used strategies such as asking for repetition, asking a friend, or playing back the audio. The findings demonstrate participants’ awareness of listening barriers and their efforts to manage focus through various strategies.

2) General Understanding

Understanding the main idea in spoken texts was considered difficult by several participants when the speech was long, fast, or implicit. Participants like P6 and P5 stated that the ease of comprehension depended on the topic and the clarity of the message. In addition, six participants stated:

“It is quite difficult to understand the main idea if the explanation and conversation in English is quite fast and in various accents.” (P1)

“Understanding the main idea is quite difficult for me because the conversation or spoken text is delivered too fast so I ask for it to be repeated.” (P2)

“I can easily understand the main idea of a conversation if the conversation itself is short or few. But if it is long, I find it quite difficult.” (P3)

“For me, the ease or difficulty of understanding the main idea in a conversation or spoken text is 7/10 because I don’t find it too difficult to understand the main idea.” (P4)

“I think it depends on what the conversation is about. So, I will find it difficult to understand the main idea if the conversation is difficult or unfamiliar to me.” (P5)

“It depends on the topic of the conversation or spoken text. If the conversation or spoken text is explicit, then I will easily understand the main idea because it is clearly stated. If the conversation or spoken text is implicit, I will find it difficult to find the main idea.” (P6)

Further, some participants also showed some difficulties in recognizing words and phrases in various contexts. Here are the explanations from 6 participants:

“Depending on what the context is talking about. There are usually words or phrases that are the same but in different contexts that cause me trouble. For example, the phrase ‘breaks down’ which means broken if the context is related to a car. Whereas the phrase ‘break down’ which means sad or crying if the context is a heartbroken in love.” (P1)

“Sometimes, there are words that are easy for me to understand if I know the context and there are words that are difficult enough that I have to search first.” (P2)

“Is not too difficult for me. When I play games, I acquire new vocabulary so it’s not too difficult for me to recognize words in various contexts.” (P3)

“Occasionally. So I have to listen more carefully to recognize words and phrases in various contexts.” (P4)

“I struggle if the context is unfamiliar to me.” (P5)

“I don’t find it difficult to recognize words and phrases in various contexts.” (P6)

Participants showed varying degrees of difficulty in recognizing words and phrases in various contexts. Some participants (P1, P2, P4, P5) admitted to having difficulties, especially when the context is unfamiliar or the meaning of the word changes depending on the situation. P1 gave a concrete example of a phrase that has a different meaning depending on the context. Meanwhile, other participants (P3, P6) felt quite familiar and did not experience significant difficulties, as they were helped by previous experiences, such as playing games that enrich vocabulary. Overall, context and level of exposure to language had a big influence on participants’ ability to understand the meaning of words and phrases correctly.

3) Listening Response

Participants generally reported an adequate ability to respond to oral English commands or questions. They relied on strategies such as listening carefully, requesting repetition, or using translation tools to support understanding. In line with their explanations:

“Usually if I understand, I will respond to the command or question. If I don’t understand, I usually ask again or guess what the question or command means.”(P1)

“I respond to verbal commands or questions by listening carefully and answering questions based on what I am told.” (P2)

“I am quite good at responding to verbal commands or questions. If there is a difficult word I will ask to repeat it.” (P3)

“I can respond to commands or questions. If there is a word that I don’t understand or is difficult, I will look for another word that has the same meaning as the difficult word.” (P4)

“I am pretty good at responding to oral commands or questions. However, there are times when I don’t know the meaning of what is being said and I will open a translation to find out what it means.” (P5)

“So far I can respond to spoken commands and questions in English.” (P6)

Furthermore, for identifying important information, most participants felt able to identify important information during English conversations. However, some still found it difficult in long or fast dialogs and noisy environments. Based on the explanation above, the following are the statements of the six participants:

“I find it quite difficult to distinguish important information in long conversations, so sometimes I miss important information.” (P1)

“It depends. If the conversation is long and too fast, as well as the noisy surroundings, it is quite difficult for me to get important information.” (P2)

“No, I can sufficiently identify important information in the conversation.” (P3)

“I don’t find it difficult to identify important information from English conversations.” (P4)

“For me it is not too difficult as long as I listen carefully to the conversation.” (P5)

“No, I have no problem identifying important information from a conversation.” (P6)

Hence, it can be concluded that participants were generally able to respond well to spoken commands or questions in English, using strategies such as listening carefully, asking for repetition, or using an interpreter. They were also reasonably able to identify important information, although some had difficulty in long, fast-paced conversations or in noisy conditions.

4) Accuracy of Listening

In understanding various accents, the participants showed mixed abilities in understanding various English accents. While some participants (P4, P5, P6) felt confident due to their gaming experience, others (P1, P2) had difficulty, especially with unusual or fast speech. They stated:

“I think I sometimes understand various accents in English if it’s not too fast.” (P1)

“In my opinion, I am not good enough and still confused in understanding various accents.” (P2)

“I understand various accents pretty well because each accent has its own characteristics.” (P3)

“In my opinion, how well I understand various accents in English is very good and I am very confident.... As I have

explained before, when I play CS:GO, I have friends from various countries who have various accents.” (P4)

“I’m good at understanding accents. It’s because of the watch dogs game that I learned and got used to listening to the characters with their various accents.” (P5)

“Very good. Because from RPG games I recognize various English accents of some characters.” (P6)

Thus, it can be concluded that participants showed varying abilities in understanding different English accents. Some participants (P3, P4, P5, P6) felt quite confident due to frequent exposure to different accents through digital games such as The Sims, CS:GO, Watch Dogs, and RPG games. This experience helped them recognize the distinctive features of each accent and improved their understanding significantly. However, some other participants (P1, P2) still had difficulty, especially if the accent sounded unfamiliar or if the conversation progressed too quickly. This suggests that exposure to accents through in-game interactions can be an important factor in improving the ability to understand different English accents.

C. Discussion

Based on the results of research that has been conducted by researchers through observations and interviews with grade XI students regarding the digital games they play and how digital games as a medium for students’ independent learning contribute to listening skills, the researchers provided a discussion related to the results of the research.

This discussion is carried out to answer research questions in this research, such as: What are the types of digital games do students' use in learning listening skills?, What is the student experience of using digital games as a media for their learning listening skills? and How do the digital games contribute to the students' learning listening skills?

a. Types of Digital Games Played

When analyzing the dominant types of digital games played by students, this research identified several types of digital games as the dominant learning media that contributed to their listening skills. The results of this research are in line with Chen's theory which explains several classifications of digital game types, namely: strategy games, adventure games, Role-Paying Games (RPGs), action games, and simulation games.¹

Moreover, the researcher found that students engage with various types of digital games, for example, participant 1 played adventure games and RPGs, participant 2 mentioned playing strategy games. Simulation and action games were also popular choices (participant 3 and participant 4). Also, participant 5 played action and adventure games, and participant 6 played RPGs.

More importantly, all students confirmed having experience with games that include English-language elements, such as Growtopia, Homescapes, The Sims, CS:GO, Watch Dogs, Metaphor Re Fantazio,

¹ Min Bin Chen, "A Preliminary Study of the Influence of Game Types on the Learning Interests of Primary School Students in Digital Games," *Education Sciences* 10, no. 4 (2020): 2

and Clair Obscur: Expedition 33. These games commonly contain storylines, instructions, dialogues, or interactions in English, offering authentic exposure to the language.

These findings show that, while the game types vary, students are naturally familiar with English listening materials through gameplay, especially when the games include narratives or involve player communication in English.

b. Student Experience of Using Digital Games as a Learning Media

The students had generally positive experiences of using digital games as a medium to support English listening skills. The participants reported that games with interactive storylines, communication and sound features helped them become more engaged with the language. In line with this research, Hsiao mentioned that in digital games, storytelling and narrative simulation allow players to dive into another identity and increase understanding of the virtual world and the language used in it. This is consistent with students' statements that they were helped to recognize English accents and speech styles through the characters in the game.²

Several students (e.g., P1, P4, P5, P6) said that the need to communicate or follow the story in the game in English made them more motivated to understand vocabulary and context. P4 mentioned interacting with international players through voice chat, which helped

² Hui Chun Hsiao, "A Brief Review of Digital Games and Learning," *IEEE*, 2007, 124–129, 2007, 3.

them recognize different English accents and improved their overall comprehension. Similarly, P3, P5 and P6 explained how understanding the different speech styles and accents of the characters in the game helped them become more familiar with American and British English.

On the other hand, a few students (e.g., P2) indicated that while games helped expand vocabulary, they were less helpful in improving accent recognition. Thus, the effectiveness of digital games in improving listening varies based on the features of the game and the student's engagement level.

c. Contribution of Digital Games to Students' Listening Skills

This research shows that digital games make a real contribution to helping students learn listening skills, especially in four main aspects: ability to focus, general understanding, listening response, and accuracy of listening. Most participants admitted to experiencing distractions when listening to English materials, such as a voice that was too fast, a noisy environment, or unfamiliar vocabulary. However, through the experience of playing English games that present instructions, conversations, and narratives, students learned to overcome these distractions with strategies such as repeating the audio, asking friends, or listening more carefully.

In terms of general understanding, some students had difficulty understanding the main idea in long or quick conversations. Nonetheless, digital games help them get used to recognizing context

and expanding vocabulary through direct and repeated interactions. Furthermore, response to spoken commands or questions also improves as students get used to making decisions based on dialog or instructions in the game. Games also encourage students to filter out important information in order to continue the game, which exercises listening skills more actively.

Further, accuracy in listening is mainly related to understanding different English accents. This is in line with Lakuana which players' listening skills are automatically active because they must speak with other player. So that players become more familiar and adapted to listening to directions, conversations, and background sounds in English-language games. Additionally, while meeting other players with different accents, the players can be better taught in listening to English with varying accents.³

Participants who played international games such as CS:GO, Watch Dogs and RPGs showed better ability to recognize different accents due to frequent exposure to the voices of other characters or players. This suggests that digital games not only improve basic listening skills, but also provide an authentic and contextualized listening experience, which is difficult to obtain in formal classroom learning.

³ Nurhaida Lakuana, Dwi Wahyu Dermawan Adam, and ST. Marhana Rullu, "The Effect of Online Games on English Language Skills," BEE Journal 4, no. 1 (2023): 21–33.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of this research, the researcher concluded that digital games play a significant role in supporting the development of students' English listening skills. Eleventh-grade students at Senior High School 1 Punggur engage with various types of digital games such as adventure, RPG, simulation, strategy, and action games that integrate English instructions, dialogues, and interactions. These games not only expose students to real and contextual English usage but also help enhance their vocabulary, focus, and comprehension.

In addition, the students had generally positive experiences of using digital games as a media to support English listening skills. The participants reported that games with interactive storylines, communication and sound features helped them become more engaged with the language. Also, students reported that regular interaction with game narratives and players from various countries contributed to their ability to recognize different accents and respond more effectively to spoken English.

Furthermore, digital games were found to contribute to four key aspects of listening: the ability to focus, general understanding, listening response, and listening accuracy. While most students perceived the benefits positively, particularly in improving vocabulary and

understanding through repetition and immersion, a few faced challenges in time management and concentration. Despite these challenges, digital games offer an enjoyable, motivating, and practical medium for independent learning that complements formal classroom instruction in listening. Hence, with proper guidance and balanced usage, digital games can serve as valuable tools for enhancing students' listening skills in English.

B. Suggestion

Although the research was conducted with a limited number of participants within a short period of time, the findings provide some helpful information that students, teachers, and future researchers can utilize to improve the quality of English teaching and learning, especially for listening skills.

1. For Students

It is suggested to utilize digital games not just for entertainment but also to develop language skills, especially listening, by actively participating with games that include English conversation, instructions, and interaction. However, students have to practice effective time management to ensure that gaming does not interfere with academic responsibilities.

2. For Teachers

Utilizing digital games as additional learning tools can raise students' motivation and exposure to authentic English usage. Teachers

may suggest or create class activities that include educational games or digital games with significant linguistic content in order to make listening practice more engaging and effective.

3. For Future Researchers

This research can serve as a foundation to explore the broader impact of digital games on other language skills such as speaking, reading, and writing, or to investigate the long-term effects of game-based learning in formal education settings.

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APPENDICES

1. Indicator of the Research

INDICATOR OF RESEARCH

EXPLORING THE USE OF DIGITAL GAME IN LEARNING LISTENING SKILLS FOR THE ELEVENTH GRADERS OF SENIOR HIGH SCHOOL IN PUNGGUR

No	Variable	Theory	Indicator	Questions
1	Listening Skills	Listening skills are the ability to interpret the meaning of spoken language. After identifying the sound or the speaker's words, listeners apply their previous understanding to completely understand what they are hearing. Moreover, listening skills consist of several important elements, the elements of listening skills according to Shockingawful, namely: ability to focus, general understanding, listening response, and accuracy of listening.	<i>Ability to Focus</i> 1. The ability of students or listeners to listen to material from audio or sound without being easily distracted. 2. The ability to remember information that has been heard.	How was your experience when listening to materials in English through audio or sound? What usually distracts your focus when listening to material in English? (How do you deal with these distractions?)
			<i>General Understanding</i> 1. Students or listeners who have a general understanding are able to understand the main points, the content of conversations or spoken text in English. 2. The ability to recognize words and phrases in	How easy or difficult is it for you to understand the main idea in a conversation or spoken text in English? Do you find it difficult to recognize words and phrases in various contexts?

			different contexts.	
			<i>Listening Response</i> 1. The ability to respond to commands or questions heard. 2. The ability to identify key information from conversations or spoken texts.	How do you usually respond to commands or questions delivered orally in English? Do you find it difficult to identify important information from conversations?
			<i>Accuracy of Listening</i> 1. The ability of the students or listener to understand different accents and speed of speech. 2. The ability to catch details in a spoken conversation or text.	How well do you understand different accents in English?
2	Digital Game	Digital game is interactive entertainment experiences created using computer technology and delivered through various digital platforms. These games include a wide range of formats such as computer games, interactive digital	<i>Types of Digital Game</i> 1. Strategy Games 2. Adventure Games 3. Role-Playing Games 4. Action Games 5. Sports Games 6. Driving Games	What type of digital games do you play most often? Have you ever played a game that uses English? If yes, what game? Does playing digital games help you understand

		board games, video games, online games, and mobile games, each offering diverse experiences across different devices like computers, smartphones, and gaming consoles. Furthermore, according to Min Bin Chen, there are many types of digital games, which can be classified as Strategy Games, Adventure Games, Role-Playing Games, Action Games, Sports Games, and Driving Games. Hence, Digital games have the potential to be used as both a form of enjoyment and a tool for learning. Digital games, which include a variety of interactive features, can help players comprehend and improve their skills. However, as with every learning method, there are advantages and disadvantages that must be considered.		English better? Can you tell me how?
			<i>Advantages of Digital Game</i> 1. English voice or dialog features. 2. Interaction with other characters or players using English. 3. Improve the ability to recognize different accents and speaking styles. 4. Increase motivation and engagement, making learning more enjoyable.	Do the English voice or dialogue features in games help you recognize different accents or speaking styles? Do you think interactions with other characters or players in games contribute to your English listening skills?
			<i>Disadvantages of Digital Game</i> 1. Spending too much time playing digital games can lead to poor time management, reduced study hours, and sleep disturbances, all of which can interfere with focus and	Do you feel like your gaming time disturbs your study schedule? If yes, how does it affect you? Have you ever had trouble managing your time between gaming and studying? Do you think

			memory.	playing games for too long has an impact on your ability to focus and remember?
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Source:

Shockingawful, "English Listening Skills: Following Directions," iRubric, 2017.

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2. List of Observation Sheet

OBSERVATION SHEET

The observations were aimed at obtaining information and data about how the digital game contribute the students' learning listening skills in classroom at the eleventh grade of Senior High School 1 Punggur.

Observer : Gumata A'gustin
 Date : Tuesday, 22 April 2015
 Students' name : Fatwa Ramdhani (P1)
 Class : XI. 6

Component	Yes	No	Note
1. Students listen attentively without getting easily distracted.		✓	Siswa mudah terganggu dg audio yg kurang jelas (X terdengar paham)
2. Students remember and recall information from the audio.	✓		Siswa dpt mengingat info namun audio hrs diulang
3. Students understand the main points and content of spoken texts.	✓	X	Perlahan-lahan / audio kurang jelas / cepat bagi siswa yg lambat memahami main point
4. Students recognize words and phrases in different contexts.	✓		-
5. Students respond correctly to commands or questions heard.	✓		Siswa bisa merespon perintah & pertanyaan
6. Students identify key information from spoken texts.		✓	Siswa terkadang sulit terdengar info penting jika peralihan & khs lisah yg rpsg
7. Students understand different accents and speed of speech.	✓		-
8. Students catch details in spoken conversation or text.	✓		ada kehecepa details yg siswa paham

Additional Notes:
 - mengulang audio agar paham

OBSERVATION SHEET

The observations were aimed at obtaining information and data about how the digital game contribute the students' learning listening skills in classroom at the eleventh grade of Senior High School 1 Pangkur.

Observer : Qurata Ahyani
 Date : Tuesday, 12-04-25
 Students' name : Mutiara (89)
 Class : XI. 6

	Component	Yes	No	Note
1.	Students listen attentively without getting easily distracted.		✓	siswa mudah terganggu dg lingkungan sekitar
2.	Students remember and recall information from the audio.	✓		-
3.	Students understand the main points and content of spoken texts.	✓		mengulang, audio untuk mencari main point.
4.	Students recognize words and phrases in different contexts.		✓	terkadang siswa tidak paham beberapa kata dan beberapa konteks.
5.	Students respond correctly to commands or questions heard.	✓		-
6.	Students identify key information from spoken texts.	✓		ada beberapa info penting yg dpt diidentifikasi.
7.	Students understand different accents and speed of speech.		✓	siswa masih kesulitan
8.	Students catch details in spoken conversation or text.	✓		-

Additional Notes:

OBSERVATION SHEET

The observations were aimed at obtaining information and data about how the digital game contribute the students' learning listening skills in classroom at the eleventh grade of Senior High School 1 Pangkur.

Observer : Qurneta Aiyunin
 Date : Tuesday, 22-04-25
 Students' name : Alha Nur Hafifa (P3)
 Class : XI. 6

Component		Yes	No	Note
1.	Students listen attentively without getting easily distracted.	✓	✓	unclear audio, lingkungan berisik
2.	Students remember and recall information from the audio.	✓		-
3.	Students understand the main points and content of spoken texts.	✓		jika teks bisa sedikit cukup mudah, jika panjang harus diulang.
4.	Students recognize words and phrases in different contexts.	✓		-
5.	Students respond correctly to commands or questions heard.	✓		Siswa dpt menangkap perintah
6.	Students identify key information from spoken texts.	✓		-
7.	Students understand different accents and speed of speech.	✓		-
8.	Students catch details in spoken conversation or text.	✓		-

Additional Notes:

OBSERVATION SHEET

The observations were aimed at obtaining information and data about how the digital game contribute the students' learning listening skills in classroom at the eleventh grade of Senior High School 1 Punggur.

Observer : Qorata Alymin
 Date : Tuesday, 22-04-25
 Students' name : Gilang Ridho Adhitama (PM)
 Class : XI.6

Component	Yes	No	Note
1. Students listen attentively without getting easily distracted.	✓		terkadang ada beberapa kata yg terlewat sekarang siswa lupa lanjut mendengar Audio tanpa sudah selesai
2. Students remember and recall information from the audio.	✓		-
3. Students understand the main points and content of spoken texts.	✓		Siswa dpt memahami main points.
4. Students recognize words and phrases in different contexts.	✓		terkadang siswa harus mendengar secara berulang beberapa kali / mengulang audio.
5. Students respond correctly to commands or questions heard.	✓		Siswa dpt menanggapi perintah & pertanyaan.
6. Students identify key information from spoken texts.	✓		Siswa bisa mencari kesimpulan.
7. Students understand different accents and speed of speech.	✓		-
8. Students catch details in spoken conversation or text.	✓		Siswa menangkap beberapa detail.

Additional Notes:

OBSERVATION SHEET

The observations were aimed at obtaining information and data about how the digital game contribute the students' learning listening skills in classroom at the eleventh grade of Senior High School 1 Punggur.

Observer : Qurata A'yunin
 Date : Tuesday, 22-04-25
 Students' name : M. Fahmi Awaby (F5)
 Class : XI.6

Component	Yes	No	Note
1. Students listen attentively without getting easily distracted.	✓		walaupun, lingkungan terdapat beberapa hal yang dapat mengganggu Audio namun selesai.
2. Students remember and recall information from the audio.	✓		—
3. Students understand the main points and content of spoken texts.		✓	ada beberapa topik yg membahas sistem silet mengenai ide utama
4. Students recognize words and phrases in different contexts.	✓		ada kata-kata konteks yang ada dalam silet, silet
5. Students respond correctly to commands or questions heard.	✓		—
6. Students identify key information from spoken texts.	✓		—
7. Students understand different accents and speed of speech.	✓		—
8. Students catch details in spoken conversation or text.	✓		—

Additional Notes:

OBSERVATION SHEET

The observations were aimed at obtaining information and data about how the digital game contribute the students' learning listening skills in classroom at the eleventh grade of Senior High School 1 Punggur.

Observer : Qurata A'ham
 Date : Tuesday, 22-04-25
 Students' name : Rizky Rasha Ramadhan (P6)
 Class : XI.6

Component		Yes	No	Note
1.	Students listen attentively without getting easily distracted.	✓		Walaupun ada terdapat gangguan
2.	Students remember and recall information from the audio.	✓		-
3.	Students understand the main points and content of spoken texts.	✓		depend on the topic
4.	Students recognize words and phrases in different contexts.	✓		-
5.	Students respond correctly to commands or questions heard.	✓		good
6.	Students identify key information from spoken texts.	✓		good - bisa
7.	Students understand different accents and speed of speech.	✓		good
8.	Students catch details in spoken conversation or text.	✓		-

Additional Notes:

3. List of Interview

STUDENT INTERVIEW TRANSCRIPT

This interview transcript is based on the voice recording of the interviewer with the 6 participants.

1. What type of digital games do you play most often?

P1 : For now I mostly play adventure games and RPGs

P2 : I play a type of game, which is a strategy game

P3 : I often play simulation games

P4 : The type of game I often play is action games

P5 : The types of digital game I play are usually action and adventure games

P6 : I usually play RPGs

2. Have you ever played a game that uses English? If yes, what game?

P1 : Yes, I have played a digital game using English, a game called Growtopia

P2 : Yes. Homescapes game with English

P3 : Yes, I have. The digital game is called The Sims

P4 : Yes, I play English game on my computer. The name of the game is CS:GO or Counter-Strike: Global Offensive

P5 : Yes. A digital game called Watch Dogs

P6 : Yes, I have played digital games. There are two, Metaphor Re Fantazio and the most recent one is Clair Obscur: Expedition 33

3. Does playing digital games help you understand English better? Can you tell me how?

P1 : I think digital games help me understand English. When I first played Growtopia game, I felt interested because in this game there are many other players who come from abroad. In addition, in this game we can

chat with other players, add friends, sell, fight, and build our own world ... Because this game has many foreigners, so I have to use English to interact. Furthermore, over time I was able to understand and increase my English vocabulary through this game. For me, digital games help me to understand English better.

P2 : For me, digital games help me understand English. Because there are instructions and stories in this game that uses English so that I slowly understand new words in English.

P3 : In my opinion, digital games are quite helpful. The Sims game contains English interactions, instructions and object descriptions, so it helps me understand English.

P4 : Yes, it helps me a lot. This CS:GO game requires communicating with the team in English.

P5 : Yes, it really helps me especially understand English better. Because in this Watch Dogs game there is a storyline where I have to read and listen to the dialog more often in order to follow the storyline in the game.

P6 : For me this digital game really helps my English to be better. Before playing games, I had a hard time understanding English. Then, when I try to play games, slowly my English is quite good.... In addition, in the RPG games I played, there are storylines and instructions in English that make me able to listen and add new vocabulary, for example, such as the simple word “start” which means start playing....

4. Do the English voice or dialogue features in games help you recognize different accents or speaking styles?

P1 : So far, it hasn't helped me, because I only listen to the sound feature in the game and chat with other players through the chat bar. However, from here I can find out new vocabulary in English....

P2 : For me, it hasn't helped me recognize accents, because I tend to understand the new vocabulary instructed by the game.

P3 : I found it quite helpful. The Sims has voice features such as dialogue with other characters, announcements accompanied by text, descriptions of objects, and others that make me hear and see English repeatedly so that I recognize the accent, speaking style of characters in English.

P4 : Yes, the voice and dialog features helped me figure out different accents. There are actually two reasons. First, there is a story game mode in CS:GO where each specific battle area has a different accent. Secondly, this game is a multiplayer game, where players play together with other players online. When I play this game I interact with my online friends from various countries such as Singapore, China, India, Europe, and others who use English. For these two reasons, I now recognize various accents through the dialogue and voice features in digital games.

P5 : Yes, it really helped me recognize the different accents. Because in the Watch dogs game there is a story line and dialog where there are several different characters, such as a character from England who uses a British accent, then a black skin character who uses an American accent, and a character who comes from India.

P6 : The English voice or dialogue feature in games really helped me recognize different accents. In the RPG games I played, Metaphor Re Fantazio and Clair Obscur: Expedition 33, in both games there are different characters. For example, there are white people using British and American accents, and so on.

5. Do you think interactions with other characters or players in games contribute to your English listening skills?

P1 : I would say yes. Although it does not contribute directly when I play games, because I use the chat bar more often when playing this game. But it contributes and helps me in listening outside the game. For

example, I can understand quite well when other people (friends or teachers) speak English, because I get new vocabulary through the games I played before....

- P2 : I don't think it contributes too much. Again, I only gained new vocabulary, but sometimes it was the new vocabulary from the game that made me slowly understand enough to listen to the material in English.
- P3 : For me, I contributed less with other characters. However, the instructions, announcements, etc. in the game helped me with my listening skills.
- P4 : Greatly contributes to listening skills. Interaction with other characters and team communication, in my opinion, really helped me in listening skills; I became more accustomed to and understood English through sound or audio.... Especially I have friends or other players from various countries that until now we are still good friends on social media, and that is the advantage of playing CS:GO games, namely making friends with foreigners.
- P5 : For me, interaction with other characters or players in the Watch Dogs game very contributes to listening skills. In the game I often dialog and interact with other characters using English in order to know the flow of the game, so that makes me accustomed to listening to sounds or conversations in English.
- P6 : Interaction with other characters or players in the game really contributed to my listening skills. Back when I first started playing digital games in English, I felt that my listening skills were very poor (all the instructions I just heard without knowing the meaning of the instructions), so I was confused to continue the game because I didn't understand the instructions delivered. But over time, I started to get used to listening and understanding some vocabulary and sentences from the storyline/instructions, so that I could continue the game.

6. Do you feel like your gaming time disturbs your study schedule? If yes, how does it affect you?

P1 : No, playing games does not disturb with my study schedule because when studying I never play games and only focus on studying.

P2 : Sometimes yes, so the impact is that I often forget to study.

P3 : Yes, I feel that gaming time interferes with my study schedule and makes me only focus on playing games. The impact is that schoolwork is often put aside or often postponed.

P4 : I don't think playing games disrupts my study schedule.

P5 : Sometimes it interferes with my study schedule because the storyline in the game is interesting and fun, so I feel like I have to continue playing the game and forget to study.

P6 : I have two answers, yes and no. First, yes, gaming disturbs my study schedule. For example, when I was so addicted to the game (both the story and the characters) that I forgot to study. Secondly, no, gaming does not disturbs with my study schedule when it depends on the situation, such as there is a test or practical exam at school so I automatically study more and play games less during the exam.

7. Have you ever had trouble managing your time between gaming and studying?

P1 : I sometimes find it difficult to manage my time because my friends often invite me to play games. Also, when the game is fun, I sometimes find it difficult to manage my time.

P2 : Yes, I have. When the game was very fun. So it was quite difficult for me to organize my study and gaming schedule.

P3 : Yes, because I focus more on games and often procrastinate on assignments and studying.

P4 : No, I have not. I can manage my time when it's time to play games or time to study.

P5 : Yes, I have difficulty managing time, namely when there is a game that we cannot determine when the game is over, because the

completion of the game depends on the player whether it is still alive or dead in the game.... If I die in the first round, sometimes I repeat to play the game again, as a result I find it difficult to stop and it is difficult to manage the time of playing the game....

P6 : So far no. I can still manage my gaming time with my study time.

8. Do you think playing games for too long has an impact on your ability to focus and memory?

P1 : No, games have no impact on my ability to focus and memory.

P2 : Yes, playing games for a long time makes me tired to think and lose focus and memory.

P3 : For me, playing games for too long has an impact on my focus and memory. When I play games for too long, I get tired easily and as a result I often have trouble focusing.

P4 : Yes, because playing games for too long makes me tired and lack of rest so that my focus and memory abilities are reduced.

P5 : I don't think it has any impact on my focus and memory. On the contrary, playing games for me can train my focus and memory to be strong because of playing games; I learn a lot of English, especially in listening skills.

P6 : No, it doesn't. Instead, playing digital games improves my focus and memory, especially games like RPGs.

9. How was your experience when listening to materials in English through audio or sound?

P1 : When I listen to material through audio, my experience is that the audio is not clear. Although there were some parts that I understood, there were also parts that I did not understand because the audio was not clear enough.

P2 : My experience listening to material in English is quite understandable. Although sometimes in some phases I find it difficult when a person,

teacher, or audio explains using English too quickly.

- P3 : I found my experience to be good and quite easy. Moreover, I started to learn and recognize new vocabulary.
- P4 : My experience when listening to English materials through audio or sound is good. I understand what someone is saying through audio or sound.
- P5 : My experience is nice. I like listening to English materials through audio and sound.... Audio also helps me because I can listen directly to English pronunciation, conversation, and others that provide stimulus to my brain to get used to listening to English.
- P6 : My experience is that I understand quite well when listening to English material through audio or sound. Plus I often listen to the instructions and storylines in the digital games I play so that I understand a lot of vocabulary.

10. What usually distracts your focus when listening to material in English? (How do you deal with these distractions?)

- P1 : Usually what distract my focus when listening to English material is audio or sound that is too fast and unclear. And the way to overcome it is that I sometimes ask to repeat the audio or sound.
- P2 : What usually distract my focus when listening to English material is the noisy environment around me, so the way to overcome it is usually I ask to be explained twice.
- P3 : Noisy environment, unclear audio, and sometimes the beginning of the introduction of new material that makes me have to adapt from previous material to new material, those three things that distract my focus when listening to material in English.... Usually I overcome these distractions by asking friends or repeating the audio.
- P4 : What usually distracts my focus when listening to material in English is when listening to audio or sound and then there is one word that I don't know the meaning of. That sometimes makes me lose focus

entirely and it is difficult to listen to the audio until it is finished because of that one word.

P5 : Noisy environment usually distracts my focus when listening to material or audio in English. In addition, if listening to audio via cellphone, it is the notification from the cellphone that disturbs my focus. And overcome it is by repeating the audio.

P6 : Vocabulary that is unfamiliar to me is something that distracts my focus when listening to material in English.

11. How easy or difficult is it for you to understand the main idea in a conversation or spoken text in English?

P1 : It is quite difficult to understand the main idea if the explanation and conversation in English is quite fast and in various accents.

P2 : Understanding the main idea is quite difficult for me because the conversation or spoken text is delivered too fast so I ask for it to be repeated.

P3 : I can easily understand the main idea of a conversation if the conversation itself is short or few. But if it is long, I find it quite difficult.

P4 : For me, the ease or difficulty of understanding the main idea in a conversation or spoken text is 7/10 because I don't find it too difficult to understand the main idea.

P5 : I think it depends on what the conversation is about. So, I will find it difficult to understand the main idea if the conversation is difficult or unfamiliar to me.

P6 : It depends on the topic of the conversation or spoken text. If the conversation or spoken text is explicit, then I will easily understand the main idea because it is clearly stated. If the conversation or spoken text is implicit, I will find it difficult to find the main idea.

12. Do you find it difficult to recognize words and phrases in various contexts?

- P1 : Depending on what the context is talking about. There are usually words or phrases that are the same but in different contexts that cause me trouble. For example, the phrase 'breaks down' which means broken if the context is related to a car. Whereas the phrase 'break down' which means sad or crying if the context is a heartbroken in love.
- P2 : Sometimes, there are words that are easy for me to understand if I know the context and there are words that are difficult enough that I have to search first.
- P3 : Is not too difficult for me. When I play games, I acquire new vocabulary so it's not too difficult for me to recognize words in various contexts.
- P4 : Occasionally. So I have to listen more carefully to recognize words and phrases in various contexts.
- P5 : I struggle if the context is unfamiliar to me.
- P6 : I don't find it difficult to recognize words and phrases in various contexts.

13. How do you usually respond to commands or questions delivered orally in English?

- P1 : Usually if I understand, I will respond to the command or question. If I don't understand, I usually ask again or guess what the question or command means.
- P2 : I respond to verbal commands or questions by listening carefully and answering questions based on what I am told.
- P3 : I am quite good at responding to verbal commands or questions. If there is a difficult word I will ask to repeat it.
- P4 : I can respond to commands or questions. If there is a word that I don't understand or is difficult, I will look for another word that has the same meaning as the difficult word.
- P5 : I am pretty good at responding to oral commands or questions.

However, there are times when I don't know the meaning of what is being said and I will open a translation to find out what it means.

P6 : So far I can respond to spoken commands and questions in English.

14. Do you find it difficult to identify important information from conversations?

P1 : I find it quite difficult to distinguish important information in long conversations, so sometimes I miss important information.

P2 : It depends. If the conversation is long and too fast, as well as the noisy surroundings, it is quite difficult for me to get important information.

P3 : No, I can sufficiently identify important information in the conversation.

P4 : I don't find it difficult to identify important information from English conversations.

P5 : For me it is not too difficult as long as I listen carefully to the conversation.

P6 : No, I have no problem identifying important information from a conversation.

15. How well do you understand different accents in English?

P1 : I think I sometimes understand various accents in English if it's not too fast.

P2 : In my opinion, I am not good enough and still confused in understanding various accents.

P3 : I understand various accents pretty well because each accent has its own characteristics.

P4 : In my opinion, how well I understand various accents in English is very good and I am very confident.... As I have explained before, when I play CS:GO, I have friends from various countries who have various accents.

P5 : I'm good at understanding accents. It's because of the watch dogs game that I learned and got used to listening to the characters with

their various accents.

P6 : Very good. Because from RPG games I recognize various English accents of some characters.

4. Documentation

Observation



The observation was conducted on April 22, 2025.

Interview

The interviews were conducted online via WhatsApp and recorded by the researchers.

Student Assignment Results

WALI KELAS : ELVA YULI SUSANTI, S.Sos.

NOMOR		NAMA	L	P	1 2 3 4			
Ur	Ind				1	2	3	4
1	4914	ALLIN MUKHTIRAYA	P	28	25	✓		
2	4918	ALYA NUR HANIFA	P	19	55	✓		
3	4924	ANDHARA EARLY	P	23	50	✓		
4	4930	APRIL YAWAN SIDIQ	L	16	35	✓		
5	4937	ARLA AZZAKIA	P	27	60	✓		
6	4940	AULIA BUDI ALINDA	P	26	60	✓		
7	4999	ELCA AGUSTINA	P	27	70	✓		
8	5004	ERA ADILLIA	P	29	60	✓		
9	5009	FAIZA AZZAHRA	P	30	65	✓		
10	5017	FATWA RAMDHANI	L	27	85	✓		
11	5024	FIQRI SABDA AMBIYAI	P	11	55	✓		
12	5034	GILANG RIDHO ADHITAMA	L	26	75	✓		
13	5038	HERA DWI CAHAYANI	P	18	50	✓		
14	5042	IHSAN SOFIE AMRULLAH	L	19	75	✓		
15	5043	IS NUR ALIFA	P	22	75	✓		
16	5050	INDAH APRILIA	P	21	75	✓		
17	5072	KHUSNIA NUR AFIFAH	P	19	40	✓		
18	5086	M. FAHMI AWABY	L	20	25	✓		
19	5087	M.DAVA ZIANDIKA	L	24	35	✓		
20	5092	MAULIDA SADIH	P	28	60	✓		
21	5097	MIHTAHUL JANAH	P	18	70	✓		
22	5101	MUHAMMAD AHYAR RAMADHANI	P	29	45	✓		
23	5106	MUTIARA	P	28	60	✓		
24	5113	NAVISA KHUSNA RAMADANI	P	18	80	✓		
25	5116	NENGAH	L	19	50	✓		
26	5122	NINA NURAINI	P	19	70	✓		
27	5154	RIDHA AZZAH	P	7	40	✓		
28	5163	RITA SETIA NINGSIH	P	16	80	✓		
29	5165	RIZKI RAMAYU	P	14	30	✓		
30	5167	RIZKY PASHA RAMADHAN	L	25	80	✓		
31	5172	ROFAN KHADIS	L					
32	5176	SAFIRA KHOIRUNISA	P	10	5			
33	5186	SEPTIANA RAMADHANI	P	14	40	✓		
34	5190	SHELLA ANISSA PUTRI	P	5	20	✓		
35	5196	SITI REVIANA	P	24	75	✓		
36	5202	TEGAR SAPUTRA	L	22	30	✓		

L 10
P 26
Jml 36

Mengetahui
Kepala SMA
DIDI NURYAN

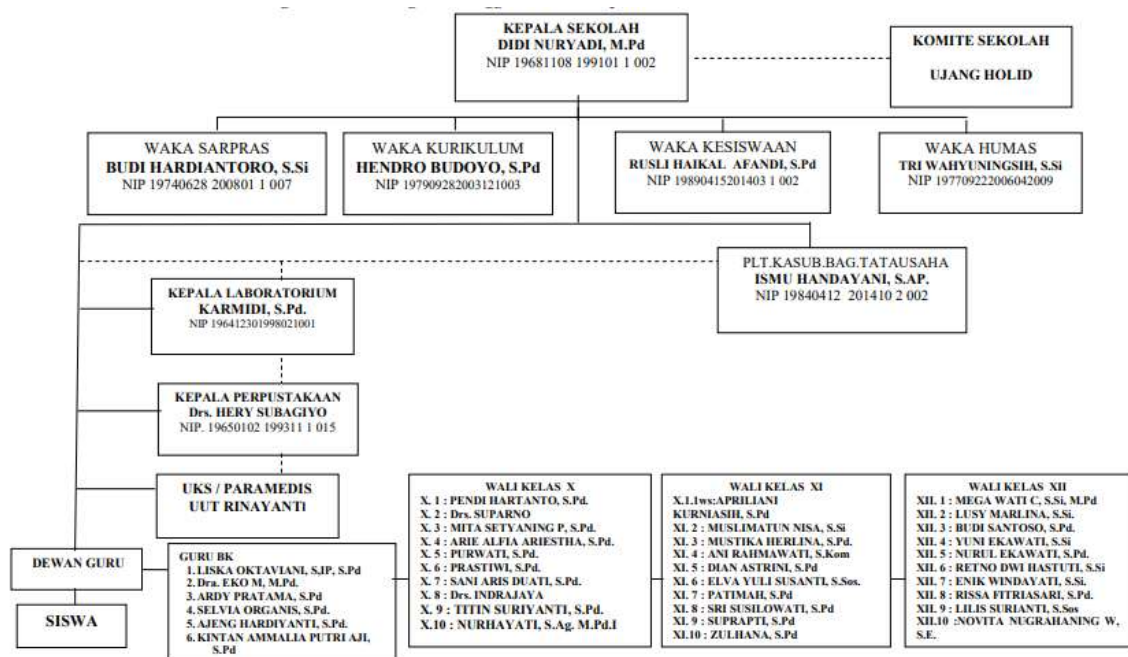
5. School Profile

Location Map of Senior High School 1 Punggur



Organizational Structure

STRUKTUR ORGANISASI Th. 2024/2025



Teachers and Staff Conditions

No.	Name	Position
1.	Didi Nuryadi, M.Pd.	Kepala Sekolah
2.	Hasan Mahfud, S.Pd.	Matematika
3.	Harnanto, S.Pd.	Matematika
4.	Drs. Haryanto	Sosiologi
5.	Drs. Tri Hartanto, M.Pd.	Sejarah
6.	Dra. Ade Nani Suryani	Bahasa Indonesia
7.	Drs. Suparno	Sejarah
8.	Dra. Maizarni	BK
9.	Dra. Meridawati	Bahasa Indonesia
10.	Drs. Indrajaya	PPKN
11.	Dra. Tuti Supriyati	Biologi
12.	Purwati, S.Pd.	Ekonomi
13.	Dra. Trias Saminar	Biologi
14.	Noto Margianto, S.Pd.	Matematika
15.	Peni Asih, S.Pd.	Bahasa Inggris
16.	Drs. Hery Subagio	Geografi
17.	Titin Sumiarni, S.Pd.	Bahasa Indonesia
18.	Karmidi, S.Pd.	Biologi
19.	Elva Yuli Susanti, S. Sos.	Sosiologi
20.	Apriliani Dwi K, S.Pd.	Bahasa Inggris
21.	Hendro Budoyo, S.Pd.	Fisika
22.	Patimah, S.Pd.	Ekonomi
23.	Nurul Ekawati, S.Pd.I	PAI
24.	Nurhayati, S.Ag.	PAI
25.	Suprpti, S.Pd.	Bahasa Indonesia
26.	Dra. Lilyi Firnis	Sejarah
27.	Drs. Tugimin	Bahasa Indonesia
28.	Lilis Surianti, S.Sos.	Sosiologi
29.	Budi Santoso, S.Pd.	Ekonomi
30.	Sani Aris Duati, S.Pd.	Fisika
31.	Megawati Ciptaning, S.Si.	PKWU
32.	Zulhana, S.Pd.	Biologi
33.	Enik Windayati, S.Pd.	Kimia
34.	Titin Suriati, S.Sos.	Sosiologi
35.	Sri Lestari, S.Pd.	Bahasa Indonesia
36.	Prastiwi, S.Pd.	Kimia
37.	Budi Hardintoro, S.Si.	Kimia
38.	Pendi Hartanto, S.Pd.	Geografi
39.	Tri Wahyuningsih, S.Si.	Matematika
40.	Rini Sulistyowati, S.E.	Geografi
41.	Rantinta Saputra, S.Pd.	PKWU
42.	Deliana Wardani, S.Pd.	Bahasa Inggris

43.	Sri Indah Merdekawati, S.Pd.	Ekonomi
44.	Mustiks Herlina, S.Pd.	PPKN
45.	Sri Susilowati, S.Pd.	Sejarah Peminatan
46.	Arie Alfia Aristha, S.Pd.	Bahasa Inggris
47.	Retno Dwi Hastuti, S.Si.	Matematika
48.	Novita N. Widi, S.E.	PKWU
49.	Bayu Sedyoko, S.Pd.	Penjaskes
50.	Yuni Ekawati, S.Si.	Kimia
51.	Muslimatun Nisa, S.Si.	Matematika
52.	Lusy Marlina, S.Si.	Mulok
53.	Ani Rahmawati, S.Kom.	TIK
54.	Heroyogi Sulendra, S.Kom.	TIK
55.	Rissa Fitria Sari, S.Pd.	Mulok
56.	Liska Oktaviana, S.IP	BK
57.	Intan Permata, S.Pd.	Sejarah
58.	Rusli Haikal Afandi, S.Pd.	Fisika
59.	Wijil Priyono, S.Pd.	Fisika
60.	Drs. Eko Mratiningsih	BK
61.	Andi Sujarwoko, S.Pd.	Penjaskes
62.	In Putu Yuli Wiraningsih	Agama Hindu
63.	Andreas Pujiono, S.Pd.K	Agama Kristen
64.	Mitha Setyaning, S.Pd.	Penjaskes
65.	Ismu Handayani, S.AP.	Staff TU
66.	Dra. Rantiyem	Staff TU
67.	Hasanuddin, S.Pd.	Staff TU
68.	Sukamto, S.Pd.	Staff TU
69.	Yuyun Puspitasari	Staff TU
70.	Herni Sartika	Staff TU
71.	Otong Wijaya	Penjaga Malam
72.	Riwayanto	Petugas Kebersihan
73.	Uut Rinayanti	Petugas Paramedis
74.	Ana	Petugas Keb. Taman
75.	Khozim	Petugas Kebersihan
76.	Marzito	Petugas Laborat
77.	Aam Amanah	Petugas Kebersihan
78.	Eko Yuliawan	Petugas Kebersihan

Students Conditions

No.	Class	Sex		Number
		Male	Female	
1.	X	132	205	337
2.	XI	104	225	329
3.	XII	122	199	321
TOTAL				987

Facilities and Infrastructure

No.	Building/Facility Name	Number	Description
1.	Ruang Kelas	32	Baik
2.	Ruang Kepala Sekolah	1	Baik
3.	Ruang Wakil Kepala Sekolah	1	Baik
4.	Ruang Tata Usaha	1	Baik
5.	Ruang Guru	1	Baik
6.	Ruang BP/BK	1	Baik
7.	Ruang UKS	1	Baik
8.	Ruang Lab. Kimia	1	Baik
9.	Ruang Lab. Biologi	1	Baik
10.	Ruang Lab. Fisika	1	Baik
11.	Ruang Lab. Bahasa	1	Baik
12.	Lab. Komputer	1	Baik
13.	Lab. IPS	1	Baik
14.	Perpustakaan	1	Baik
15.	Masjid	1	Baik
16.	Kamar Mandi/WC Guru	4	Baik
17.	Kamar Mandi/WC Siswa	5	Baik
18.	Aula	1	Baik
19.	Bangsai Sepeda/Motor	1	Baik
20.	Ruang Osis	1	Baik
21.	Kantin	5	Baik
22.	Ruang Pramuka	1	Baik



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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Qurata A'yunin
 NPM : 2101050022

Program Studi : TBI
 Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu, 4 Sept 2024		Bimbingan judul	
2	Kamis, 26 Sept 2024		Bimbingan judul (mengidentifikasi problem/masalah).	
3.	Kamis, 24 Okt 2024		Revisi Judul	
4	Jumat. 1 Nov 2024		Bimbingan Chapter I , Lanjut chapter II & III	
5	Rabu, 6 Nov 2024		Acc Chapter I , bimbingan chapter II	
6	Selasa, 12 Nov 2024		Acc Chapter II, bimbingan chapter III	
7	Selasa, 19 Nov 24		Acc Bab I, II, & III , ACC → Seminar Proposal	



Dosen Pembimbing

Ning Setiowati, M.Pd.
 NIDN. 2001088702



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INSTITUT AGAMA ISLAM NEGERI METRO
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Qurрата A'yunin
NPM : 2101050022

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 24 Feb 25		Bimbingan Persiapan APD	
2	Selasa, 18-03-25		Bimbingan APD	
3	Jumat, 11-04-25		ACC APD ✓	
4	Selasa, 20-05-25		Bimbingan BAB 4	
5	Selasa 20-05-25		Revisi BAB IV	
6	Selasa 20-05-25		Lanjutkan BAB V	
7	Senin, 26-05-25		ACC Munafiqsyah ✓	

Mengetahui,
Ketua Program Studi TBI



Dosen Pembimbing

Ning Setiowati, M.Pd.
NIDN. 2001088702

11/27/24, 12:19 PM

IZIN PRASURVEY



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Nomor : 4300/In.28/J/TL.01/09/2024
Lampiran : -
Perihal : IZIN PRASURVEY

Kepada Yth.,
KEPALA SEKOLAH SMA NEGERI 1
PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu KEPALA SEKOLAH SMA NEGERI 1 PUNGGUR berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : QURRATA A'YUNIN
NPM : 2101050022
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : THE EFFECTIVENESS OF AUDIOBOOKS MEDIA TO
TEACH LISTENING SKILLS AT SMAN 1 PUNGGUR

untuk melakukan prasurvey di SMA NEGERI 1 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu KEPALA SEKOLAH SMA NEGERI 1 PUNGGUR untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 September 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PUNGGUR
NPSN : 10801962 NSS : 301120208048
AKREDITASI "A"



Alamat : Jl. Raya Nunggalrejo Lampung Tengah (34152) Telp. (0725) 47413
Website : www.sman1punggur.sch.id Email : sman1punggur@yahoo.co.id

SURAT KETERANGAN

No : 420 / 453 / SMAN01PGR. 01 / 2024

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa :

Nama Mahasiswa : **QURRATA A'YUNIN**
NPM : 2101050022
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

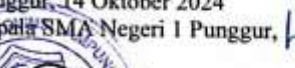
Akan mengadakan Pra Survey / Observasi pada tahun pelajaran 2024 – 2025 untuk tugas akhir yaitu pembuatan skripsi dengan judul : " **THE EFFECTIVENESS OF AUDIOBOOKS MEDIA TO TEACH LISTENING SKILLS AT SMAN 1 PUNGGUR**".

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : 4300 / In.28 / J / TL.01 / 09 / 2024, tertanggal : 26 September 2024 perihal permohonan izin Pra-Survey.

Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di SMA Negeri 1 Punggur.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 14 Oktober 2024

Kepala SMA Negeri 1 Punggur, 



DIDINURYADI, S.Pd., M.Pd.
NIP. 19681108 199101 1 002



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INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-1145/In.28/D.1/TL.00/04/2025
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMA NEGERI 1 PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1144/In.28/D.1/TL.01/04/2025, tanggal 16 April 2025 atas nama saudara:

Nama : QURRATA A`YUNIN
NPM : 2101050022
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA NEGERI 1 PUNGGUR bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "EXPLORING THE USE OF DIGITAL GAME IN LEARNING LISTENING SKILLS FOR THE ELEVENTH GRADERS OF SENIOR HIGH SCHOOL IN PUNGGUR".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 April 2025
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



SURAT KETERANGAN
No : 420 / 289 / SMAN01PGR. 01 /2025

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa :

Nama Mahasiswa : **QURRATA A'YUNIN**
NPM : 2101050022
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Akan mengadakan Research / Penelitian pada tahun pelajaran 2024 – 2025 untuk tugas akhir yaitu pembuatan skripsi dengan judul : " **EXPLORING THE USE OF DIGITAL GAME IN LEARNING LISTENING SKILLS FOR THE ELEVENTH GRADERS OF SENIOR HIGH SCHOOL IN PUNGGUR**".

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-1145/In.28/D.1/TL.00/04/2025 , tertanggal : 16 April 2025 perihal permohonan izin Research / Penelitian.

Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di SMA Negeri 1 Punggur.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 22 April 2025
Kepala SMA Negeri 1 Punggur.


DIDI NURYADI, S.Pd., M.Pd.
NIP. 19681108 199101 1 002



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SURAT TUGAS

Nomor: B-1144/In.28/D.1/TL.01/04/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : QURRATA A`YUNIN
NPM : 2101050022
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di SMA NEGERI 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "EXPLORING THE USE OF DIGITAL GAME IN LEARNING LISTENING SKILLS FOR THE ELEVENTH GRADERS OF SENIOR HIGH SCHOOL IN PUNGGUR".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 16 April 2025

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Mengetahui,
Pejabat Setempat
[Signature]
Drs. H. M. YADI, S.Pd., M.Pd.
NIP. 19681108 199101 1002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : 0938/In.28.1/J/TL.00/03/2025
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Ning Setio Wati (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: QURRATA A`YUNIN
NPM	: 2101050022
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: EXPLORING THE USE OF DIGITAL GAME IN LEARNING LISTENING SKILLS FOR THE ELEVENTH GRADERS OF SENIOR HIGH SCHOOL IN PUNGGUR

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Maret 2025
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-91/In.28/S/U.1/OT.01/03/2025**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Qurata A'yunin
NPM : 2101050022
Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101050022

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 05 Maret 2025
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002



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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Qurrata A'yunin
NPM : 2101050022
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 13 Maret 2025

Ketua Program Studi TBI


Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

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CURRICULUM VITAE



The researcher, Qurrata A'yunin, was born in Pekanbaru, Riau, on September 30, 2002. She is the last child of Mr. Mizwar (Alm) and Mrs. Yusnelli (Almh). The researcher attended kindergarten at TK Al-Quran Ganjar Asri, Metro Barat, and then continued her primary education at SD Negeri 5 Metro Pusat, graduating in 2015. She proceeded to SMP Muhammadiyah Ahmad Dahlan Metro, graduating in 2018, and then attended SMA Negeri 3 Metro, graduating in 2021. In the same year, the researcher pursued a bachelor's degree at IAIN Metro Lampung, majoring in Tadris Bahasa Inggris (English Education) at the Faculty of Tarbiyah and Teacher Training.