

COLLEGE STUDENTS' PERCEPTION TOWARD ENGLISH LEARNING THROUGH GENSHIN IMPACT

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Abstract

This study aims to explore students' perceptions of language learning through online games. The approach used in this research is a qualitative approach to complement this research. The participants involved in this study were fourth-year college students of English language education at a university in Karawang. A structured interview was used as an instrument used in this study to answer the researcher's questions. The results shows that participants have a good and positive perception. This shows that they feel motivated, interested, enthusiastic, and fond of learning English through Genshin Impact because it is fun and it doesn't feel like learning. Besides, it is also easy to access and more interesting than learning to listen formally. There are several reasons why they can develop their English through Genshin Impact, namely: 1) it makes them know what and when to speak in a certain context 2) it has good audio with good pronunciation, making it easier to understand in improving listening skills 3) it helps them in learning new vocabulary because there are some new words that are not in everyday life.

Keywords: Perception, English Learning, Learning Activities

INTRODUCTION

The English language has become an unavoidable necessity. As an international language, English plays an important role in various aspects of life in the international sphere (Santosa, 2017). The use of English, which has become a communication link as well as an international language makes people begin to realize the importance of mastering English. Its use has covered various fields in every aspect of life such as education. In Indonesia, we study English since elementary school. In learning English, there are many obstacles such as the difficulty of finding a partner to practice it, a good English guide, and even difficulty finding media to support learning English. Even college students usually have difficulty in developing the four communication competencies. One of the most important reasons they have difficulty is that students are confused about choosing the right method or media in learning English. One of the success factors in achieving effective learning goals is the student's internal factor, namely perception (Emiliasari & Kosmajadi, 2019). Purnama (as cited to Mar'at, 1991) stated that there are 3 aspects contained in perception: 1) cognitive, this aspect relates to the way in which individuals gain knowledge and understanding in the past which is the background for the individual to perceive something; 2) affective, this relates to the emotions of the individual. Moral and ethical education obtained since childhood affects individuals in perceiving something; and 3) conative relates to the will, attitudes, behavior, activities, and individual motives. The behavior and attitudes of individuals in life have a relationship with the individual's view of an object. Learning strategy according to Marwati et al., (2021) is an art and knowledge in carrying out learning in such a way effectively and efficiently to achieve the goals that have been set, there are many strategies in learning available, according to Hismanoglu (quoted in Oxford, 1990). Learning strategies are divided into 2 types, such as: a). Direct Strategies, this strategy is divided into 3 types which have processing with different

objectives, such as: 1) memory, for use in imagery or grouping, such as storing received information. 2) cognitive, used in summarizing or reasoning so that they can understand a new language differently. 3) compensation, used in guessing or like the use of synonyms. b). Indirect Strategies, Indirect strategies are divided into 3 types including: 1) metacognitive, allows individuals to be able to control their cognition. 2) affective, this strategy has a role in helping to control motivation, emotions and attitudes. 3) social, this strategy has a role in helping individuals to interact with other individuals.

Metacognitive strategies are actions that provide a way for learners to regulate how their own learning processes and purely cognitive tools transcend these actions (Oxford, 1990). In their research, Salikin, Bin-Tahir & Emelia mention metacognitive strategies allow learners who study language to be able to control their own cognition because this metacognitive strategy allows the use of functions such as concentration, planning, evaluation and self-regulation of their own coordination in the learning process. As a result, many people seek other ways to learn English other than through school or other organizations. They usually employ an approach that they find easy to grasp and enjoyable. People begin self-teaching English by listening to western songs, reading English novels, reading English comics, watching movies with English subtitles, or playing games.) Especially in the 21st century, people can use methods and media such as playing English educational games, chatting on various English group platforms, chatting with native speakers through social media, and so on. They will use whichever way is most favorable to them. One of which is through online games.

The popularity of online games in society, especially among young people, is increasing very rapidly. this growth is due to the advancement of technology. Online games are now in the spotlight not only for entertainment but also as a medium to develop skills such as learning English in a fun way. When students play video games using English, most of them try to concentrate on the meaning and form of the existing language, this makes most students feel that learning through video games is more interesting and has an environment that makes them feel calm and comfortable to learn (Alrajhi, 2020). Students have their own way of learning languages with fun such as learning English through games as a medium. This is done to avoid the boredom of learning English just by reading books. Games with fun mechanics and support for togetherness make people more interested (Christopher, Harnadi & Prasetya, 2021). According to Rudis & Pošćić (2017) learning languages using video games has several advantages including 1). video games provide visual cues compared to words in showing objects to players and 2). interactivity is one of the important features that help in acquiring language in the game because of a proper understanding of what is going on and how important it is in achieving goals, thereby encouraging players to actively learn new words they encounter. This study aims and focuses on knowing the perceptions of fourth-year college students majoring in English Education who are learning vocabulary English through the *Genshin Impact* online game. Perception is the process by which students interpret information from their point of view about the information. The results of this study are expected to help give information that students can learn English in various fun ways, one of which is through online games such as *Genshin Impact*.

METHOD

This study aims to explore the perceptions of fourth-year college students. To reach the goal, a qualitative descriptive research design by Lambert & Lambert (2012) is intended to understand certain processes, phenomena or things from the perspective involved was used. This qualitative research design provides an opportunity for participants to express their perspectives in the

form of descriptive narratives. In collecting data, the researcher used the interview method. The research subject is fourth-year college students majoring in English education at one of the universities in Karawang totaling three people consisting of two women and one man. Before starting the interview the researcher had informed the participants about the purpose of this study and their identities would be kept confidential. After the data were collected, the next step for the researcher is to analyze the data.

RESULTS AND DISCUSSION

Results

To find out more about students' perceptions of learning English through *Genshin Impact*, the researchers conducted interviews with three fourth-year college students of English education. The results of the interviews are described as follows:

1. Things that make students like and interested in learning English through *Genshin Impact*

The results of this interview show the things that make students choose to learn and develop their English through the Genshin Impact game. Most of the participants like and are interested in this media because learning through Genshin is more fun and not monotonous, this makes them feel that they enjoy reading stories, listening to native speaker voices from character voice actors and learning new vocabulary that they found.

Student DRS explained what made her like learning English through *Genshin Impact*:

“Throughout the game, I am learning while i am having fun by reading the stories and playing the game at the same time. So i just got some new vocabularies alongside and also improving my pronunciation since the story has an audio.”

As student PKW also mention:

“I like it, because the voice of the actor is pleasant to hear, easy to reach and more interesting than learning to listen formally.”

Student AZ also explain:

“I would say it is been amazing, the combination of high quality voice actors with fun, enjoyable, and puzzles combined with advanced vocabulary-level at some moment, makes me want to expand my vocab profile to keep up with its pace.”

Based on some of the statements above, the things that make students like and interested in learning and developing their English are through *Genshin Impact* because it allows them to learn while having fun while playing the game and following the story and also the combination of visual and voice make them understand the context the game trying to deliver even though they don't understand the vocabs.

2. Language skills that students learn through *Genshin Impact*

In this section, we will discuss and analyze aspects of English skills that students learn through *Genshin Impact*. The results of the interviews with the participants showed that the skills

learned by the students included listening, intonation, speaking, reading and grammar. In addition, there were also participants who learned the figurative language of *Genshin Impact*.

Student DRS mentions:

“Reading and listening. And a little bit speaking after listening to the audio and repeating them myself.”

Also student AZ added:

“Intonation, idioms, grammar, listening and reading, figurative languages.”

Based on the questions above, some English skills can be learned and developed through *Genshin Impact*, these skills are not only reading, listening and speaking but there are several other skills that can be learned including intonation in word pronunciation, figurative language, idioms and grammar.

3. Motivation that makes students learn English through *Genshin Impact*

The following results from interviews show students' motivation in using this media to learn English. Some students found conversations in stories that made them need to pay attention to find out the storyline, this made them feel the stories they read gave them a lot of new vocabulary. In addition to listening to conversations at *Genshin Impact*, it makes listening activities not boring.

Student DRS explained:

“There are many stories to read and each of them is connected, so it kinda makes me want to continue playing. The stories give me many new vocabularies, phrases, and knowledge.”

In addition to listening to conversations at *Genshin Impact*, it makes listening activities not boring. As student PKW mention:

“It doesn't feel like studying because it's fun while listening to audio english in Genshin.”

Student AZ also added:

“It is like learning while gaming, the moment you open up the game, you encounter some conversation, then you eventually learning english, and I feel motivated”

From the statements above, it can be concluded that students feel motivated to learn English from *Genshin Impact* because they want to know the continuation of the story, this makes them motivated and gets a lot of new vocabulary. In addition, the audio that is not monotonous makes them feel like they are not studying.

4. The use of *Genshin Impact* as a medium to develop students' English skills

In this section, students feel that the use of *Genshin Impact* can be their medium in developing their English language skills in a fun way. *Genshin Impact's* features such as bubble text are very helpful in correcting if there are missed words in the audio.

As student DRS mentioned:

“The most impact goes to my listening skill since the game has a good audio with a good pronunciation, so it is easier to understand. Oh, it also has a text bubble, in case you missed a word or two from the audio.”

In addition, the stories contained in *Genshin Impact* have a lot of vocabulary that is not often found in everyday life. As mentioned by PKW student:

“I think so, because there are some new words that are not in daily life so they can add to our vocabulary.”

Student AZ also added:

“It makes me aware of what and when to speak in a given context. then, unique vocabulary also expands my knowledge.”

From the statement above, it can be concluded that the use of *Genshin Impact* as a medium in learning English for English students helps them in developing their English skills, both in terms of vocabulary and listening.

5. *Genshin Impact* as a medium for learning and developing students' English skills in the future

In this section, we will describe the use of *Genshin Impact* as a medium for learning and developing English in the future. All students agreed to use it as a medium to learn and develop their English skills in the future as long as the content such as stories and voices of the characters are still interesting to follow.

As student DRS mentioned:

“As long as it continues to release good content that allows me to learn.”

Student PKW also added:

“Of course. because it's more interesting, more fun, and it's easier to hear handsome husbu voices.”

Student AZ also explained:

“Absolutely, the world of genshin is expanding, so the English-related skills included there should expands too. tons of text and dialogue to be explored.”

Based on the statement above, students will continue to use *Genshin Impact* as a medium to learn and develop their English skills as long as it still has good content.

Discussion

Based on the explanation of the interview result, it shows that all respondents which consisted of three fourth-year English education students from one of the universities in Karawang have good and positive perceptions. On the interview result on 3 aspects of perception by Mar'at (1991), it shows that they feel motivated, interested, enthusiastic, and fond of learning English through *Genshin Impact* because it is fun and it doesn't feel like learning. Besides, it is also easy

to access and more interesting than learning to listen formally. There are several reasons why they can develop their English through *Genshin Impact*, namely: 1) it makes them know what and when to speak in a certain context 2) it has good audio with good pronunciation, making it easier to understand in improving listening skills 3) it helps them in learning new vocabulary because there are some new words that are not in everyday life.

CONCLUSION

Based on the discussion of research on student perceptions of learning English through *Genshin Impact* which was conducted using interviews with fourth-year college students of English language education at a university in Karawang. The researcher can conclude that all respondents have a good and positive assessment. Perceptions about learning English through *Genshin Impact* From the interviews, respondents agreed that learning English through *Genshin Impact* was unique and interesting, easier to do than learning English through other media, and made them more motivated in learning English. according to all respondents, they like and are more interested in learning English through it because it is more relaxed, fun and exciting. This develops their English skills especially in Listening, improves their vocabulary, motivates them in learning English, and they will continue to use *Genshin Impact* as their medium in learning and developing their English skills in the future.

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