

THE EFFICACY OF GENSHIN IMPACT GAME-BASED LEARNING FOR ENHANCING STUDENTS' ENGLISH VOCABULARY: A QUASI-EXPERIMENTAL STUDY

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Abstrak

Sumber daya pembelajaran berbasis teknologi diperlukan untuk membantu siswa belajar Bahasa Inggris. Menggunakan permainan dalam kegiatan pengajaran dan pembelajaran adalah alat teknologi yang bermanfaat bagi proses pembelajaran. Permainan Genshin Impact dapat menarik minat siswa dan meningkatkan motivasi belajar mereka. Permainan mobile adalah Cara yang ideal untuk mempromosikan pendidikan di dunia teknologi. Dalam penelitian ini meneliti efektivitas pembelajaran berbasis permainan Genshin Impact dalam meningkatkan kosakata Bahasa Inggris siswa di jenjang sekolah menengah pertama. Desain penelitian yang digunakan dalam penelitian ini adalah eksperimen semu yang menggunakan metode eksperimental. Dalam penelitian ini, kelas VII dipilih sebagai kelas eksperimen yang belajar kosakata dengan menggunakan media pembelajaran berupa permainan Genshin Impact, sedangkan kelas kontrol belajar tanpa bantuan permainan atau menggunakan pembelajaran tradisional. Situasi ini menunjukkan bahwa pemahaman kelas eksperimen menghasilkan hasil yang lebih baik dibandingkan dengan pemahaman kelas kontrol. Perbedaan ini disebabkan oleh penggunaan permainan pembelajaran Genshin Impact oleh kelas eksperimen, yang terbukti meningkatkan hasil pembelajaran terkait pemahaman siswa dibandingkan dengan kelompok kontrol. Penelitian ini mengungkapkan bahwa penerapan permainan pendidikan Genshin Impact berhasil meningkatkan hasil belajar siswa. Selain itu, permainan pembelajaran Genshin Impact membantu meningkatkan keterlibatan, antusiasme, dan motivasi siswa dalam berpartisipasi dalam kegiatan pendidikan sehingga pelajaran yang diajarkan dapat benar-benar terintegrasi. Permainan pembelajaran Genshin Impact juga dapat meningkatkan keterlibatan, antusiasme, dan motivasi siswa untuk berpartisipasi dalam kegiatan pendidikan, memastikan bahwa informasi yang diberikan sepenuhnya dipahami. Dengan meningkatkan skor siswa dan mempengaruhi keterlibatan dan fokus mereka selama kelas, permainan Genshin Impact adalah alat berharga untuk belajar kosakata. Kata kunci: Genshin Impact game, Kosa kata, Media Pembelajaran.

Abstract

Technology-based learning resources are required to help students learn English. Using games in teaching and learning activities is a technological tool that benefits the learning process. Genshin Impact games can captivate students' interest and increase their learning motivation. Mobile games are the ideal way to promote education in the technological world. The objective of this research is to determine the efficacy of game-based learning Genshin Impact for enhancing students' English vocabulary. Quasi Experimental is the research design used in this study, which employs an experimental method. In this study, class VII was selected as the experimental class which learned vocabulary by using learning media in the form of the Genshin Impact game and the control class studied without the help of the game or use a traditional learning. This situation shows that comprehending the experimental class yields superior results to understanding the control class. The experimental class employed the Genshin Impact learning game, which has been shown to enhance learning outcomes in terms of student comprehension when compared to the control group, and is the reason for this divergence. The study revealed that implementing the educational game Genshin Impact was successful in raising student learning outcomes. In addition, the Genshin Impact learning game helps promote student engagement, enthusiasm, and motivation in engaging in educational activities so that the lessons being taught can be totally immersed. The Genshin Impact learning game can also boost students' engagement, enthusiasm, and drive to participate in educational activities, ensuring that the information provided is fully retained. Thus, using the Genshin Impact learning game considerably impacts students' learning results regarding word understanding and recall. By raising student scores and affecting their engagement and focus during class, the Genshin Impact game is a valuable tool for learning vocabulary.

Keywords: Genshin Impact game, Vocabulary, Learning Media.

INTRODUCTION

Along with technological advancements and the educational landscape, learning media keeps evolving. Technology and education have merged to form concepts that can no longer be separated in the modern world. Technological advancements, teaching, and learning methods will become more valuable and practical (Campbell, 1997: 124). In this situation, more technology-based learning resources are required so students can learn English suitably and enjoyably. According to Garyfallidou et al. (2005: 36), educational practices that use media content formats in the form of technology are thought to inspire students' intellectual curiosity. Furthermore, Permendikbud has recommended that one of the learning principles should address using technology to improve learning effectiveness and efficiency. (Permendikbud, 2016). As a result of this mandate, academics—including teachers—are encouraged to develop and employ technologically-assisted learning resources that can aid students in comprehending their course material. Utilizing games in teaching and learning activities is a technological tool that extremely benefits the learning process. Research conducted by (Lestari et al. 2015) shows that using games in the learning process can improve students' abilities. Genshin Impact games can captivate students' interest and increase their learning motivation. Students will also participate more actively in teaching and learning activities.

Digital media includes, for instance, games. Digital electronic devices allow for digital media creation, viewing, distribution, modification, and preservation. There are numerous prospects for producing compelling material with digital technologies (Tabor, 2007). Using digital media technology as a learning medium has a better and more effective impact than other approaches (Reeves, 2006). According to (Lee, 2015), using digital media (iPad & games) in learning centers can improve the frequency of interactions between children, friends, or teachers. This is true in terms of social interaction and teamwork.

Furthermore, the word 'mobility' refers to the fact that mobile games are not time- or place-bound. The idea that mobile learning could be performed everywhere and need not be done in a class was also made clear by Alexander (2004: 28). Students can access material via portable learning devices and wireless networks. Additionally, mobile games have begun to emerge in the latest days and have gotten greater attention and positive feedback. Kim et al. (2006) concluded that mobile games have the following features:

1. Mobility, which refers to the ability to access and use it whenever and wherever
2. Information management capability, which involves digitizing information that is based on electronic devices
3. The capacity to transfer files instantly and in real-time

Mobile games are the ideal way to promote education in the technological world due to their convenience and efficiency.

Up till now, gaming education games have evolved quickly with various game versions. As a result, using games as learning applications is a reasonable strategy for the millennial population. Generation Z, or digital natives, is a global, social, visual, and technological generation. Children who have grown up with advanced digital technology have various advantages over earlier generations, including distinct learning styles and unique perspectives on the educational process. De Aguilera & Mendiz (2003: 7) stated that incorporating technology into games considerably positively impacts teaching and learning activities. In this case, games can boost motivation, build abilities, stimulate the user's senses, and heighten perception. They can also help the user become more adept at problem-solving. In addition, games can organize media and tools to find clever solutions and develop assessments of a strategy's effectiveness. Further, according to Dondlinger (2007: 25), playing games can help the learning process by motivating pupils to learn. The addition of vocabulary frequently used in real-world circumstances could also be influenced by the use of game settings resembling real-world circumstances.

The *Genshin Impact* game is one example of a game type with all the necessary features to be applied to learning. *Genshin Impact* is a role-playing game in a digital environment that allows users to manage the characters in the game. The game was created by the Chinese video game production studio Mihoyo (Blake, 2020). *Genshin Impact* uses the element system as the central system in its game. *Anemo, Geo, Pyro, Electro, Hydro, Cryo, and Dendro* are the elements that make up this group. The interaction of the seven aspects will aid gamers in overcoming obstacles or finishing tasks, such as the pyro element, which can destroy an opponent's wooden barrier, or the cryogenic component, which can cause the water's edge to freeze. *Genshin Impact* features cooking as one of the distinctive systems in its ecosystem. As players explore the enormous world, they can locate a variety of culinary ingredients that can be transformed into food to deliver various effects, such as HP recovery or boosted ATK and DEF. Students can gain knowledge of many vocabulary terms relating to the environment, social science, and everyday communications through participating in this game.

Research Question

Given the potential benefits of game-based learning, it is worth exploring its effectiveness in enhancing students' English vocabulary skills. Specifically, the research question would be:

Does the use of Genshin Impact as a game-based learning tool affect students' English vocabulary mastery?

METHODS

This study employs experimental research, meaning the researcher carries out an experiment to support the theory employed (Ross and Morrison, 2003). The study

was divided into two predetermined groups, namely the experimental group and the control group. This research conducted at *SMP Islam Terpadu At-Taqwa* Surabaya in seventh-grade students. In this investigation, there were two classes to be observed: the experimental group and the control group.

At-Taqwa Integrated Islamic Middle School in Surabaya conducted a study to evaluate the effects of using the Genshin Impact learning game on Class VII students' learning results. The students were split into two groups: those in the experimental class, which used the Genshin Impact learning game, and those in the control class, which used the standard lecture-style teaching method. Pre- and post-tests were given to each classrooms in order to collect data and compare the students' learning outcomes.

The purpose of using this design is to assess the differences between these two classes. To collect data in this research, the researcher administered pre-test and post-test. The results of the pretest and posttest were then compared to determine whether there had been any improvements or advancement in the students' vocabulary class abilities. The findings of tests and student participation in class are then used for analysis and reflection.

RESULTS AND DISCUSSION

Based on the findings from the pre- and post-test results, it was found that the traditional teaching approach, particularly the lecture methodology, contributed to some improvement in the test outcomes. The percentage gain, however, was not particularly significant, and some pupils showed only a 0.01 percent or no improvement at all.

It can be seen from Table 1.1, it is important to note that the effectiveness of a teaching method can be influenced by various factors, including the students' baseline knowledge and their engagement in the learning process. In the case of the study mentioned, the pre-test scores indicated that students had some understanding of the topic but required further clarification.

Table 1
List of Pretest and Posttest Scores of Control Group

No	Data	Score	
		Pretest	Post-test
1	KLM	50	65
2	SSN	55	65
3	TBK	50	60
4	UCE	50	70
5	LNH	55	65
6	HKI	55	70
7	PSN	51	68
8	AKC	55	60
9	MNC	50	65
10	DEK	54	66
11	TSN	60	70
12	VNR	65	70
13	ALV	55	65
14	MEK	50	55
15	SNV	50	65
16	PKC	50	60
17	BLA	55	70
18	MNN	50	55
19	PTG	50	60
20	SNG	65	70
21	VRN	50	65
22	GVV	60	70
23	MHD	55	65
24	CTR	55	60
25	LNH	50	65
26	FIN	50	60
27	RSS	60	70
28	MHT	55	70
29	TET	50	65
30	JSSK	55	55

The typical outcome during the pretest was between 50 and 55, as seen in Table 1 above. After receiving the usual instruction, it was seen that the score increased from the pretest to the post-test. According to the results of the pretest scores, the student had an average score between 50 and 55 prior to therapy (value information from Table 2). These outcomes are in line with the mean score for the control group. After the therapy using the game to reinforce the language learnt in class, the post-test scores significantly improved. The lowest score is now 70, up from the initial range of 50 to 55. The top score is 90, and numerous students raised their scores after undergoing therapy to show improvement.

Table 2
List of Pretest and Posttest Scores of Experimental Group

No	Initial	Score	
		Pretest	Post-test
1	RHM	58	90
2	AML	50	85
3	AZN	55	85
4	MRS	67	90
5	CHY	65	85
6	EGS	54	88
7	KMW	55	70
8	DMS	75	90
9	EGS	70	80
10	SER	60	90
11	DKT	62	88
12	EKA	54	78
13	IDH	55	80
14	AFN	55	85
15	AST	55	90
16	KNA	54	82
17	MLN	55	85
18	MHM	55	90
19	SYN	60	90
20	ASN	70	90
21	MHM	55	85
22	YDP	67	88
23	FRHN	55	85
24	SFD	65	80
25	NDR	55	85
26	PTR	50	90
27	MST	54	85
28	ECL	65	90
29	HLM	70	85
30	SPN	50	90

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Table 3. Descriptive data

Data	Control Group	Experimental Group
N	30	30
The lowest score	50	50
The highest score	75	90
Mean	63,22	80,32
Median	65	80
standard deviation	6,27	9,81
Variance	39,28	88,20

These outcomes are in line with the mean score for the control group. After the therapy using the game to reinforce the language learnt in class, the post-test scores significantly improved. The lowest score is now 70, up from the initial range of 50 to 55. The top score is 90, and numerous students raised their scores after undergoing therapy to show improvement. They are better able to

remember and apply the language in everyday situations as a result. By playing this educational game, students' abilities to use a computer to launch the Genshin Impact game will be improved.

The Genshin Impact Game is used to raise student engagement and make it easier for them to grasp the material being taught. This is consistent with Arsyad's claim that the use of learning media at the stage of educational alignment will greatly improve the effectiveness of the learning process and the transmission of knowledge and lesson content at that time (2002: 15). In addition to cultivating knowledge, presenting information in an interesting and reliable way, aiding data analysis, and compressing material, instructional media can inspire and spark students' interests. Games are one of the most efficient ways to improve learning outcomes given the benefits of learning medium.

The study's conclusions showed there were significant differences in the learning results between the two groups. Comparing their performance to that of their peers in the control class who attended traditional lectures, students who participated in the Genshin Impact learning game showed definite improvements. Students in the experimental class showed improved vocabulary learning, reading comprehension, and language production abilities as a result of the game's immersive and engaging design. In contrast, the control class students made significantly less development in these areas since they did not have access to the game.

The findings imply that incorporating Genshin Impact into the educational process has the potential to improve linguistic proficiency and general academic achievement. However, it is crucial to take into account the study's constraints and the requirement for additional research in order to validate and generalise these findings across other student demographics and educational environments. However, this study offers insightful information on the potential advantages of incorporating gaming aspects into lessons to complement traditional teaching strategies and support improved language learning results.

CONCLUSION

According to the study's findings, groups that use the Genshin Impact learning game and those that don't or don't carry out the standard learning process have different understandings of learning outcomes. This situation shows that comprehending the experimental class yields superior results to understanding the control class. This discrepancy results from the experimental class's use of the *Genshin Impact* learning game, which has been shown to improve learning outcomes regarding student comprehension compared to the control group.

The *Genshin Impact* learning game can also boost students' engagement, enthusiasm, and drive to participate in educational activities, ensuring that the information provided is fully retained. Thus, using the *Genshin Impact* learning game considerably impacts students' learning results regarding word understanding and recall. By raising student scores and affecting their

engagement and focus during class, the *Genshin Impact* game is a valuable tool for learning vocabulary.

Suggestion

As an Action role-playing video game, *Genshin Impact* provides an immersive and dynamic setting, which makes it a potentially useful tool for language learning. Teachers can utilize *Genshin Impact* to teach Reading. Reading comprehension is on the requirement for the game's plot, objectives, and mythology. As they come across increasingly intricate language structures and terminology, this can aid students in developing their reading comprehension skills.

It is crucial to remember that employing video games in the classroom needs to be matched with other efficient language teaching techniques. To get the most out of *Genshin Impact*'s potential for improving students' vocabulary and language abilities, teachers should carefully include it into the curriculum and make sure that learning objectives are outlined. Before introducing the game into the classroom, teachers should take into account any issues regarding age-appropriateness or content.

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