

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Regarding the first research question, the findings reveal that most XI grade students at SMAN 13 Kabupaten Tangerang play online games regularly, particularly during their leisure time. The frequency varies from occasionally to daily, with mobile games being the most commonly played. This shows that online gaming has become a common part of their daily activities.
2. In response to the second research question, the English learning achievement of the students, measured by their school report card scores, generally falls in the moderate category. Some students perform better than others, but the overall academic performance in English remains stable and within a satisfactory range.
3. As for the third research question, the result of the Pearson correlation test shows a correlation coefficient of 0.016 and a significance value of 0.844. Since the p-value is higher than 0.05, it indicates that there is significant correlation between students' habit of playing online games and their English learning achievement. Therefore, playing online games does not appear to have a measurable impact—either positive or negative—on students' English academic performance.

B. Suggestion

Based on the conclusions above, several suggestions are offered to improve students' English achievement.

1. For the English Teacher

English teachers are encouraged to be more aware of students' digital habits, especially the popularity of online games among teenagers. Although this study found no significant correlation between online gaming and English achievement, teachers can consider using educational games or game-based learning platforms that integrate English skills in a fun and interactive way.

Furthermore, teachers can explore the potential of English-based games as supplementary tools to enhance students' vocabulary, listening skills, and reading comprehension. By connecting students' interests (such as gaming) with classroom learning, teachers may help increase students' motivation and engagement in learning English.

2. For the Students

Students are advised to be more selective and purposeful in their gaming habits. While playing online games can be a source of entertainment and even provide some exposure to English, it should not replace formal study practices. Students should manage their time wisely between playing and studying, and try to play games that involve meaningful use of the English language.

Students can also turn their gaming hobby into a learning opportunity by paying attention to dialogues, instructions, and vocabulary used in English-language games, and applying them in real academic contexts.