STUDENTS' PERCEPTION OF GENSHIN IMPACT GAME TOWARDS THEIR VOCABULARY SKILLS

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ABSTRAK

Penelitian ini mengkaji bagaimana persepsi siswa tentang penggunaan permainan peran daring Genshin Impact membantu mereka memperoleh kosakata bahasa Inggris. Komponen penting dari kompetensi bahasa adalah kosakata, dan bermain game digital memaparkan pemain pada situasi dunia nyata dalam konteks yang relevan. Lima mahasiswa dari berbagai universitas berpartisipasi dalam survei, wawancara, dan observasi sebagai bagian dari metodologi studi kasus kualitatif. Hasil studi menunjukkan bahwa siswa dapat memahami istilah permainan sesuai konteks dan secara teratur memperoleh kosakata baru. Jika dibandingkan dengan metode pembelajaran konvensional, sebagian besar siswa merasa kosakata tersebut lebih mudah diingat. Selain itu, permainan ini membuat mereka lebih bersemangat untuk berinteraksi dengan bahasa Inggris. Genshin Impact menjanjikan sebagai alat pembelajaran kosakata tambahan.

Kata kunci: Genshin Impact, Perolehan Kosa Kata, Pembelajaran Berbasis Game Digital, Role Playing Games (RPG), Respons Mahasiswa

ABSTRACT

This study investigated how students' perception about using the online role-playing game Genshin Impact to help them acquire English vocabulary. Vocabulary is an essential component of language competence, and playing digital games exposes players to real-world situations in a relevant way. Five students from different universities participated in surveys, interviews, and observations as part of a qualitative case study methodology. The results showed that the students were able to understand terms from context and regularly encountered new vocabulary while playing the game. When compared to conventional learning methods, most participants felt that vocabulary was easier to remember. In addition, the game made them more enthusiastic about interacting with English. Genshin Impact holds promise as a supplementary vocabulary learning tool.

Keywords: Genshin Impact, Vocabulary Skills, Digital Game-Based Learning, Role Playing Games (RPG), Student Response

INTRODUCTION

Vocabulary is essential for studying a foreign language, especially English, which serves as a global lingua franca. While traditional classroom instruction is important, kids are increasingly seeking interesting options that combine learning and enjoyment. Digital games, particularly role-playing games (RPGs), allow for incidental learning through contextual language exposure.

Genshin Impact, produced by miHoYo, is one such RPG that provides players with extensive English input through its engaging narrative, character dialogues, and interactive quests. Previous research (Ashraf, 2014; Khair, 2022) suggests that games can improve vocabulary memory by providing language in meaningful circumstances. However, actual research regarding students' perceptions of certain games, such as Genshin Impact in vocabulary learning, is sparse. Recent research suggests that contextual and incidental vocabulary acquisition, in which students learn words through meaningful exposure, can result in stronger long-term learning results (Nation, 2001). This has prompted educators and scholars to look at other ways of language acquisition that use

technology, such as digital games. Role-playing games (RPGs) are gaining popularity due to their interactive narratives and detailed textual worlds. Role-playing games (RPGs) allow users to explore the intricate virtual environment and conquer challenges by assuming the role of a character (Dewi and Sujana, 2021; Pramuditya et al., 2018). Role-playing games can provide an engaging and motivating environment for teaching specific subjects. Computer games, often known as PC-based games, are software artifacts that enable goal-directed play in a virtual environment by mixing networking and multimedia with other computing technologies. In role-playing games, players assume the identities of imagined characters, or avatars, and collaborate to create or follow tales. According to Inggrit & Widyarto, 2012, games contain a lot of text and dialogue to help players understand their roles and complete the game. The game's messages and chats may help players improve their vocabulary and comprehension of English. This is far more effective than simply reading a dictionary without knowing how those words are utilized in phrases. Furthermore, role-playing games require players to engage in battle and problem solving in order to avoid boredom. This study seeks to fill that gap by examining the perspectives, experiences, and learning practices of students who participate in Genshin Impact. It aims to investigate if the game promotes accidental language acquisition and how students view its educational usefulness.

METHOD

This study employs a qualitative case study technique. Five university students majoring in English Education who regularly played Genshin Impact were chosen as participants. Data were gathered using three methods: surveys, semi-structured interviews, and observations. The questionnaires employed Likert-scale questions to assess overall perspectives, whereas interviews delved deeper into students' experiences. The observations were made by evaluating how pupils responded to word use during gameplay. All data were evaluated thematically to discover trends and categories related to vocabulary exposure, comprehension, retention, and perception.

RESULT AND DISCUSSION

Thematic analysis found four significant themes involving students' views and learning results associated with Genshin Impact:

1. Gameplay language Exposure: English language was introduced to all participants through character speech, quest instructions, and object descriptions. Repeated exposure improved recall and contextual knowledge.
2. Perception of Game-Based Vocabulary Learning: Participants rated the game as both engaging and educational.
3. Learning Strategies: Students inferred meaning from contextual clues, which were periodically supplemented with digital dictionaries.
4. Motivation: As students were more interested in the tale and characters, they paid greater attention to language.

The outcomes of this study are consistent with several theoretical frameworks in second language learning. The most relevant of these is Krashen's Affective Filter Hypothesis, which states that language acquisition is most effective when learners are relaxed, motivated, and interested. In this study, students reported increased levels of motivation and decreased levels of anxiety when interacting with English content through the game. This atmosphere, free of formal classroom pressures, most likely encouraged deeper cognitive engagement with the language content. Furthermore, the Input Hypothesis is represented in students' experiences with repeated exposure to contextually relevant terminology. For example, terms like 'ascend', 'artifact', and 'elemental explosion' appear in a variety of forms and circumstances during gameplay, reinforcing their meanings over time. Nation (2001) found that repeated exposure to these lexical words in relevant circumstances improves both receptive and productive vocabulary knowledge. Another important concept is the Involvement Load Hypothesis, which states that vocabulary learning is more effective when tasks require a high level of need, search, or review. Although the game does not necessitate

formal vocabulary study, it does require significant participation because players must understand instructions, solve language-related puzzles, and make judgments based on textual information. Players actively participate in meaning-making processes, frequently employing contextual cues to comprehend unfamiliar phrases. This is consistent with the findings of pupils who reported using guessing tactics and digital dictionaries selectively. Interestingly, Genshin Impact's perceived as both an entertainment and learning tool lends support to the concept of 'edutainment'—the combination of education and entertainment to improve learning results. Students' views of the game as fun, vocabulary-rich, and conducive to learning without pressure imply that such platforms could help bridge the gap between academic and casual learning. This highlights the possibility for incorporating popular digital games into language learning curriculum as optional or extracurricular activities to promote engagement and accidental learning. Finally, motivation revealed as a significant determinant of vocabulary retention. Intrinsic motivation, fueled by the game's story and character development, increased students' propensity to engage with English material. This lends support to Deci and Ryan's Self-Determination Theory, which emphasizes autonomy, competence, and relatedness as motivators for learners. When students feel in charge of their learning environment and find the topic personally meaningful, they are more likely to retain it.

CONCLUSION

The results showed that throughout gameplay, every participant was exposed to English language often and reinforced with visuals. Dialogues, quest instructions, item descriptions, and paragraphs pertaining to the tale all contained these terms. The majority of students indicated that language learnt from the game was easier to remember than terminology learned through conventional means, and they were able to comprehend novel word through context and repetition. In conclusion, Genshin Impact is a fun and useful tool for promoting accidental vocabulary learning. It is a useful supplemental resource in English language instruction since it offers genuine language input, significant context, and an inspiring atmosphere.

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