



**Online Games in English Learning: Young Adults Reading
Proficiency in Playing SPOW-RPG**

Thesis

Submitted as Partial Fulfillment to the Requirement for the Attainment
of the Degree of Sarjana Pendidikan (S.Pd)

By

Nama : Tiara Harumasati

NIM : 2018850016

English Education Study Program

Faculty of Educational Sciences

Muhammadiyah University of Jakarta

2022

**MUHAMMADIYAH UNIVERSITY OF JAKARTA
FACULTY OF EDUCATIONAL SCIENCES
ENGLISH EDUCATION STUDY PROGRAM**

Thesis September 2022

Tiara Harumasati (2018850016)

**Online Games in English Learning: Young Adults Reading Proficiency in
Playing SPOW-RPG**

xvi + 104 pages, 18 tables, 26 graphics, 5 pictures, 6 appendices

ABSTRACT

Reading is considered a skill that can help learners augment their insight into the English language, but the problem is that learner lacks the motivation to read with traditional technique. The Single Player Open World Role-Playing Games have storylines that indirectly make the players practice their reading comprehension. The research aimed to observe whether Single Player Open World Role-Playing games can influence learners' motivation in reading skills. Quantitative descriptive research was used in this research. The data was collected using a 15-statement self-structured questionnaire with a Likert scale from 41 young adults aged 15-24 from the Genshin Impact community on social media. The research objective was to discover the perspective of young adults on playing Single Player Open World Role-Playing Games on improving reading skills interpreted descriptively with average score criteria. The research showed that 56,1% agree that their confidence in reading increased, 48,8% strongly agree that they learned new vocabulary, and 51,6% agree that their frequency in English reading activity increased. The research concluded that young adults have positive perspectives on playing Single Player Open World Role-Playing Games to improve their reading skills.

Keywords : Reading Skill, Online Games, Perspective, Young Adults

Reference 22 (2010 – 2022)

**UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Skripsi September 2022

Tiara Harumasati (2018850016)

Permainan Online dalam Pembelajaran Bahasa Inggris: Kemampuan Membaca Remaja Tanggung dalam Bermain SPOW-RPG

xvi + 104 halaman, 18 tabel, 26 grafik, 5 gambar, 6 lampiran


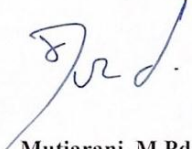
ABSTRAK

Membaca dipandang sebagai keterampilan yang membantu meningkatkan kemahiran bahasa Inggris, tetapi masalahnya adalah motivasi membaca dengan menggunakan metode tradisional terkadang kurang. Penelitian ini bertujuan untuk mengetahui apakah *Single Player Open World Role-Playing Game (SPOW-RPG)* mempengaruhi kemampuan membaca pemain. Metode deskriptif kuantitatif digunakan dalam penelitian ini. Pengumpulan data dilakukan dengan menggunakan 15 kuesioner yang disusun oleh peneliti menggunakan skala Likert dari 41 gamer remaja hingga dewasa berusia 15-24 dari komunitas Genshin Impact di media sosial. Tujuan dari penelitian ini adalah untuk mengetahui perspektif peningkatan membaca pada gamer remaja hingga dewasa yang bermain *SPOW-RPG*, diinterpretasikan secara deskriptif dengan menggunakan kriteria skor rata-rata. Hasilnya, 56,1% setuju bahwa kepercayaan diri mereka dalam membaca meningkat, 48,8% sangat setuju bahwa mereka mempelajari kosakata baru, dan 51,6% setuju bahwa frekuensi kegiatan membaca bahasa Inggris mereka meningkat. *SPOW-RPG* game untuk meningkatkan pemahaman bacaan mereka.

Kata kunci : Keterampilan Reading, Game Online, Perspektif, Remaja Dewasa

Referensi 22 (2010 – 2022)

APPROVAL SHEET

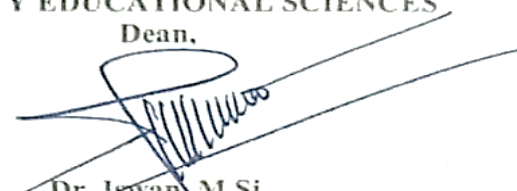
APPROVAL SHEET	
Advisor,  Dr. M. Sofian Hadi, M.Pd. Date: 11 - 08 - 2022	
Acknowledged by Head of English Education Department of Faculty of Education and Sciences	
Head of English Education Department,  Mutiarani, M.Pd. Date: 12 - 08 - 2022	
Name	: Tiara Harumasati
Student's Number Registration	: 2018850016
Thesis Title	: ONLINE GAME CAN IMPROVE OUR READING SKILL: THE PERSPECTIVE OF YOUNG ADULTS IN PLAYING SINGLE PLAYER OPEN WORLD ROLE-PLAYING GAMES
Academic Year	: 2021/2022



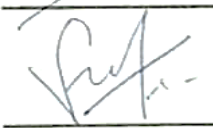


BOARD OF EXAMINERS APPROVAL

BOARD OF EXAMINERS APPROVAL

Board of Examiners of Faculty of Educational Sciences certifies that thesis entitled **“ONLINE GAME CAN IMPROVE OUR READING SKILL: THE PERSPECTIVE OF YOUNG ADULTS IN PLAYING SINGLE PLAYER OPEN WORLD ROLE-PLAYING GAMES”** written by Tiara Harumasati registration number 2018850016 was examined by the committees on August 2022. The thesis has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” (S1) in English Education at Faculty of Educational Sciences, Muhammadiyah University of Jakarta.

Acknowledged by,
FACULTY EDUCATIONAL SCIENCES
Dean,


Dr. Iswan M.Si.

Board of Examiners	Signature	Date
Ismah, M.Si. Chair person		<u>12/10/22</u>
Mutiarani, M.Pd. Secretary		<u>05/10/22</u>
Dr. M. Sofian Hadi, M.Pd. Advisor		<u>27/09/2022</u>
Zaitun, M.Pd. Examiner-1		<u>28/09/2022</u>
Lidiyatul Izzah, M.Pd. Examiner-2		<u>27/09/2022</u>

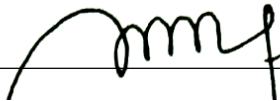
SEMENT SHEET

ENDORSEMENT SHEET

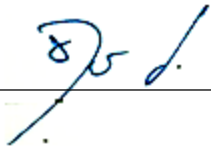
This is to certify that board of examiners has approved the undergraduate thesis as follow:

Name : Tiara Harumasati
Student's Number : 2018850016
Thesis Title : Online Games Can Improve Our Reading Skill:
The Perspective of Young Adults in Playing
Single Player Open World Role-Playing Games

Academic Year : 2021/2022
Day : Tuesday
Date



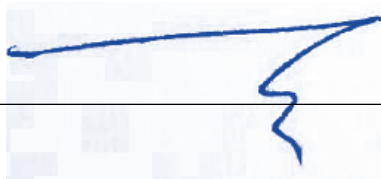
Ismah, M.Si
Chair-person



Mutiarani, M.Pd.
Secretary



Zaitun, M.Pd.
Examiner-1



Lidiyatul Izzah, M.Pd.
Examiner-2

PAKTA INTEGRITAS

Yang bertanda tangan di bawah ini:

- a. Nama : Tiara Harumasati
- b. Tempat/Tanggal Lahir : Jakarta, 19 September 1999
- c. Fakultas/Prodi : Ilmu Pendidikan/Pendidikan Bahasa Inggris
- d. Nomor Pokok : 2018850016
- e. Alamat Rumah : Bukit Rivaria Sektor 1 Blok J1 No.1 RT
003/012 Bedahan, Sawangan, Depok, 16511
- f. No. Tlp/HP : 085211003737
- g. Judul Skripsi : Online Games Can Improve Our Reading
Skill:
The Perspective of Young Adults in Playing
Single Player OpenWorld Role-Playing Games

Dengan ini menyatakan dengan sesungguhnya bahwa seluruh dokumen/data yang saya sampaikan dalam skripsi ini adalah benar sesuai dengan ketentuan yang berlaku.

Apabila di kemudian hari ditemukan seluruh atau sebagian dokumen/data terdapat indikasi penyimpangan/pemalsuan pada bagian tertentu, saya bersedia menerima sanksi sesuai dengan perundang-undangan yang berlaku.

Demikian pakta integritas ini saya buat dengan sesungguhnya tanpa ada paksaan dari siapapun juga, untuk dipergunakan sebagaimana mestinya.

Depok, Agustus 2022

Mahasiswa yang bersangkutan.



Tiara Harumasati

PERNYATAAN PERSETUJUAN PUBLIKASI ILMIAH

Sebagai sivitas Fakultas Ilmu Pendidikan Universitas Muhammadiyah Jakarta, saya yang bertanda tangan di bawah ini:

Nama : Tiara Harumasati
No. Pokok : 2018850016
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Ilmu Pendidikan
Jenis Karya : Skripsi

Demi pengembangan ilmu pendidikan menyetujui untuk memberikan Fakultas Ilmu Pendidikan Universitas Muhammadiyah Jakarta Hak Bebas Royalty Non Eksklusif (*Non Exlusive Royalty Free Right*) atas karya ilmiah saya yang berjudul:

ONLINE GAMES CAN IMPROVE OUR READING SKILL: THE
PERSPECTIVE OF YOUNG ADULTS IN PLAYING SINGLE PLAYER
OPEN WORLD ROLE-PLAYING GAMES.

Dengan ini hak bebas royalty Fakultas Ilmu Pendidikan berhak menyimpan, menggali media, mengelola dalam bentuk perangkat data (*data base*), merawat dan mempublikasikan skripsi saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan sebagai pemilik hak cipta.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Dibuat di Jakarta,
Pada tanggal, .. Agustus 2022



10000
METERAI
TEMPEL
AD798AKX018627146

Tiara Harumasati

DEDICATION

I dedicate this thesis to:

My Family, Friends, and I

Motto:

No Pain, No Gain

ACKNOWLEDGEMENTS

In the name of Allah, the Beneficent, the Merciful.

Praised to Allah SWT, Lord of the world, who has given mercy and blessing to the writing in finishing this thesis. Shalawat is also sent to Prophet Muhammad SAW, His family, His companion, and His adherence.

This thesis is presented to English Education Program, Faculty of Educational Sciences, Muhammadiyah University of Jakarta in order to fulfil one of the requirements for English Bachelor Degree (S.Pd). the writer would like to thank Allah SWT who has given health, knowledge, patience, and strength so that the writer was able to finish this thesis well. The writer would like to express her thanks and gratitude to her beloved parents, brother, grandparents, and friends who always give support, motivation, morale, and material encouragement to finish her study.

The writer also would like to address her thesis advisor, Dr. Muhamad Sofian Hadi, M.Pd., who has guided and supported her throughout her thesis writing. Her appreciation and gratitude also go to:

1. Dr. Iswan, M.Si., as the Dean of the Faculty of Educational Sciences, Muhammadiyah University of Jakarta.
2. Mutiarani, M.Pd., as the Head of Department of English Education.
3. All lecturers in the Department of English Education for the precious knowledge, patience, and motivation during the writer's study.
4. The writer's mother, Dr. Effin Martiana, M.H., who has helped the writer to arrange her thesis.
5. The writer's father, Agus Prakoso, M.E., who has always supported the writer and also help the writer's struggle.
6. The writer's older brother, Pandu Wicaksono S.T., who has always been the writer's support system.
7. The writer's family who has always prayed for her every time and gives her motivation to continue her study.
8. The writer's BFFs, Icha Icha Paradise, Kipril, Ara, Amel, Ukhti, and Ale Ale who has given her moral and mental support to continue in university life.
9. The writer's Junior High best friend, Luthfi who has always stayed by her side and supported her.
10. The writer's Binusian friends, Venni, Nina, Carolyn, Vinka, Via, Ifa, Aubrey, Albert, Rinaldi, and Jonathan, who has always been the writer's support system.

11. The writer's Genshin Impact friends, Peacha, Alice, Hagane, Aneki, NYO, Venice, Lumine, JELO, and Illia who support her.

12. Hanyu Yuzuru who always gives the writer motivation and strength with his achievements as an athlete and as a person.

My gratitude is not enough to show how thankful I am to the people who have prayed for me, stay by my side, and helped me. This thesis is far from being perfect, therefore comments and suggestions are welcomed for the improvement of this thesis. Hopefully, this thesis proposal can be useful for all readers.

Depok, August 18th, 2022

The Writer

TIARA HARUMASATI

2018850016

TABLE OF CONTENTS

ABSTRACT.....	i
ABSTRAK.....	ii
APPROVAL SHEET.....	iii
BOARD OF EXAMINERS APPROVAL.....	v
ENDORSEMENT SHEET.....	vi
PAKTA INTEGRITAS.....	vi
PERNYATAAN PERSETUJUAN PUBLIKASI ILMIAH.....	vii
DEDICATION.....	viii
Motto:.....	ix
ACKNOWLEDGEMENTS.....	x
TABLE OF CONTENTS.....	xiii
LIST OF GRAPHICS.....	xv
LIST OF TABLES.....	xvi
LIST OF PICTURES.....	xvii
LIST OF APPENDICES.....	xvi
CHAPTER I INTRODUCTION.....	1
A. Background of the Study.....	1
B. Identification of the Problem.....	11
C. Limitation of the Problem.....	13
D. Problem of the Study.....	13
E. The Objective of the Study.....	13
F. Significance of the Study.....	13
CHAPTER II LITERATURE REVIEW.....	15
A. The Description of the Theories.....	15
1. Reading.....	15
2. Games.....	25
B. Theoretical Frame Work.....	46
C. Hypothesis of the Study.....	47
CHAPTER III METHODS AND PROCEDURES.....	47

A. Time and Place of the Study	47
B. Method of the Study	47
D. Population and Sample	48
1. Population	48
2. Sample.....	49
E. Techniques for Collecting the Data	49
F. Techniques for Analyzing the Data.....	50
CHAPTER IV FINDINGS AND INTERPRETATIONS	51
A. Findings	51
B. Interpretation	57
CHAPTER V	90
CONCLUSIONS AND SUGGESTIONS.....	90
A. Conclusions.....	90
B. Suggestions.....	90
REFERENCES	93
APPENDICES	92

LIST OF GRAPHICS

Graphic 4. 1 I like to play games 1.0	58
Graphic 4. 2 I like to play games 2.0	59
Graphic 4. 3 I like to play Single Player Open World Role-Playing Games (RPG) 1.0 .	60
Graphic 4. 4 I like to play Single Player Open World Role-Playing Games (RPG) 2.0 .	61
Graphic 4. 5 I like to play Genshin Impact 1.0	63
Graphic 4. 6 I like to play Genshin Impact 2.0	64
Graphic 4. 7 Games that have a plot are the type of games I play 1.0	65
Graphic 4. 8 Games that have a plot are the type of games I play 2.0	66
Graphic 4. 9 I find games that have a plot in it is waste of time 1.0	68
Graphic 4. 10 I find games that have a plot in it a waste of time 2.0.....	69
Graphic 4. 11 I believe that RPG (Genshin Impact) is the best platform to read better in English 1.0	70
Graphic 4. 12 I believe that RPG (Genshin Impact) is the best platform to read better in English 2.0	71
Graphic 4. 13 Playing RPG (Genshin Impact) influence my reading skills 1.0	73
Graphic 4. 14 Playing RPG (Genshin Impact) influence my reading skills 2.0	74
Graphic 4. 15 My reading improved after playing RPG (Genshin Impact) 1.0	75
Graphic 4. 16 My reading improved after playing RPG (Genshin Impact) 2.0	76
Graphic 4. 17 RPG (Genshin Impact) increase my frequency of participation in English reading activity 1.0	78
Graphic 4. 18 RPG (Genshin Impact) increase my frequency of participation in English reading activity 2.0	79
Graphic 4. 19 I learned new vocabularies of English Language after playing RPG (Genshin Impact) 1.0.....	81
Graphic 4. 20 I learned new vocabularies of English Language after playing RPG (Genshin Impact) 2.0.....	81
Graphic 4. 21 Playing RPG (Genshin Impact) doesn't really affect my vocabulary mastery 1.0.....	83
Graphic 4. 22 Playing RPG (Genshin Impact) doesn't really affect my vocabulary mastery 2.0.....	84
Graphic 4. 23 RPG (Genshin Impact) helps me to increase my confidence in reading 1.0.....	86
Graphic 4. 24 RPG (Genshin Impact) helps me to increase my confidence in reading 2.0.....	86
Graphic 4. 25 RPG (Genshin Impact) don't really give me any effect 1.0	88
Graphic 4. 26 RPG (Genshin Impact) don't really give me any effect 2.0	89

LIST OF TABLES

Table 3. 1 Interpreted Average Score	51
Table 4. 1 The data of respondents based on the group social media messages	51
Table 4. 2 Characteristics of Respondents by Age	52
Table 4. 3 Characteristics of Respondents by Gender	53
Table 4. 4 Questionnaire: Online Games Can Improve Our Reading Skill: The Perspective of Young Adults in Playing Single Player Open World Role-Playing Games	53
Table 4. 5 I like to play games.....	57
Table 4. 6 I like to play Single Player Open World Role-Playing Games (RPG).....	59
Table 4. 7 I like to play Genshin Impact.....	62
Table 4. 8 Games that have a plot are the type of games I play	64
Table 4. 9 I find games that have a plot in it is a waste of time	66
Table 4. 10 I believe that RPG (Genshin Impact) is the best platform to read better in English	69
Table 4. 11 Playing RPG (Genshin Impact) influence my reading skills	72
Table 4. 12 My reading improved after playing RPG (Genshin Impact)	74
Table 4. 13 RPG (Genshin Impact) increase my frequency of participation in English reading activity.....	77
Table 4. 14 I learned new vocabularies of English Language after playing RPG (Genshin Impact).....	79
Table 4. 15 Playing RPG (Genshin Impact) doesn't really affect my vocabulary mastery.....	82
Table 4. 16 RPG (Genshin Impact) helps me to increase my confidence in reading..	84
Table 4. 17 RPG (Genshin Impact) don't really give me any effect.....	87

LIST OF PICTURES

Picture 2. 1 FPS (APEX Legends).....	30
Picture 2. 2 Action-Adventure games (Final Fantasy).....	30
Picture 2. 3 RTS (State of Survival)	31
Picture 2. 4 Simulation games (The Sims 4).....	31
Picture 2. 5 RPG (Genshin Impact).....	32

LIST OF APPENDICES

APPENDIX 1 Thesis Advisor Decision Letter	93
APPENDIX 2 Questionnaire	94
APPENDIX 3 Questionnaire's Validity and Reliability Test Output	99
APPENDIX 4 Guidance Consultant Letter	101
APPENDIX 5 Guidance After Thesis Examination	103
APPENDIX 6 Curriculum Vitae	104

CHAPTER I

INTRODUCTION

A. Background of the Study

Lingua Franca, the term of *Lingua Franca* was an Italian expression for the language that evolved into a means of communication amongst traders in the Mediterranean region. Since the existence of *Lingua Franca*, the printed media (such as magazines, newspapers, books, etc.) has been using the current *Lingua Franca* language, which is English, (Fang, 2017). Therefore, it is important for us to be able to know the English language. In learning the English language, there are four skills, the first is speaking, the second is listening, the third is writing, and the last is reading.

In order to be able to understand the English passages, we need to master our reading skills. By possessing a strong reading skill, it is expected that the learners are able to absorb knowledge as they can comprehend any passages, textbooks, or any other references that are written in English.

Allah says in the Qur'an (Q.S Al-'Alaq : 1-5)

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ① خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ② أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ③
الَّذِي عَلَّمَ بِالْقَلَمِ ④ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ⑤

Meaning:

“Recite in the name of your Lord who created. Created man from a clinging substance. Recite, and your Lord is the Most Generous. Who taught by the pen. Taught man that which he knew not.” (Q.S Al-'Alaq : 1-5)

Based on the surah above, we can see how many times it repeats for us to read and learn. This means that in Qur'an itself, tells us how important education is. People can retain information and absorb innumerable new knowledge by reading. That being said, reading can be considered one of the important activities that should be done every day in order to acquire new information or knowledge. Moreover, reading can also be considered a communication tool, especially in written language that is in text form. For English language

learners, reading is a must-have skill and should be mastered in order to achieve success in the mastery of English as a foreign language. By strengthening the English comprehension skill, it is envisioned that the English learners will achieve greater progress in other language skills, namely listening, speaking, and writing.

As a communication tool, reading remains one of the important courses of action that is needed to connect people. It can be noted that literacy and reading are required in most daily activities. During the process to become a persistent reader that could play a part with text for information, knowledge, aesthetics, and enjoyment (Pearson & Cervetti, 2015), reading skill is a necessity. Having great reading comprehension skills, it is expected to impact the choice of a future career as reading is one of the communication tools that are essential to achieving academic success. Learners cannot progress in school without interacting with a range of texts on a regular basis, such as assigned textbooks, supplemental reading materials, and assignments. Furthermore, nowadays, youngsters not only have access to information that is in printed media but also in visual, audio, or even digital media that can be accessed through mobile phones, (Kirchner & Mostert, 2017). Reading can also be defined as the act of viewing a succession of written characters and then deducing its essence. We always utilize our vision to accept textual symbols such as letters and

punctuation while we read. The symbols are then transported to the brain, where they are converted into words, phrases, or even paragraphs that communicate something. Therefore, based on these opinions, reading skill is considered as the tools that can help learners to augment their insight into the English language. The problem with the reading skill is that many learners are lacking on the motivation to read due to the monotone of the technique of reading skills.

The word motivation comes from the Latin *motivus*, which means to move. Motivation is essential as it has the ability to activate the stage for each learner's cognitive engagement. By having a high quality of cognitive engagement, it is then expected that it could also increase learners' academic performance. However, in order to achieve academic success, the ability to comprehend the content and also the skill capabilities are amplified in order to absorb knowledge and engage in extensive learning strategies, (Blumenfeld et al., 2006). In order to enhance learners to be more participative in the learning activities, the learners themselves have to be motivated. The self-motivation from the learners is important in order to determine the amount of information that they will absorb from the learning activities or material that they are engaging in. Learners who are having a high self-motivation to learn are envisioned to employ a more advanced cognitive process during the learning activities to absorb more

information and knowledge. Motivation to do something can come from a variety of sources. It can be a personality trait or a consistent, long-term desire in achieving something. It's important to note that the higher the self-motivation that the learners possess, the higher their comprehension, creativity, and achievement (Filgona et al., 2020). There are four components of motivation: interest, challenge, collaboration, and self-efficacy (Bates et al., 2016).

a. Interest

It has been proven that student interest has a positive impact on student engagement. Capturing students' interests can be pursued in a lot of ways, such as having books that match their interests in order to cultivate their motivation and engage them in learning activities. In addition, researchers discovered that reading books that are written by one and the same author have the ability to help learners students maintain their passion for specific text types. When the students are having certain text types that they are interested in, students will surely read more books or passages with such types.

b. Challenge

It is notable that most students are drawn to challenges when they are motivated. Researchers discovered that

students' motivation increased just as soon as the teacher encouraged adventurousness in challenging circumstances. The ability of a teacher to scaffold students' achievement can also moderate challenges. Scaffolding itself can be defined as the process by which a teacher exemplifies, directs, and conform to the challenge level to match the requirements of his or her students. During scaffolding, the appropriate amount of challenge is created to keep the student interested without becoming frustrated. Scaffolding should take into account the students' skills and be gradually lifted as the student takes on more independent responsibilities.

c. Collaboration

Collaborations provide students with possibilities to expand their knowledge and boost their desire to read. Teachers gave an important part in child's drive in reading activity, and they must take conscious steps to motivate students. To empower students, particularly difficult learners, an enormous quantity of positive motivation is required. Collaborations between teachers and students, in addition to a healthy environment, are essential for children's growth as readers. Scaffolding is especially crucial during teacher-

student collaborations for fostering beneficial improvements in motivation and cognitive processes.

d. Self-efficacy

Researchers discovered a significant interrelationship between self-perception and their perceived proficiency for literacy assignments. Despite their close relationship, self-perception and competence are distinct notions. Higher achievers attribute their success to internal aspects such as effort, whereas poorer achievers attribute to external factors. High achievers feel that their talents can be developed with their own effort, and teachers who promote this variable perception assist their students to develop self-perception.

with the aforementioned description, it can be assumed that students who are motivated in learning will carry out learning activities well so that the learning objectives that have been set can be achieved. With an eye on motivating the students, there are many ways or methods and techniques that the learners can do especially in this technological era compared to the traditional learning era.

Traditional learning is considered old-fashioned by the millennials. Due to the technological advances, learning should also follow the transitions of technology, where most of them are interactive. So, when we talk about technological advances, we all know how

monotone the reading learning experiences in the educational world are compared to the technology that has been happening right now such as e-books and kindle. The similarity between e-books and kindle with physical books is the lack of visualization, where not many people enjoy it because they need visuals to it.

And one of the technological advances that have visuals and storylines is the Single Player Open World Role-Playing Games. This Single Player Open World Role-Playing game usually uses electronic devices to play it, this type of game is an interactive exercise that is performed by one or more players by following the rules and stories that limit the activities that can be done by players crafting and resolving conflicts to achieve certain goals. Due to the interesting high concept, gameplay, and storyline, many people found it interesting to read and follow the story because of the visuals inside the game, (Peterson, 2010). While having fun, the player indirectly practices their reading comprehension by reading all of the game's storylines. Also, games nowadays have a lot of genres with many types of plots and storylines.

In (Zibulsky & Schwartz, 2020), Jamie Zibulsky and Lily Schwartz from Durham University, England, did research with the title "*Enhancing Reading Motivation in Schools*". The study has the goal to define the construct of motivation in more depth and consider how

adults can shape children's reading motivation. The method of research that they used was a qualitative method, where the data was gathered by compiling theories and practices from many researchers and authors. In this research, the researchers point out that there are many elements that can influence the students' low motivation in reading, vice versa. The conclusion shows that there are many variables, dynamically associated with one another, that affect children's reading success, one of them is digital media.

In (Esgalhado et al., 2021), Graça Esgalhado, A. Fernandes from Psychology and Education, University of Beira Interior, Covilha, Portugal and Henrique Pereira from Psychology and Education, University of Beira Interior, Covilha, Portugal, completed their research report with the title "*Online Gaming Dependency, Attention Levels and Sleep Quality Among Online Gamers*". The main purpose of this study was to measure the levels of dependency on Online Gaming, its impact on attention levels, and the sleep quality among online gamers. The instruments that they used were a sociodemographic questionnaire and a Portuguese version of the Color and Words Stroop Test. The samples consist of 66 individuals and nearly all of them were male, with an average age of 23. The results showed that there are mild levels of dependency on online gaming. Moreover, the results also show that male gamers tend to have high motivation in playing online

games and possess higher levels of Stroop interference than female gamers. As for the relationship between gaming habits and sleep quality, the research showed that the gamers that are having a higher motivation to play online games tend to have difficulties sleeping.

In (Fuster et al., 2013), Héctor Fuster, Xavier Carbonell, Ursula Oberst from *Universidad Ramon Llull*, Spain and Andrés Chamarro from *Universidad Autònoma de Barcelona*, Spain, did research with the title “*Interaction with the Game and Motivation among Players of Massively Multiplayer Online Role-Playing Games*”. The aim of this research was to elaborate a player profile with reference to their age, playing time, style, and motivations. Besides that, this research also has the goal to elucidate the correlation between the psychological aspect of the game. The participant of this research consists of nearly 500 Spanish-speaking MMORPG players, with a median of age 25 years old. The method of this research was a mixed-method, with two types of questionnaires (Demographic questionnaire and Playing style questionnaire) and Massively Multiplayer Online Games Motivations Scale (MMO-MS). The researcher stated that there are some concerns in the mass media and most importantly the educational settings about the probable habit-forming effects of MMORPG. But this question can be a consideration of using MMORPG as a learning media and to develop some skills.

From the journals above, there is an obvious string between the three journals. In the first journal, it is concluded that digital media can be a tool to achieve students' reading success. And the digital media that we can see from the second journal is online games. There are many types of online games out there, but there is one type of online game that can be a consideration as a tool to develop a cognitive aspect, and that is MMORPG from the third journal. The three journals have a similarity in improving students' motivation by using technology, and the technology that was used in the journals was online games.

B. Identification of the Problem

Based on the description above, the researcher can identify some of the problems:

1. Learners have low motivation in reading texts

According to Mohib Ullah from the University of Georgia and Sayeda Fatema from the University of Chittagong in "*Why Some Students Are Less Motivated in Reading Classes at Tertiary Level in Bangladesh*". It is noted in the research report that the learner's disorganization, the scarcity of teacher training, and also the irrelevant, inauthentic, and strenuous reading materials are some of the prominent causes of why

learners are not quite motivated in the reading activity (Ullah & Fatema, 2013).

2. Lack of visualization or hard to visualize the texts

It has been a general truth that pictures are way easier to comprehend and be remembered, compared to words. When the words are kept in long-term memory, they are only encoded with a single code. On the other hand, pictures are encoded with two codes, that is visual and verbal and both of which are stored in each part of the brain. With this dual-coding, pictures are accessible in two different ways and have a high probability to be remembered than words. However, not all photographs are made equal. According to studies, we don't remember attractive visuals as well as useful ones. We remember tangible words better than abstract ones, just as we remember pictures better than physical words. We should combine words and pictures if we truly want someone to remember something. We have the finest recall when we can access one or the other of our visual and verbal memories because we store them separately (Dewan, 2015).

C. Limitation of the Problem

Based on the identification of the problem, the researcher restricted the problem of this research to female and male learners in the age range 15-24 years old from Genshin Impact Indonesian Community on Social Medias. And focuses on whether Single Player Open World Role-Playing Game is Effective to Improve Learners Reading Skills.

D. Problem of the Study

Based on the background of the problem and problem identification, it can be formulated that the problem of the study is as follows: Does Single Player Open World Role-Playing Game Affective to Improve Learners Reading Skills?

E. The Objective of the Study

Based on the problem of the study, the purpose of this study is to find out whether or not Single Player Open Role-Playing Game is effective to improve learners' reading skills.

F. Significance of the Study

This study is expected to answer the questions on how effective can Single Player Open World Role-Playing Game be to improve the learners reading skills. It has two major significances, theoretical and practical significances:

1. Theoretical significance

For the EFL learner, the researcher expected that this research can make Single Player Open World Role-Playing Games a consideration as a learning tool.

2. Practical significance

- a. The learners: The learners could be more selective with the kind of games that they are playing in order to get more benefits in the process of learning the English language.
- b. The researcher: The researcher could develop new ideas to utilize role-playing games as innovative ways to improve learners reading skills.
- c. For further references: The further researchers could change the negative mindset on the effect of the role-playing game on educational society.

CHAPTER II

LITERATURE REVIEW

A. The Description of the Theories

1. Reading

a. General Definition of Reading

By its literal definition, reading is the act of making meaning in texts through recognition and comprehension with the aid of one's eyes and mind, (Asutay et al., 2016). As a result, reading is an active and complex process that involves understanding written texts as well as development and interpretation of meanings properly, (Afflerbach, 2016). It makes up a big part of comprehension as many of learning materials require some degree of understanding through the ability to motivate oneself to read. The act of reading has been used for various purposes since the dawn of time—to deliver information, events, and sending messages—and evolved into an activity that works better than speaking, (Asutay et al., 2016). Reading also enables both productive (speaking and writing) and receptive (listening) skills to develop significantly, resulting in enhanced literacy understanding and built mental capacity to become critical thinkers in expressing thoughts and opinions, (Bauer et al., 2020).

Reading is a very important ability in the context of communicative abilities by providing access to knowledge, values, cultural norms, scientific information, and of course language in a way that enlightens people's minds. Reading comprehension is specifically described as the activity of continuously deriving meaning from and constructing meaning from written language. There are three components to comprehension: the reader doing the understanding, the text that has to be understood, and the action that comprehension is contained in. Reading can also be described as an advanced thinking activity that involves making inferences, figuring out a text's meaning, and integrating data. According to another theory, reading comprehension is considered the foundational language skill that strengthens all other language abilities and sub-skills, (Radaideh et al., 2020).

Other than the general explanation of reading, the act of reading can also be seen in its deeper context in the classroom setting. Reading experiences are not just a part of acquiring and practicing a particular set of abilities. Instead, individuals are located within the social and cultural contexts of classrooms, which include their past interactions with teachers and classmates as well as texts and reading training. In addition to forming people into specific types of readers, their aggregate experiences also help to create a narrative about their

lives as readers and add to a narrative that is created by and about them, (Hall, 2016).

b. Types of Reading

Although reading itself looks outwardly more or less the same, there are some differences when it comes to reading in the academic setting. Each reading method serves various purposes for different settings, (Harmer, 2007). Where it is important for people to decide the goal of their reading comprehension, these methods aid them in shifting their focus to reach such goals. The act of reading is divided into five types:

1. Scanning

Scanning is done by quickly going over the sentences to search for certain information. Rather than delving too deep into the text, it is used just to find specific points and/or quick reading. It is commonly practiced by researchers who write reviews of other researchers' journals or fast-paced information absorbance.

2. Skimming

For learners, the skimming method work particularly well for students who read a number of texts of different topics and length. In order to save time and infer general ideas of

the topic being discussed, skimming is used. It is also helpful in judging the accuracy and/or efficacy of some information. The downside of skimming, however, is the shallow understanding of texts that can only be remedied with a further, more detailed reading.

3. Extensive

Most readers are categorized into this type where they read for their pleasure or relaxation. Extensive reading does not require a higher level of vocabulary remembrance nor demanding, thorough knowledge of topics being explained in the reading materials. In this regard, no language examination, comprehension questions, nor in-depth details are done either, (Harmer, 2007). Its main purpose is to assert enjoyment and enriches one's vocabulary which leads to almost-natural attainment of reading skill. The nature of extensive reading also holds no pressure on people in terms of interpreting and inferring, so reading texts such as novels, magazines, and daily articles are usually included in this method.

4. Intensive

Widely used by academia members from every level, intensive reading is an in-depth method that requires

complete focus and attention to each and every word that the texts present. Schools and universities typically train their students to be able to read texts intensively by giving them instances to examine and decipher words that are foreign to their vocabulary bank. Intensive reading is also helpful in understanding academic texts, research papers, and scientific topics, where the goal is to pertain information long-term or prepare for examinations. Hence, intensive reading is continuous and gradual. That is, it is done in long-term learning and application, (Harmer, 2007).

5. Critical

The goal of critical reading is to ensure the accuracy and factual inferences of the texts being read. To reach a further understanding of the topics being mentioned and the ability to draw accurate conclusions, critical reading requires readers to analyze every aspect of the text such as word choices, general ideas, specific ideas, and/or explanations, as well as the facts used to support those ideas. Other than its evident use in research and the scientific field, critical reading can also be used in a literary setting. Critical reading is comprised of interpreting classical or new literature works,

reading controversial news and advertisements, as well as watching viral videos on social media.

c. Components of Reading

Reading is a mind-bogglingly difficult cognitive task. Although we frequently see reading as a solitary activity, each time we settle down with a book, our brains are actually performing several jobs at once, (Harmer, 2007). There are three kinds of components of readings:

1. Phonemic awareness

Phonemic awareness refers to the ability to acknowledge different sounds and manipulate them into various meaningful sounds. It also includes recognizing phonemes (sounds) in oral language, specific sounds, sound sequence, and their roles in word formation as well as applying them to texts that require an extensive approach to learning. Phonemic awareness is the most crucial step in reading insofar as it becomes the first stepping stone into reading comprehension.

2. Fluency

Being able to read with constant accuracy, speed, and expression is named reading fluency. Fluency is important to

obtain in order for readers to infer and make sense of texts without prolonged stops, decoding process (letter to sound relationship), and word study (combined words or phrases that makeup entirely new meanings). It is also impertinent for fluency to be improved through developed and automated recognition and comprehension skills. A degree of fluency requires a minimum of two components: *automatic recognition*, the skill to recognize words in texts instantly, and *prosody*, or the skill to enhance meaningful reading through means of mental speed control, high and low pitch, volume decrease and increase, pauses and lengthened syllables, Paige (2012: 68).

3. Vocabulary

Vocabulary makes one of the largest parts of reading ability whereas comprehension skills champion this to its maximum extent. The bigger one's vocabulary bank is, the easier it is for them to develop reading comprehension— to be able to understand the texts accurately. Even though vocabulary could be obtained through self-learning, being taught directly through group or peer-to-peer reading also expands the vocabulary bank significantly. This can include repeated exposure, repetition, the use of digital media,

insertion of contexts and unfamiliar/academic words, and so on.

d. Purpose of Reading

Reading has a number of purposes for different groups of people. Reading fluency for high school students is essential for their literacy development, one of the primary skills that ease the transition into higher studies and career readiness, Rasinski (2016:1). In relation to that, faculties encourage students that entered higher studies to read to ease into undergraduate learning and discipline discourses, especially in terms of understanding the complexity of academic reading of scholarly texts, Gorzycki (2019:1). Where a text as primary sources of learning is concerned, the ability to read with trained automatic recognition and comprehension is important so that students can make meaning through texts, compare differences and similarities, and explain or elaborate on certain phenomena in such texts, Afflerbach (2016:415-416). For extensive readers, reading exposes them to various topics in a more relaxed pace, allowing them to ease into building their reading motivation and skills. This is also particularly evident when the act of reading itself serves as the basis for their understanding into foreign topics.

e. Teaching Reading

There are several reasons why encouraging students to read English language materials is a crucial component of a teacher's role. Reading is helpful for other reasons as well; for language learners, any exposure to English is beneficial. Last but not least, as part of the language acquisition process, some of the language sticks in their brains; as a result, if the reading materials are particularly intriguing and engaging, learning is likely to be even more successful. The author also mentioned that reading literature offers useful examples for writing in English. Reading texts gives you the chance to study language as well, including grammar, punctuation, vocabulary, and the way sentences, paragraphs, and texts are put together. Last but not least, engaging reading materials may introduce intriguing subjects, promote conversation, inspire creative solutions, and serve as the basis for comprehensive, entertaining courses, Missone (2022: 9).

f. Advantages and Disadvantages of Teaching Reading

One of the most important advantages of teaching reading is its concrete assessment of students' comprehension and vocabulary reach. In cases where people start to build their capabilities in comprehending texts and memorizing different vocabularies, being able to read without any significant difficulties can be presented as

evidence of learning growth. Another aspect that proves to be advantageous for a teacher when reading skill is taught right is trained focus and attention. Reading, especially in a classroom setting requires them to pay attention to all the aspects of texts they are presented with. This can mean making meaning through cohesion; connecting one sentence with another, familiarizing themselves with the kind of vocabulary used in the particular subject being explained in the text, figuring out the author's tone and standing, and making sense of what the ideas conveyed through the text. With these requirements in mind, reading can also help teachers to train their students to train these habits and then apply them to other fields of learning such as writing or listening. Relating to that point, reading intersects with writing. That is, when a teacher is able to encourage their students to improve their reading capabilities, it also helps the students to develop their writing skills, especially with their use of grammar and vocabulary that they acquire and memorize through reading.

However, teaching reading has its own disadvantages when it is not done in a suitable and systematic manner. Although this can be easily avoided, it is important to keep in mind as teachers are inherently students' primary source of information. In the case of higher studies, poor performance in teaching reading can result in the student's inability to engage with their university materials because

explicit instructions, especially in the early years, are necessary for them in order to adapt to their new surroundings, Gorzycki (2019:2). The diversity of interests, energy level, and span of attention can prove to be a challenge for teachers in every single student in teaching reading skills. Hence, it is important to amend this by tailoring classes that can accommodate them while keeping it on a more general level.

2. Games

a. Definition of Games

Playing games, whether they are tabletop or modern video games, is about navigating a scene and creating a compelling story together, Garcia (2017: 339). The definition of 'games' has a relatively wide scope. Games that exist in this current era, both digital and electronic games, stemmed from arcade games which evolved into other formats such as console games, computer games, and mobile games, (Nam, 2019). They are constructed as a technology made in the form of predetermined goals, rules, and interactions between agents (players) and environment (game world), Sicart (2012: 8). As a part of higher technology, games also refer to a stretch of systems that require programmed hardware and software that restricts the agents' movements.

While engaging in the act of 'playing' games, agents are inserting themselves into the fictional world that the games offer which, in turn, become an immersive experience. This is achieved through means of fictive avatars (representative of oneself in the games' worlds) where they assume command of these avatars' control of movements, and physical abilities e.g. using weapons, exploring, fighting, and engaging in interactions, (Seiwald, 2019). The study of games, or game studies, is considered as a very recent field that combines several existing notions that make up how games can be interpreted. Games, in their entirety, are comprised of complex aspects within them which include multilevel narratives and machinic designs. These are prone to analyses in different fields by attempting to drive them beyond their limitations, Mukherjee (2015:9). One of the prominent features of games that no other kinds of texts have is gameplay. The importance of gameplay comes as the bridge of interaction between players, design, and rules. This means that there is a boundary of what is allowed and not allowed to do which defines players' experience, Sicart (2013: 28-29).

When experiencing and/or committing the act of playing games, players are engaging in what is often called a 'make-believe' attitude. In this sense, there is a difference between absorbing the knowledge from game worlds with reality because of the requirement of opening

another path of acceptance of games' fictive and illusionary nature, (Seiwald, 2019). Although games are inherently made to exist as a temporary escape from real life, some of them also imitate social life and experiences, including participations, (Nam, 2019). The norm of games puts players in a situation where they must actively interact with the game world in order to build the dialogue. Playing involves shifting viewpoints and modifying the surroundings. In addition, in-game dialogue also refers to the player both as the player and the protagonist, meaning that they give instructions and contexts that lead the players' decision-making and actions as their protagonist. The explanations and information provided to the player in-game relate to the background narrative along with the game's rules. Ralph and Monu (2017:4) define some of the key terms that make up the entirety of games:

1. Artifacts, or components relating to artificial play structures and systems.
2. Players, the individual or artificial agents who shape a play via game elements.
3. Experience, the events, behavior, and meaning variables that occur from player-artifact interaction.
4. Game mechanics, the game developers' usage of certain components to influence and create challenges for players.

5. The game developers usage of certain components to influence and create challenges for players.
6. Embedded Narratives, are the tools game developers use to connect stories and narrative elements to players.
7. Dynamics, the game's and the player's emergent behavior during player-game interaction.
8. Emergent Narrative, a significant chain of occurrences that develops during player-game interaction.
9. Aesthetics, or the feelings that a game incites.
10. Interpreted Narrative, or mental images and interpretations a player has of the planned or unintended narratives in a game.

It is safe to say that there is a rather complicated relationship between games and the act of reading. The relationship between players and the game itself, where and how the game "took place," the interactivity between the players, the game algorithm, and the machine, the ways in which episodes within the game took place only through players' actions so that players constantly constructed the game as they played, the various iterations of the narrative, and so on were all immediately obvious differences between video games and other forms of text and popular culture. Games may be texts, but they also rely on types of knowledge that lie just outside the scope of what

is typically considered to be literacy. They expanded well beyond what authors had previously conceived of in these terms and were just as much about action as reading, Beavis (2014: 435).

b. Single Player Open World Role-Playing Games (RPG)

Single-player games are categorized into several types. With the technological advancements in this era, the possibilities of different kinds of games and its experiences are more diverse than ever. Although most of the single player games are commonly made in the form of narrative-driven games such as 'sandbox' or 'choices matter' in different genres (fantasy, action, adventure, etc.), there are several cases where the 'supposedly multiplayer' games are also designed for single players. Some familiar game types include: (1) FPS or First-Person Shooter, games that focus on battles fought with weapons in first-person perspective, (2) Action-adventure games, (3) RTS, or Real-Time Strategy, games that require players to use resources and unit's creation in order to progress in a real-time basis, (4) Simulation games, and (5) RPG or Role-Playing Games.



Picture 2. 1 FPS (APEX Legends)



Picture 2. 2 Action-Adventure games (Final Fantasy)



Picture 2. 3 RTS (State of Survival)



Picture 2. 4 Simulation games (The Sims 4)



Picture 2. 5 RPG (Genshin Impact)

RPG in its entirety covers a wide range of genres, styles, and systems. Ralph and Monu (2017: 5-6) in their study about Western RPG listed some general key components of role-playing games:

1. Progression, or the increasement and enhancement of skills, attributes, and abilities.
2. Expression, or opportunities presented to players through choices that amounted to more than two.
3. Character customization, or the feature that allows players to pick their avatar's appearance, origins, abilities, attributes, orientation, and background.

4. Creation through the making and improving tools, weapons, armors, and other items. In some cases, creation also allows players to build buildings, towns, and countries.
5. Fantasy and/or futuristic settings such as supernatural, the use of magic, dystopian future, or cyberpunk era with the theme of good versus evil embedded in its narrative.
6. Sensation of the environment design such as large forests, peak mountains, castles, dark surroundings, and challenging dungeons.
7. Submission, where repetitive actions are done to gain experience points (XP), engaging in in-game instructions and quests, collecting valuables, and gathering materials.
8. Puzzle, or the instances when players are presented with taxing challenges both tactical and environmental.
9. Management of in-game inventory and equipment that are tailored to suit different levels and quests.
10. Discovery of an exceptionally large open world for players to explore while allowing them to discover various numbers of secrets, locations, events, treasure chests, and so on.
11. Narrative that makes up the main quest of the whole game. Optional side quests that come with it are typically related to the game's primary narrative.

12. Challenge, which can be presented through iconic bosses or powerful enemies that are aligned with the game's main story.

Role-playing games are constructed in two types. One is called *multiplayer games* where players collaborate with other players by following rules, getting rewarded, and making free choices. However, some games are designed to be played alone by engaging with pre-made, computer-programmed interactions and goals. These games are called *single player games*. As mentioned previously, playing games require a digital medium, meaning that an individual cannot *enter* the world of games themselves, but they need an *avatar* or their digital self in the games. Avatars are the representative of players' actions and agency albeit restricted by the game's rules. The fact that avatars play an important role as players' self. However, they also embody the predetermined identity and narrative made by game designers, particularly in the context of single player games.

c. Genshin Impact

Genshin Impact is a game that began to develop in January 2017, with 120 individuals working on it. Before the year ended, the team had grown to 400, and by February 2021, it had grown to 700. The game was announced by Mihoyo during E3 2019 in June of this year. The

unity Engine was used to create the game. The game cost roughly \$100 million to produce and market, which made Genshin Impact one of the most high-cost video games ever made. Closed beta tests were done between the announcement and the release, allowing invited players to explore and interact with the open world. Voice-overs in four languages are included, as well as text in 13 different languages.

1. Gameplay

Genshin Impact is a role-playing game that allows the player to roam freely and can be played with one up to four different characters. During the battle within the game, the player is allowed to switch between their chosen character so that they can use diverse skills and attack that is possessed by each character. Every character can be strengthened in diverse methods, whether by leveling up or augmenting their designated artifacts and weapons. In playing the game, the player can also do exploration or participate in the challenges that are assigned in order to earn rewards that depend on the challenges themselves. As the given challenges were completed, it will increase the player's Adventure Rank and World Level while also revealing additional missions and challenges. The World Level itself is an appraisal of how powerful the opponent in the world is. The greater the World Level, the rarer the prize is.

Stamina limits the player's ability to manage their chosen character and execute tasks given such as running, climbing, swimming, and gliding. Some characters have the skills to change the environs, such as creating ice pathways from the frozen water in order to traverse difficult contours. In addition, there are also teleportation nodes such as Statues of The Seven, which can cure and bring to life the killed characters, while also increasing the player's stamina. In the open world, the player could obtain food and ore. The food can be gotten once the player hunt animals, pick fruits and vegetables, or instantly bought it in the in-game store. The foods that are cooked together into certain meals can be used to restore health or improve certain stats for characters. As for the ore, it can be used to strengthen the weapons or make certain weapon after it is refined. In addition, adversaries and treasure chests will give the player various substances that can be used to leveling-up certain characters. In the game, there are also things that are known as Domain, which provide elements that improve the strength of certain characters or weapons.

There are two combat skills that each in-game character has, namely Elemental Skill and Burst. While Elemental Skill can be used any time with the cooldown period, Elemental Burst cost

some elemental energy. Within the games, there are also several characters that are correlated to earth's natural elements' power. The characters include Cryo with Ice power, Dendro with plants power, Pyro with firepower, Hydro with water power, Anemo with wind power, Electro with electricity power, and Geo with rock power. Each of these powers can interact differently, for example, if a Hydro charge strikes its target, the enemy will receive the "Wet" effect, but if a Cryo assault hits them, they will receive the "Cryo" effect. These two status effects are mingled to create the "Frozen" effect, which prevents the victim from taking any actions for a short period of time or until the player brings about strong enough damage to the enemy. Those elemental interactions can take performed by switching between characters during the fight and completing those talents. To solve challenges in the overworld, certain elemental abilities may be necessary.

Co-op is a multiplayer mode that is offered. In the overworld, up to four players can join Domains and playtogether. To match with other players, a player can request to connect with the other player that has the same goal. As this game is cross-platform, a player can play with players from any other platform.

The player can unravel four extra playable characters by performing objectives to advance the tale, and the other

characters can be obtained through the loot box feature and in-game events. To use the loot box or gacha feature in order to obtain a certain character or weapon, the player must use the in-game coins that can be obtained through in-app purchases and clearing the in-game mission. After a certain number of draws, a pity mechanism ensures that the player will acquire uncommon stuff.

2. Setting and Plot

The planet of Teyvat, where Genshin Impact takes place, is made up of the seven major nations of Mondstadt, Liyue, Inazuma, Sumeru, Fontaine, Natlan, and Snezhnaya, that is ruled by a different god. Celestia, a mystifying and floating island, is rumored to be the place of gods and humans who have attained good deeds. The remnants of the Khaenri'ah, a nation that is told to be destroyed by the god half millennia ago before the game took place, can be found underground. Khaenri'ah, unlike the other seven main nations, was not commanded by a god. The player, that is called after The Traveler in this game, is told to be separated from their twin and stranded in Teyvat. The name of the Traveler's lost twin is either Aether or Lumine, depending on the Traveler's gender whether male or female. As

they travel through Teyvat in quest of their missing sibling, they are accompanied by a companion, Paimon.

Each nation in the game is interconnected to and worships one of The Seven, a group of gods known as "Archons" who each rule one of the seven nations. Each of The Seven is connected to each one of the game's elements, and their nation's elements reflect this. The Archons of Mondstadt, Liyue, Inazuma, and Snezhnaya are Barbatos, Rex Lapis, the Raiden Shogun, and the Tsaritsa, respectively. However, as Archons have perished, the Archon might probably be replaced. However, only the individuals that are chosen by the Archon itself can be the next Archon. The chosen individuals are accustomed to a Vision—magical jewels that will give the possessor the ability to call on an element and the capabilities to ascend to the deity and inhabit Celestia.

Mondstadt, the city of liberation, is settled on an island that is surrounded by a lake. Moreover, this city worships the Anemo Archon Barbatos. Besides the god, the city has the guards or the protector of the city that is named after the knights of Favonius. In the southwest side of Mondstadt, there is Liyue that is labeled as the largest retail harbor in Teyvat and this city worships the Geo Archon Rex Lapis (also known as Morax). The ruler of the port city is the Liyue Qixing and Adepti. The Liyue Qixing is a group of the

commercial headman and the Adepti is the ancient protector. Furthermore, Inazuma, the xenophobe island nation, lies across the sea to the southeast and is governed by the Raiden Shogun (also known as Baal) and the three bureaucratic bodies that make up the Tri-Commission. The Tri-Commission includes the Tenryou Commission which is in charge of military and executive affairs, the Kanjou Commission which is in charge of finances and foreign affairs, and the Yashiro Commission which is in charge of ceremonial affairs.

The city of Snezhnaya, ruled by the Tsaritsa Cryo Archon, dispatches Fatui diplomates who keep a polite demeanor while secretly employing more devious means. The Eleven Harbingers, persons granted remarkable powers and directorial authority by the Tsaritsa, also lead the Fatui. The Abyss Order, a squadron of monsters that are the enemy of humans, is another adversarial party in the game, in addition to Fatui. They are commanded by the "Prince" or "Princess," the Traveler's long-lost twin.

The plot of this game tells us about following the discovery of the Khaenri'ah nation, a pair of twins from different worlds come into Teyvat, yet they seek to run away. Nevertheless, a deity removes one twin and seals the other away, separating them. Half millennial later, the Traveler as the sealed twin

awakened and encountered Paimon. As the story progresses, these two began their adventure to discover the missing twin.

The Traveler and their buddy, Paimon, initially arrive in Mondstadt, which is under siege by Stormterror. There, they happened to meet Venti, a local sonneteer who always wanted to soothe Stormterror, that is actually a Dvalin or Mondstadt's ancient protector. Venti attempts to soothe the Dvalin with the holy lyre that he stole from the Fatui.

On the contrary, the Stormterror is lured to attack him by the Abyss Order. Venti is revealed to be the Anemo Archon Barbatos during the battle, and they chase Dvalin to release him from the Abyss Order's control. In addition, Venti is assaulted by Fatui Harbinger La Signora, who runs off with his Gnosis, the hieroglyph of the Archon's authority, after resolving the issue.

The Traveler then proceeds to Liyue next in order to meet Rex Lapis, the Geo Archon, on a certain ceremonial as advised by Venti. Rex Lapis, on the other hand, appears to be killed at the ceremony and his deceased body is stashed away. Having such a surprising situation, The Traveler seeks assistance from funeral parlor consultants Zhongli and Fatui Harbinger Childe. However, these two consultants use the Traveler to foment discord between the Qizheng, and the Adepti. Childe locates Rex

Lapis' body but is not able to find the Gnosis, leading him to assume Rex Lapis is still alive. Childe resurrects an ancient deity to entice the Archon, but the Traveler, the Qixing, and the Adepti kill it, and the three factions agree to guide Liyue towards a brand-new era. After that, the Traveler found out that Zhongli is actually Rex Lapis, who has agreed to deliver his Gnosis to Signora, within the confines of a secret deal with the Tsaritsa, the Fatui's Cryo Archon and leader. Zhongli reveals that he pretended to die so that he could be abdicated as Archon, and that their safeguarding of Liyue showed that they did not need his protection.

The Traveler then went to Mondstadt again and they encountered Dainsleif, a man on the hunt for the Abyss Order. These two then began to investigate their conspiracy to fabricate a fake deity to overthrow Celestia together, but the Traveler's sibling appeared as they seek to disrupt it. They disclose themselves as the commander of the Abyss Order, and Dainsleif was a Khaenri'ah guard condemned to wander the globe. Dainsleif pursues their sibling, but the Traveler is unable to keep up with them.

The Traveler learns then eager to learn about the Vision Hunt Decree, which is carried out to seize the Visions of those in

Inazuma, sparking a war of attrition. When the Traveler arrives in the country, they promised to assist the battle army in overthrowing it. They discover that the Fatui induced the Shogun to sign it and invade a Fatui facility in retaliation, only to be defeated by Fatui Harbinger Scaramouche. Yae Miko, a shrine maiden, saves them by clarifying that the “Raiden Shogun” is genuinely a marionette constructed by Ei to rule Inazuma while she fled into her head. At the Shogun’s palace, the Traveler approaches Signora and challenges her to a duel, which the Traveler wins. The Raiden Shogun executes Signora, and with the assistance of Yae Miko, the Traveler is able to defeat Ei, who repels the order, bringing the conflict to an end. Miko says that she was given Ei’s Gnosis and that she gave it to Scaramouche so that she could save the Traveler.

Later on, The Traveler then reunites with Dainsleif, who was unsuccessful in his search for their sibling. They are conflicted about whether to help their sibling or battle the Abyss Order after they see a vision of their lost sibling striving to rebuild Khaenri’ah. Before leaving, Dainsleif announces that the Traveler must make a decision.

d. Genshin Impact as Learning Media in Teaching Reading

Transferring knowledge is only one aspect of teaching. Teachers should think about the best strategy for getting learners involved in the process. The mood or energy of the learners during teaching-learning activity will support and improved by a good mix of approaches, strategies, or media to impart learning content. As a result, the role of media in achieving the goal of teaching and learning is crucial. Not many teachers would suggest playing games as teaching or learning materials because of the stereotype of the video game. Aside from the purpose of Genshin Impact, the learners' can also improve their reading ability by reading the story in the gameplay. There is a written dialogue inside the gameplay where the players can read and also listen to it at the same time.

e. The Use of Genshin Impact in Teaching Reading

Genshin Impact can be a medium to practice the learners reading skills in a playful way. The learners will eventually read a lot more often also gain new vocabulary and at the same time know how to pronounce it. While playing the game, the learners will forcefully need to read the dialogue to follow the gameplay. And the teacher's role is to ask them what the vocabularies they gain from reading and following the gameplay.

In order to give a better understanding of the use of Genshin Impact, here is the complete way of how to conduct the reading class based on Genshin impact media:

1. The teacher asks the learners to play video game, specifically Genshin Impact.
2. In the next session or meeting, the teacher asks the learners to re-tell the story of the game that they follow in the gameplay.

f. Advantages and Disadvantages of Genshin Impact in Teaching Reading

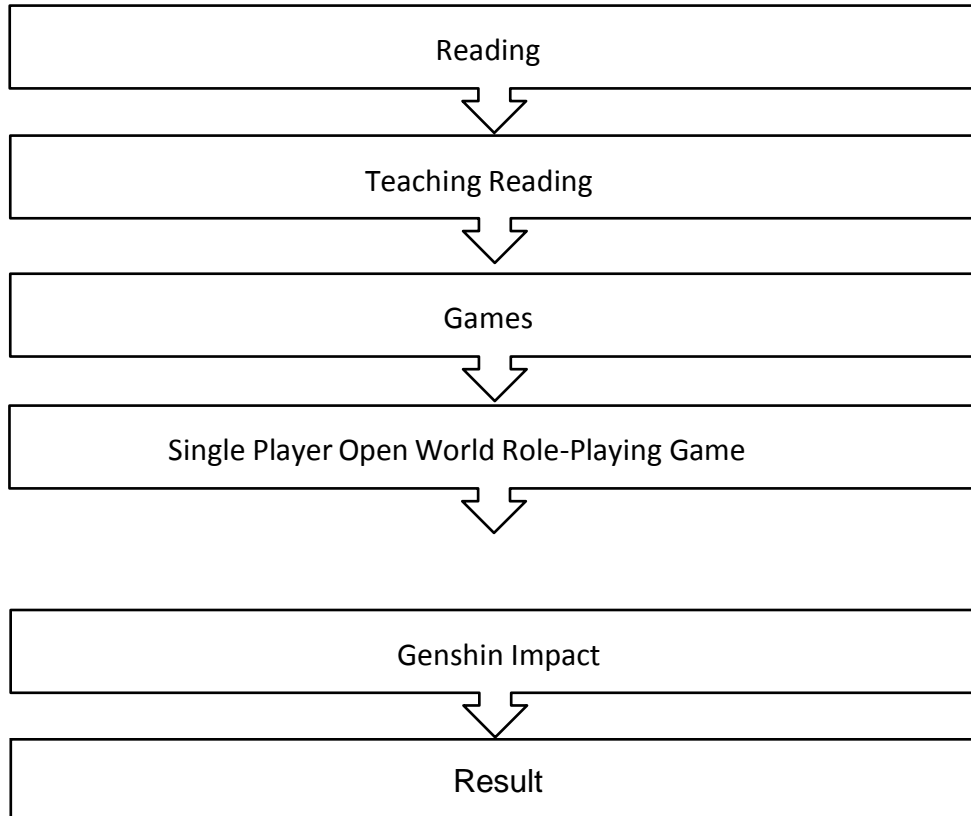
There are some advantages of utilizing Genshin Impact to teach reading in reading class:

1. Genshin Impact can be a fun way to learn new vocabulary,
2. The learners will enjoy their reading practice activity.

There are also some disadvantages to Genshin impact as follows:

1. The learners are able to fast forward and also skip the dialogues immediately.
2. The learners have a choice to just focus on the gameplay itself without following the storyline.

B. Theoretical Frame Work



Reading is one of the most fundamental abilities in language acquisition. Apart from writing, speaking, and listening, it cannot be separated from other language acquisition skills. It is a must for English language learners to master all of the aforementioned skills. Having a high reading skill is hoped to help enhance the progress of the other three language skills. Generally, reading skill is developed in a community with literary taste, in order to have a comprehensive

understanding of a passage and learn vocabulary. As much as the other skill, the reading skill is way more pleasurable to practice. “Reading is the act of making meaning in texts through recognition and comprehension with the aid of one’s eyes and mind”, Asutay (2016: 29) remarks. Reading ability is a crucial component of academic achievement. In any language lesson, reading is the most important activity.

Games are a fundamental component of children’s intellectual, social, and emotional development, (Hang & Zhang, 2020). Games are a natural way for learners to learn, and they are expected to assist learners in making the learning process more enjoyable and without putting them under stress. Boredom and exhaustion among learners are unavoidable during the teaching and learning process because of various variables that induce learners to believe that the learning and teaching process takes a long time. Learners become wearier when they are engaged in teaching and learning activities that do not involve the use of media. As a result, it can be reduced by utilizing media that promotes a sensation of relaxation while learning.

C. Hypothesis of the Study

Based on the theories above, the hypotheses want to propose as follows:

H_0 = Single Player Open World Role-playing Games are Affective to Improve Learners Reading Skill.

H_1 = Single Player Open World Role-playing Games are Not Affective to Improve Learners Reading Skill.

CHAPTER III

METHODS AND PROCEDURES

This chapter presents the place and time of research, research method, operational definition of variables, population, and sample, techniques for collecting the data, and techniques for analyzing the data.

A. Time and Place of the Study

This research was conducted for Young Adults. The research was conducted from Genshin Impact Community on social media from February to July. It was conducted on Young Adults aged 15-24 years old.

B. Method of the Study

The method of this study is the Quantitative descriptive method. Moreover, this research is having the goal to observe whether Single Player Open World Role-Playing games can influence learners' motivation in reading skill. To achieve this goal, and in attempt to answer the research questions presented below, the researcher collected data through using questionnaire. The data collected were analyzed statistically by using Likert-type scales. Goodwin (2012: 12)

stated that the scale used to write down an ordinal variable is often referred to Likert scale.

C. Operational Definition of Variables

The variable includes two types of variables, independent and dependent variables. Independent variables (X) are the variables that might cause, influence, or affect the outcome. On the other hand, dependent variables (Y) are variables that depend on the independent variables, (Creswell & Creswell, 2017).

The independent variable of this study is Single Player Open World Role-Playing Game, and this variable is represented by (X). and the dependent variable is Learners Motivation in Reading Skill which is represented by (Y).

D. Population and Sample

1. Population

The set or group of all the units to whom the research's findings are to be applied is referred to as the population. As per the definition of population, all the units to which research findings may be applied are included in it. In other words, a population is a grouping of all the units that have the variable attribute that is the subject of the study

and for which general conclusions may be drawn, Shukla (2020: 2). The research population consists of Young Adults.

2. Sample

A sample can be defined as a segment of the population that perfectly reflects it. This implies that the chosen units from the population as a sample must accurately manifest all of the traits of the various kinds of population units. Most studies collect data from sample units rather than the full population due to a variety of factors, and their conclusions are generalized to the entire population. By putting efforts to choose a sample and taking into account the ideal qualities of a sample, the sampling process can be performed accurately, Shukla (2022: 5). Therefore, the method used to select the sample is simple random sampling. The sample of this research was 40 people from Genshin Impact Community on social media.

E. Techniques for Collecting the Data

This study used a questionnaire as the research instrument. Moreover, the researcher used a self-structured questionnaire of The Perspective of Young Adults in Playing Single Player Open World Role-Playing Games. The questionnaire of The Perspective of Young Adults in Playing Single Player Open World Role-Playing Games has 15 statements and each statement is provided with five options of

choices namely; strongly disagree, disagree, neutral, agree, and strongly agree.

After being validated by the expert validation, it was found out that there were 2 statements that need to be dropped. It was number 7 and 8. Therefore, in total there were 13 statements that have been spread throughout Social Media, namely Whatsapp and Twitter.

F. Techniques for Analyzing the Data

The data analysis of this research used SPSS version 25 program and Product Moment Correlation to find out the influence of two variables, it was published by Karl Pearson, therefore it is often called by Pearson Correlation technique which was used to correlate two variables to another variable based on its correlation value. The analysis formula of the data:

$$P = \frac{f}{n} \times 100\%$$

Remarks:

P = Percentage

f = Frequency of respondents' responses

n = Number of respondents

Based on the results of the questionnaire gotten, the researcher calculated the final score with the following formula:

$$S = s \times f$$

Remarks:

S = Score

s = The score of the affirmative statement

f = Frequency of respondents' responses

After getting the final score, the researcher described it narratively using the following interpreted average score.

Table 3. 1 Interpreted Average Score

Interval	Criteria
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.20	Moderate
3.21 – 4.20	High

4.21 – 5.00	Very High
-------------	-----------

Source: Hamzah, Mansor et.al 2016

CHAPTER IV

FINDINGS AND INTERPRETATIONS

A. Findings

The respondents in this study were people who played Genshin Impact from Genshin Impact Community on social media. It was conducted on Young Adults ranging from 15-24 years old. As is already stated in the previous chapter, the following finding is based on the data that was gotten from the questionnaire.

Table 4. 1 The data of respondents based on the group social media messages

No.	Category	Frequency (n)	Percentage
1.	Whatsapp group	12	29%
2.	Twitter group	29	71%
total		41	100%

Source: Data processed by the researcher, 2022

Table 4.1 above shows the results related to the respondents based on the group social media messages from 41 respondents, there are 12 respondents (29%) from the Whatsapp group and 29 respondents (71%) from the Twitter group.

Table 4. 2 Characteristics of Respondents by Age

No.	Age (Years)	Frequency (n)	Percentage
1.	15	1	2.4%
2.	16	1	2.4%
3.	17	7	17.1%
4.	18	4	9.8%
5.	19	2	4.9%
6.	20	3	7.3%
7.	21	3	7.3%
8.	22	10	24.4%
9.	23	4	9.8%
10.	24	6	14.6%
Total		41	100%

Source: Data processed by the researcher, 2022

Table 4.2 above shows the results related to the characteristics of respondents based on age from 41 respondents. There is 1 respondent (2.4%) aged 15 years, 1 respondent (2.4%) aged 16 years, 7 respondents (17.1%) aged 17 years, 4 respondents (9.8%) aged 18 years, 2 respondents (4.9%) aged 19 years, 3 respondents (7.3%) aged 20 years, 3 respondents (7.3%) aged 21 years. 10 respondents (24.4%) aged 22 years, 4 respondents (9.8%) aged 23 years, and 6 respondents (14.6%) were 24 years old.

Table 4. 3 Characteristics of Respondents by Gender

No.	Gender	Frequency (n)	Percentage
1.	Male	16	39%
2.	Female	25	61%
Total		41	100%

Source: Data processed by the researcher, 2022

Table 4.3 above shows the characteristics of the respondents based on gender, from 41 respondents, 16 respondents (39%) were male and 25 respondents (61%) were female. Based on this study it is concluded that Genshin Impact players are dominated by women.

1. The respondents' responses to the questionnaire

The respondents' responses to the questionnaire shares are as followed:

Table 4. 4 Questionnaire: Online Games Can Improve Our Reading Skill:

The Perspective of Young Adults in Playing Single Player Open World Role-

Playing Games

No.	Statement/Pernyataan	Response				
		1	2	3	4	5
1.	<i>I like to play games.</i> Saya suka bermain games	0	1	1	8	31
2.	<i>I like to play Single Player</i>	0	1	2	14	24

	<p><i>Open World Role-playing Games (RPG).</i></p> <p>Saya suka bermain permainan bermain peran dunia terbuka pemain tunggal.</p>					
3.	<p><i>I like to play Genshin Impact.</i></p> <p>Saya suka bermain Genshin Impact.</p>	0	2	3	11	25
4.	<p><i>Games that have a plot are the type of games I play.</i></p> <p>Game yang memiliki alur cerita adalah jenis game yang saya mainkan.</p>	0	0	1	21	19
5.	<p><i>I find games that have a plot in it is a waste of time.</i></p> <p>Game yang memiliki alur cerita di dalamnya hanya buang-buang waktu.</p>	8	14	4	10	5
6.	<p><i>I believe that RPG (Genshin Impact) is the best platform to read better in English.</i></p> <p>Permainan bermain peran (Genshin Impact) adalah platform terbaik untuk dapat membaca lebih baik dalam Bahasa Inggris.</p>	0	0	6	20	15

7.	<i>Playing RPG (Genshin Impact) influence my reading skills.</i> Bermain permainan bermain peran (Genshin Impact) mempengaruhi kemampuan membaca saya.	0	0	4	23	14
8.	<i>My reading improved after playing RPG (Genshin Impact.)</i> Kemampuan membaca saya meningkat setelah bermain permainan bermain peran (Genshin Impact).	0	0	8	18	15
9.	<i>RPG (Genshin Impact) increase my frequency of participation in English reading activity.</i> Bermain permainan bermain peran (Genshin Impact) meningkatkan frekuensi partisipasi saya dalam kegiatan membaca Bahasa Inggris.	0	1	6	23	11
10.	<i>I learned new vocabularies of English Language after playing RPG (Genshin Impact).</i> Saya belajar kosakata Bahasa	0	2	2	17	20

	Inggris baru setelah bermain permainan bermain peran (Genshin Impact).					
11.	<i>Playing RPG (Genshin Impact) doesn't really affect my vocabulary mastery.</i> Permainan bermain peran (Genshin Impact) tidak terlalu mempengaruhi penguasaan kosata saya.	5	9	7	12	8
12.	<i>RPG (Genshin Impact) helps me to increase my confidence in reading.</i> Bermain permainan bermain peran (Genshin Impact) membantu saya meningkatkan kepercayaan diri saya dalam membaca.	0	1	4	23	13
13.	<i>RPG (Genshin Impact) don't really give me any effect.</i> Permainan bermain peran (Genshin Impact) tidak menunjukkan pengaruh yang signifikan.	8	11	7	8	7

Source: Data processed by the researcher, 2022

B. Interpretation

1. The interpretation of the questionnaire

After getting the respondents' responses to the questionnaire, the researcher analyzed the data to get the frequency, the percentage, and also the final score using the formulas written in chapter III. After getting the final score, the researcher will explain it narratively. The interpretations of each item in the questionnaire are as followed:

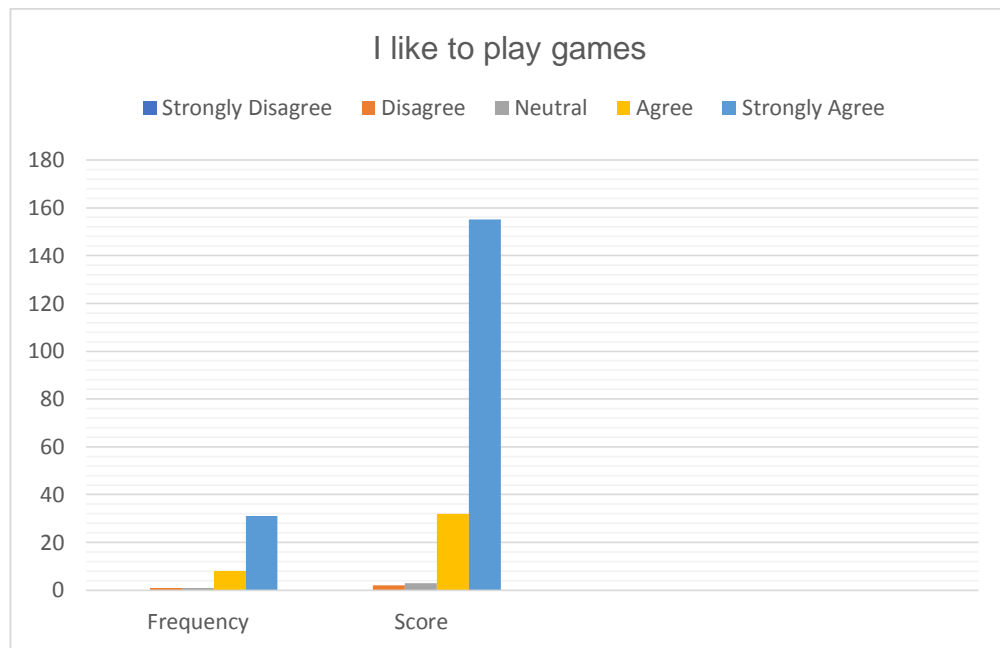
Table 4. 5 I like to play games

Answer	Scale	Frequency	Percentage	Score
Strongly Disagree	1	0	0%	0
Disagree	2	1	2.4%	2
Neutral	3	1	2.4%	3
Agree	4	8	19.5%	32
Strongly Agree	5	31	75.6%	155
Total		41	100%	192
Average Score		192 : 41 = 4.68		

Source: Data processed by the researcher, 2022

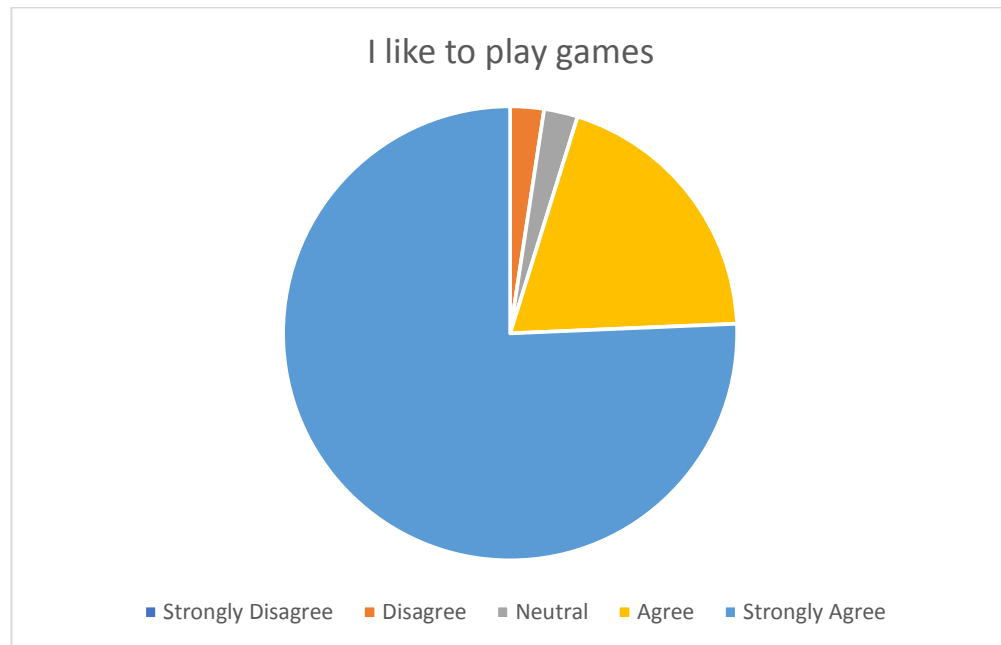
Table 4.5 above shows that from 41 respondents, no respondent (0%) chose strongly disagree, 1 respondent (2.4%) chose to disagree, 1 respondent (2.4%) chose neutral, 8 respondents (19.5%) chose agree, and 31 respondents (75.6%) chose strongly agree. The table also shows us that the average final score of this item

is 4.68. Based on the interpreted average score table, the score (4.68) is on a very high scale. It means that the respondents on average like to play games.



Graphic 4. 1 I like to play games 1.0

Graphic 4.1 above shows that from 41 respondents, no respondent chose strongly disagree so the affirmative score is 0, 1 respondent chose to disagree so the affirmative score is 2, 1 respondent chose neutral so the affirmative score is 2, 8 respondents chose to agree so the affirmative score is 32, and 31 respondents chose strongly agree so the affirmative score is 155.



Graphic 4. 2 I like to play games 2.0

Graphic 4.2 above shows that from 41 respondents, 0% chose strongly disagree, 2.4% chose to disagree, 2.4% chose neutral, 19.5% chose to agree, and 75.6% chose strongly agree.

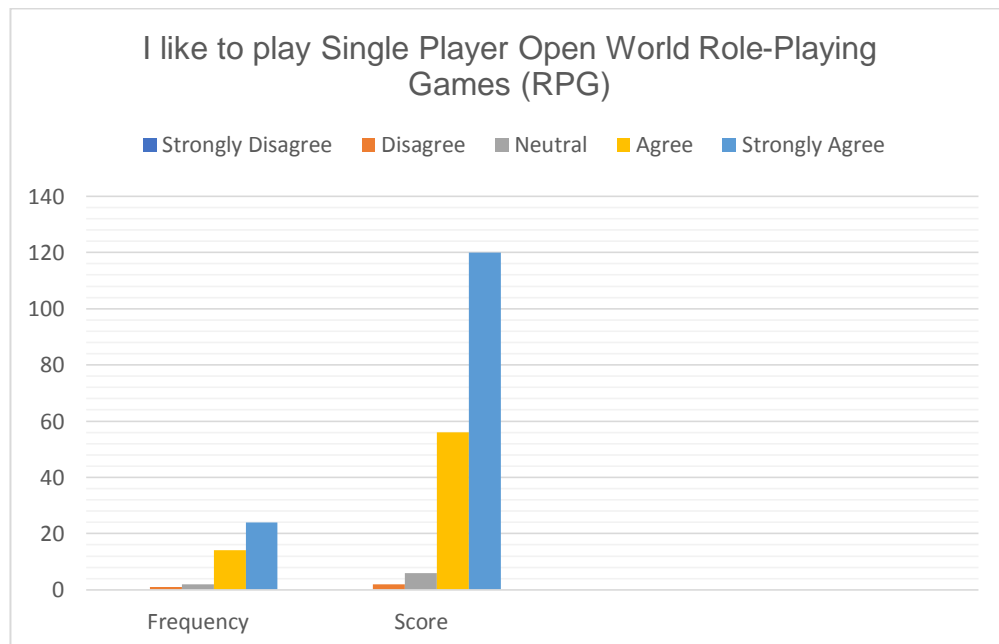
Table 4. 6 I like to play Single Player Open World Role-Playing Games (RPG)

Answer	Scale	Frequency	Percentage	Score
Strongly Disagree	1	0	0%	0
Disagree	2	1	2.4%	2
Neutral	3	2	4.9%	6
Agree	4	14	34.1%	56
Strongly Agree	5	24	58.5%	120
Total		41	100%	184

Average Score	184 : 41 = 4.48
----------------------	-----------------

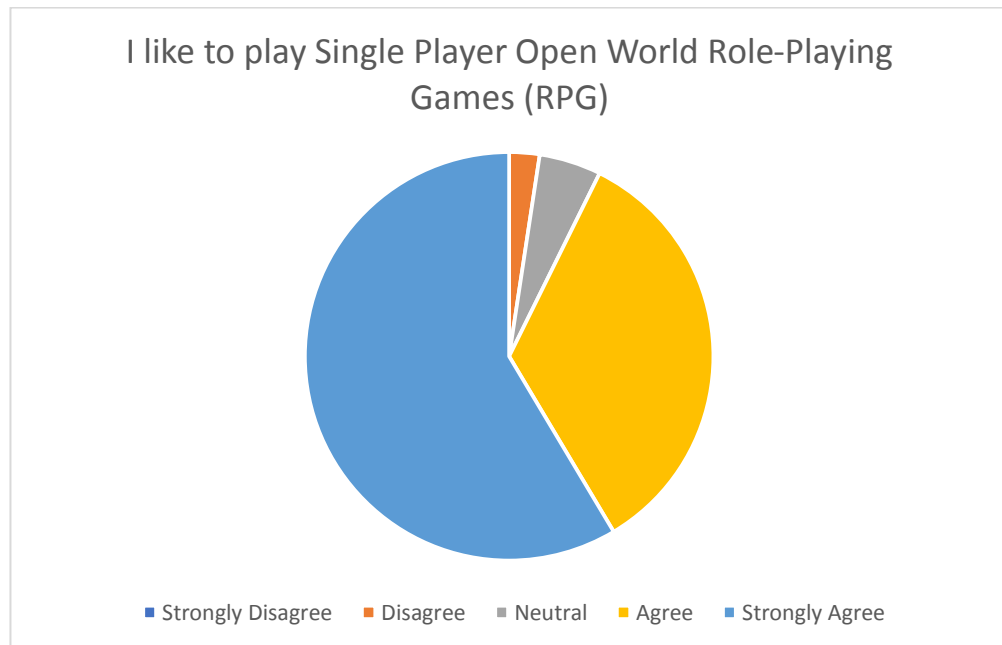
Source: Data processed by the researcher, 2022

Table 4.6 above shows that from 41 respondents, no respondent (0%) chose strongly disagree, 1 respondent (2.4%) chose to disagree, 2 respondents (4.9%) chose neutral, 14 respondents (34.1%) chose agree, and 24 respondents (58.5%) chose strongly agree. The table also shows us that the average final score of this item is 4.48. Based on the interpreted average score table, the score (4.48) is on a very high scale. It means that the respondents on average like to play Single Player Open World Role-Playing Games (RPG).



Graphic 4.3 I like to play Single Player Open World Role-Playing Games (RPG) 1.0

Graphic 4.3 above shows that from 41 respondents, no respondent chose strongly disagree so the affirmative score is 0, 1 respondent chose to disagree so the affirmative score is 2, 2 respondents chose neutral so the affirmative score is 6, 14 respondents chose to agree so the affirmative score is 56, and 24 respondents chose strongly agree so the affirmative score is 120.



Graphic 4. 4 I like to play Single Player Open World Role-Playing Games (RPG) 2.0

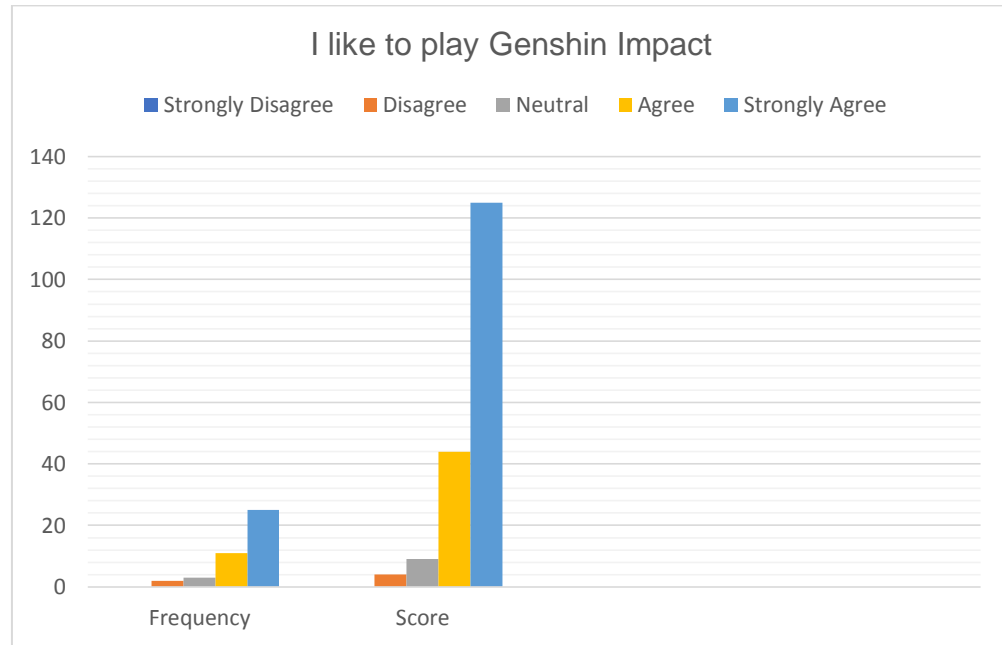
Graphic 4.4 above shows that from 41 respondents, 0% chose strongly disagree, 2.4% chose to disagree, 4.9% chose neutral, 34.1% chose to agree, and 58.5% chose strongly agree.

Table 4. 7 I like to play Genshin Impact

Answer	Scale	Frequency	Percentage	Score
Strongly Disagree	1	0	0%	0
Disagree	2	2	4.9%	4
Neutral	3	3	7.3%	9
Agree	4	11	26.8%	44
Strongly Agree	5	25	61%	125
Total		41	100%	182
Average Score		182 : 41 = 4.43		

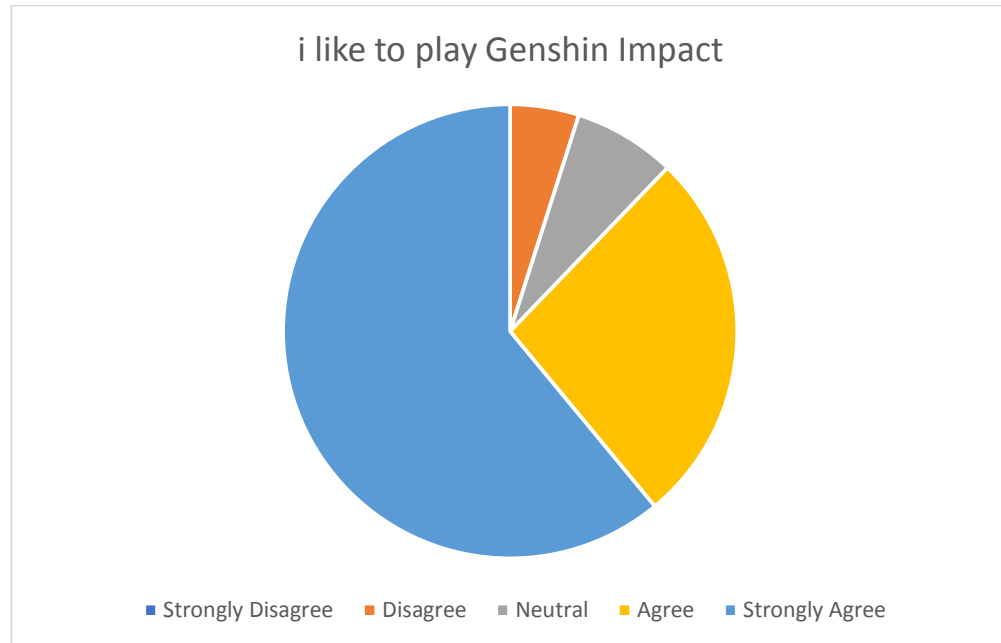
Source: Data processed by the researcher, 2022

Table 4.7 above shows that from 41 respondents, no respondent (0%) chose strongly disagree, 2 respondents (7.3%) chose neutral, 11 respondents (26.8%) chose agree, and 25 respondents (61%) chose strongly agree. The table also shows us that the average final score of this item is 4.43. Based on the interpreted average score table, the score (4.43) is on a very high scale. It means that the respondents on average like to play Genshin Impact.



Graphic 4. 5 I like to play Genshin Impact 1.0

Graphic 4.5 above shows that from 41 respondents, no respondent chose strongly disagree so the affirmative score is 0, 2 respondents chose to disagree so the affirmative score is 4, 3 respondents chose neutral so the affirmative score is 9, 11 respondents chose to agree so the affirmative score is 44, and 25 respondents chose strongly agree so the affirmative score is 125.



Graphic 4. 6 I like to play Genshin Impact 2.0

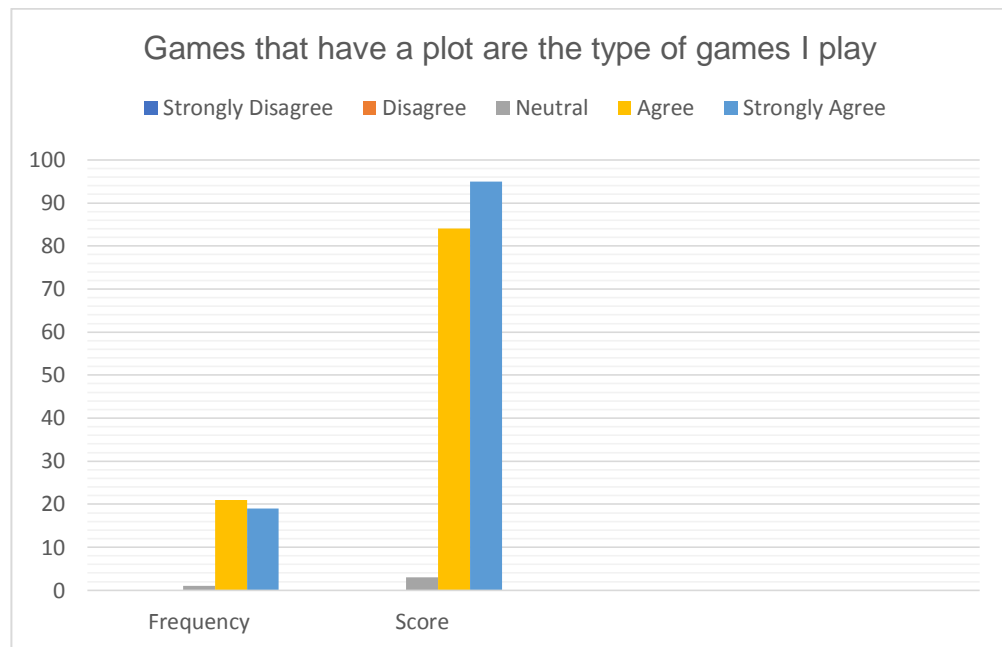
Graphic 4.6 above shows that from 41 respondents, 0% chose strongly disagree, 4.9% chose to disagree, 7.3% chose neutral, 26.8% chose to agree, and 61% chose strongly agree.

Table 4. 8 Games that have a plot are the type of games I play

Answer	Scale	Frequency	Percentage	Score
Strongly Disagree	1	0	0%	0
Disagree	2	0	0%	0
Neutral	3	1	2.4%	3
Agree	4	21	51.2%	84
Strongly Agree	5	19	46.3%	95
Total		41	100%	182
Average Score		182 : 41 = 4.43		

Source: Data processed by the research, 2022

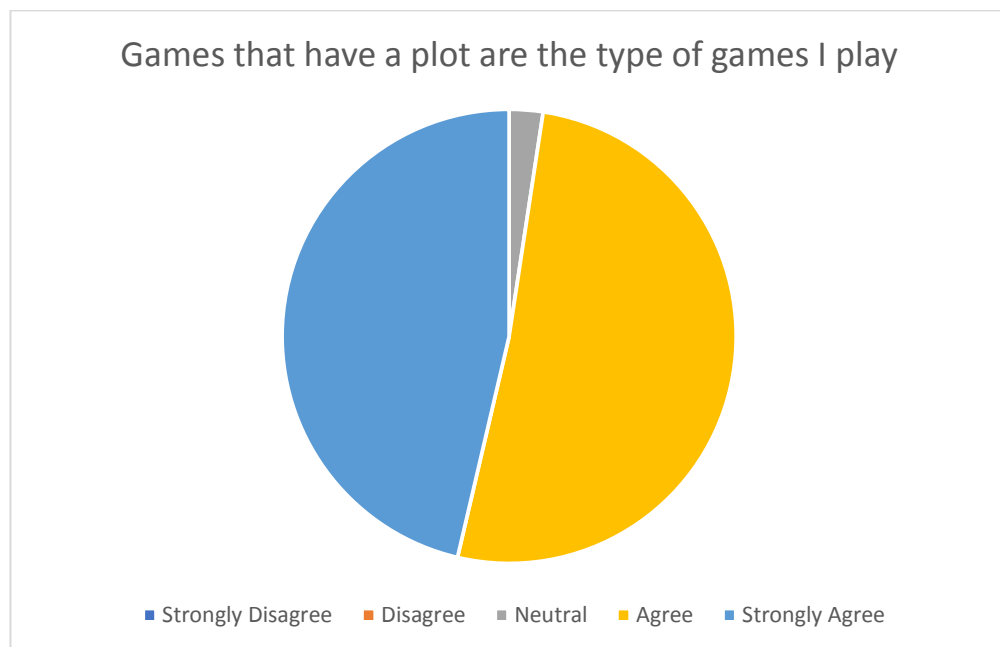
Table 4.8 above shows that from 41 respondents, no respondent (0%) chose strongly disagree, no respondent (0%) chose disagree, 1 respondent (2.4%) chose neutral, 21 respondents (51.2%) chose agree, and 19 respondents (46.3%) chose strongly agree. The table also shows us that the average final score of this item is 4.43. Based on the interpreted average score table, the score (4.43) is on a very high scale. It means that the respondents on average like to play games that have a story plot.



Graphic 4. 7 Games that have a plot are the type of games I play 1.0

Graphic 4.7 above shows that from 41 respondents, no respondent chose strongly disagree so the affirmative score is 0, no

respondent chose to disagree so the affirmative score is 0, 1 respondent chose neutral so the affirmative score is 3, 21 respondents chose to agree so the affirmative score is 84, and 19 respondents chose strongly agree so the affirmative score is 95.



Graphic 4. 8 Games that have a plot are the type of games I play 2.0

Graphic 4.8 above shows that from 41 respondents, 0% chose strongly disagree, 0% chose to disagree, 2.4% chose neutral, 51.2% chose to agree, and 46.3% chose strongly agree.

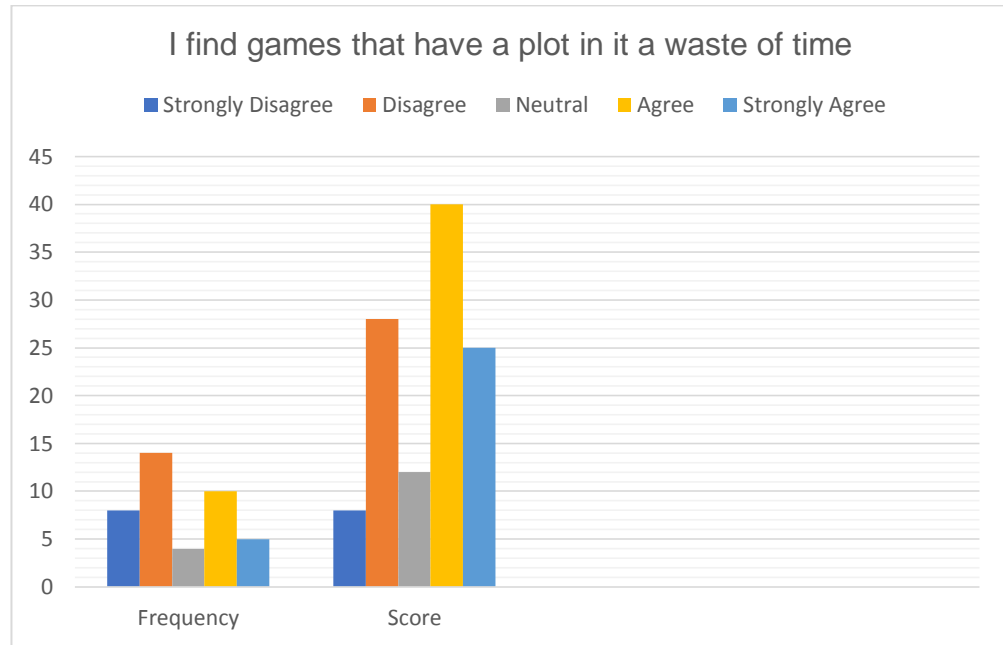
Table 4. 9 I find games that have a plot in it is a waste of time

Answer	Scale	Frequency	Percentage	Score
Strongly Disagree	1	8	19.5%	8

Disagree	2	14	34.1%	28
Neutral	3	4	9.8%	12
Agree	4	10	24.4%	40
Strongly Agree	5	5	12.2%	25
Total		41	100%	113
Average Score	113 : 41 = 2.75			

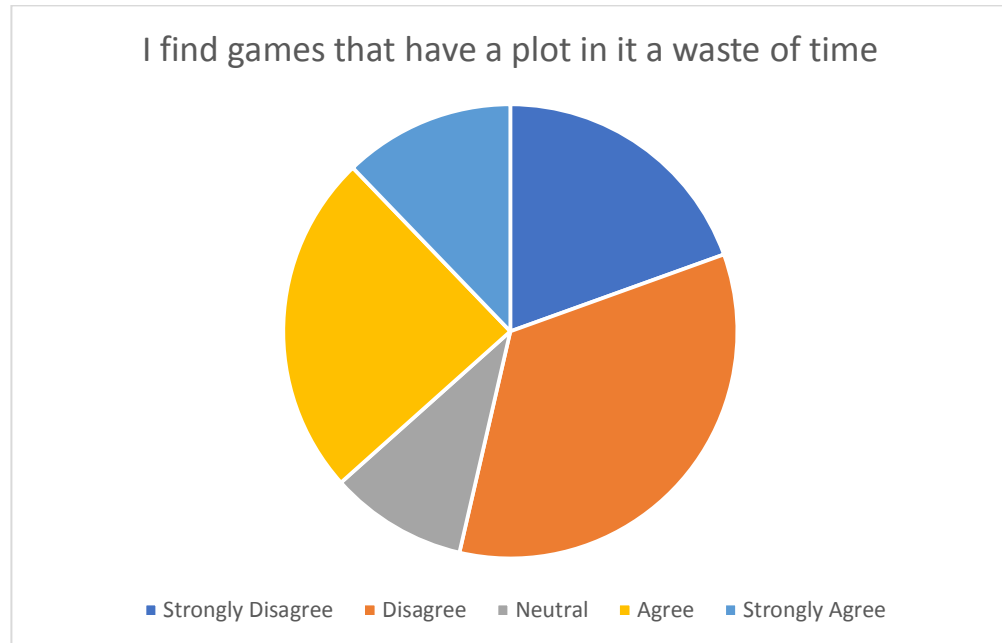
Source: Data processed by the researcher, 2022

Table 4.9 above shows that from 41 respondents, 8 respondents (19.5%) chose strongly disagree, 14 respondents (34.1%) chose disagree, 4 respondents (9.8%) chose neutral, 10 respondents (24.4%) chose agree, and 5 respondents (12.2%) chose strongly agree. The table also shows us that the average final score of this item is 2.75. Based on the interpreted average score table, the score (2.75) is on a moderate scale. It means that some of the respondents think that games that have a plot in them is a waste of time.



Graphic 4. 9 I find games that have a plot in it is waste of time 1.0

Graphic 4.9 above shows that that from 41 respondents, 8 respondents chose strongly disagree so the affirmative score is 8, 14 respondents chose to disagree so the affirmative score is 28, 4 respondents chose neutral so the affirmative score is 12, 10 respondents chose to agree so the affirmative score is 40, and 5 respondents chose strongly agree so the affirmative score is 25.



Graphic 4. 10 I find games that have a plot in it a waste of time 2.0

Graphic 4.10 above shows that from 41 respondents, 19.5% chose strongly disagree, 34.1% chose to disagree, 9.8% chose neutral, 24.4% chose to agree, and 12.2% chose strongly agree.

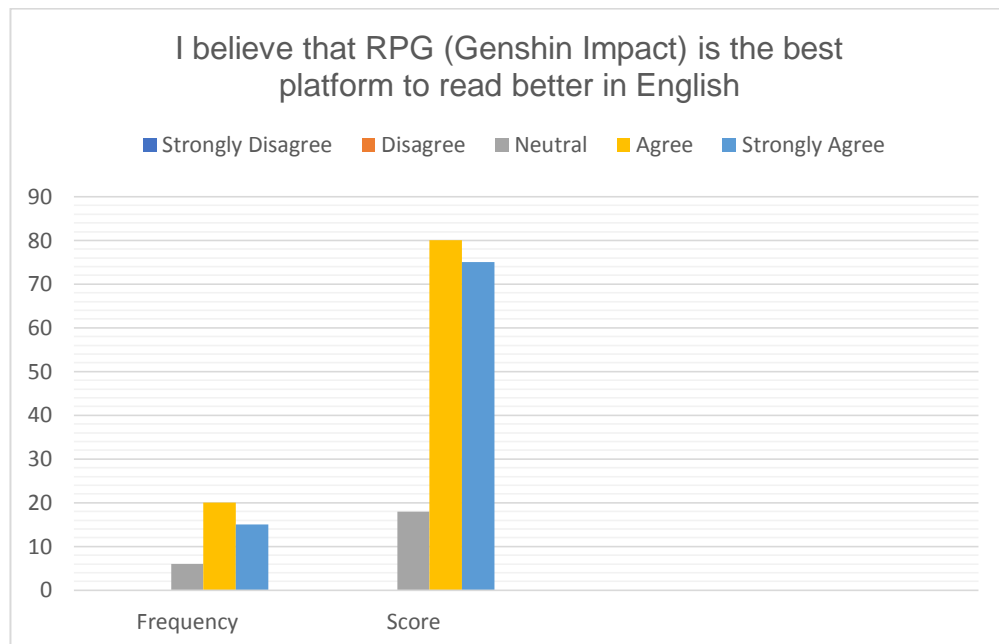
Table 4. 10 I believe that RPG (Genshin Impact) is the best platform to read better in English

Answer	Scale	Frequency	Percentage	Score
Strongly Disagree	1	0	0%	0
Disagree	2	0	0%	0
Neutral	3	6	14.6%	18
Agree	4	20	48.8%	60
Strongly Agree	5	15	36.6%	75
Total		41	100%	173

Average Score	$173 : 41 = 4.21$
----------------------	-------------------

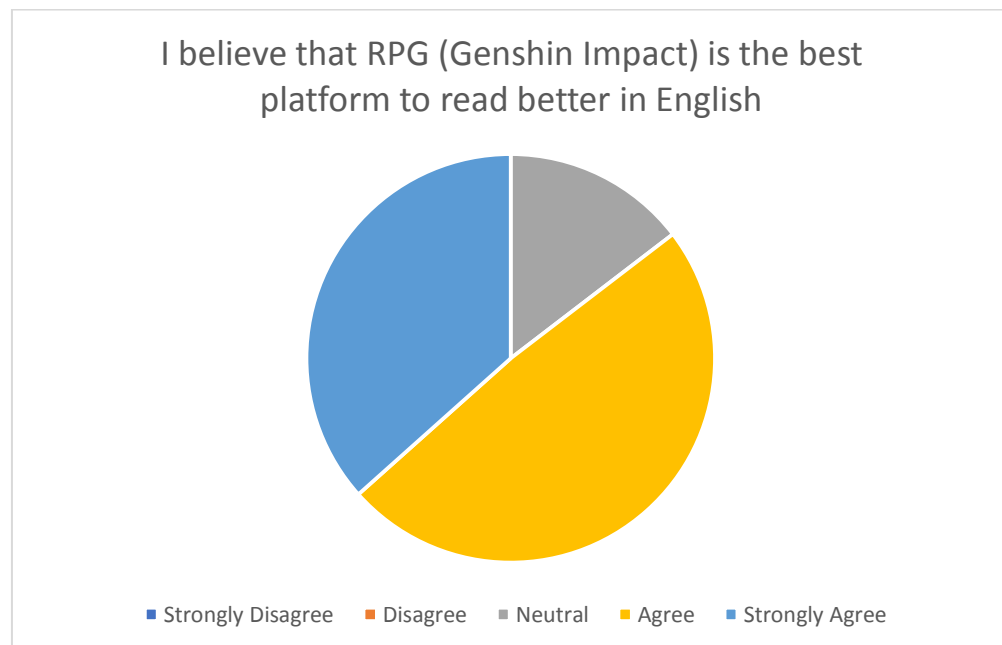
Source: Data processed by the researcher, 2022

Table 4.10 above shows that from 41 respondents, no respondent (0%) chose strongly disagree, no respondent (0%) chose disagree, 6 respondents (14.6%) chose neutral, 20 respondents (48.8%) chose agree, and 15 respondents (36.6%) chose strongly agree. The table also shows us that the average final score of this item is 4.21. Based on the interpreted average score table, the score (4.21) is on a high scale. It means that most of the respondents believe that RPG (Genshin Impact) is the best platform to read better in English.



Graphic 4. 11 I believe that RPG (Genshin Impact) is the best platform to read better in English 1.0

Graphic 4.11 above shows that from 41 respondents, no respondent chose strongly disagree so the affirmative score is 0, no respondent chose to disagree so the affirmative score is 0, 6 respondents chose neutral so the affirmative score is 18, 20 respondents chose to agree so the affirmative score is 80, and 15 respondents chose strongly agree so the affirmative score is 75.



Graphic 4. 12 I believe that RPG (Genshin Impact) is the best platform to read better in English 2.0

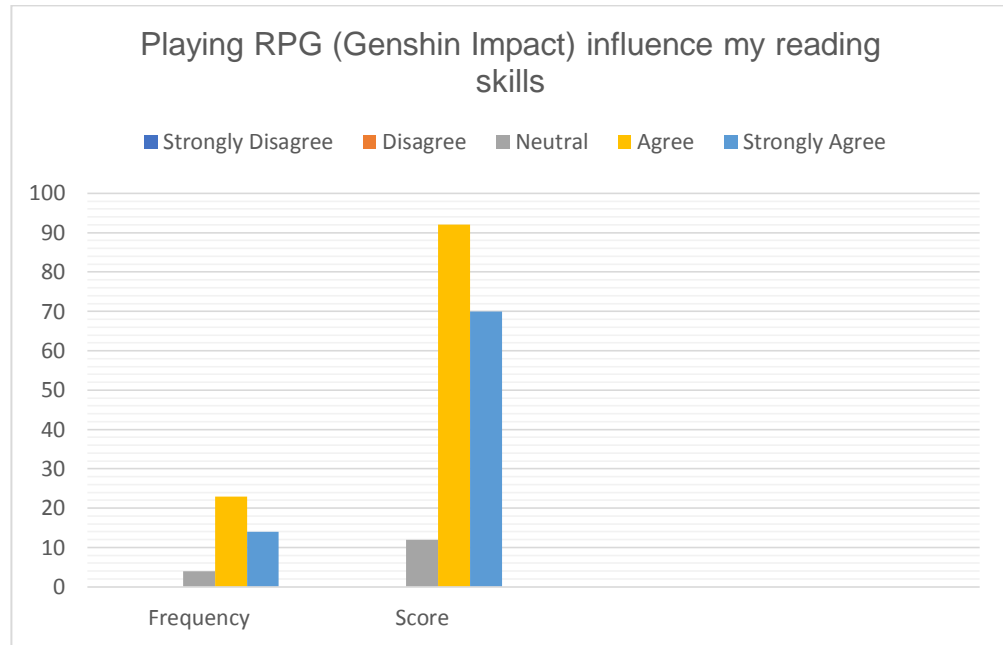
Graphic 4.12 above shows that from 41 respondents, 0% chose strongly disagree, 0% chose to disagree, 14.6% chose neutral, 48.8% chose to agree, and 36.6% chose strongly agree.

Table 4. 11 Playing RPG (Genshin Impact) influence my reading skills

Answer	Scale	Frequency	Percentage	Score
Strongly Disagree	1	0	0%	0
Disagree	2	0	0%	0
Neutral	3	4	9.8%	12
Agree	4	23	56.1%	92
Strongly Agree	5	14	34.1%	70
Total		41	100%	174
Average Score		174 : 41 = 4.24		

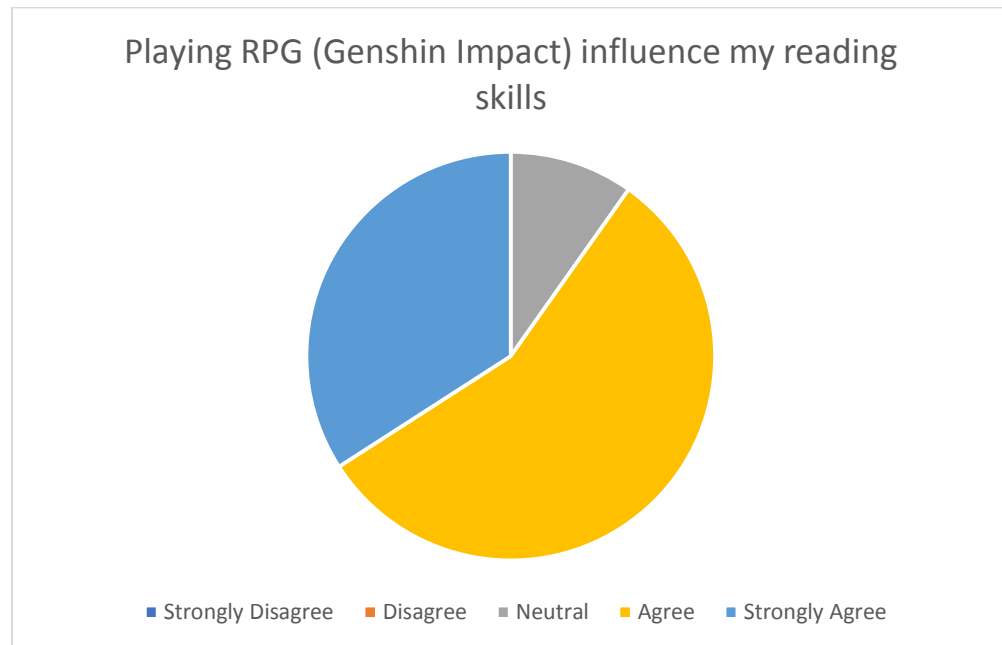
Source: Data processed by the researcher, 2022

Table 4.11 above shows that from 41 respondents, no respondent (0%) chose strongly disagree, no respondent (0%) chose disagree, 4 respondents (9.8%) chose neutral, 23 respondents (56.1%) chose agree, and 14 respondents (34.1%) chose strongly agree. The table also shows us that the average final score of this item is 4.24. Based on the interpreted average score table, the score (4.24) is on a high scale. It means that most of the respondents believe that playing RPG (Genshin Impact) influence their reading skills.



Graphic 4. 13 Playing RPG (Genshin Impact) influence my reading skills 1.0

Graphic 4.13 above shows that from 41 respondents, no respondent chose strongly disagree so the affirmative score is 0, no respondent chose to disagree so the affirmative score is 0, 4 respondents chose neutral so the affirmative score is 12, 23 respondents chose to agree so the affirmative score is 92, and 14 respondents chose strongly agree so the affirmative score is 70.



Graphic 4. 14 Playing RPG (Genshin Impact) influence my reading skills 2.0

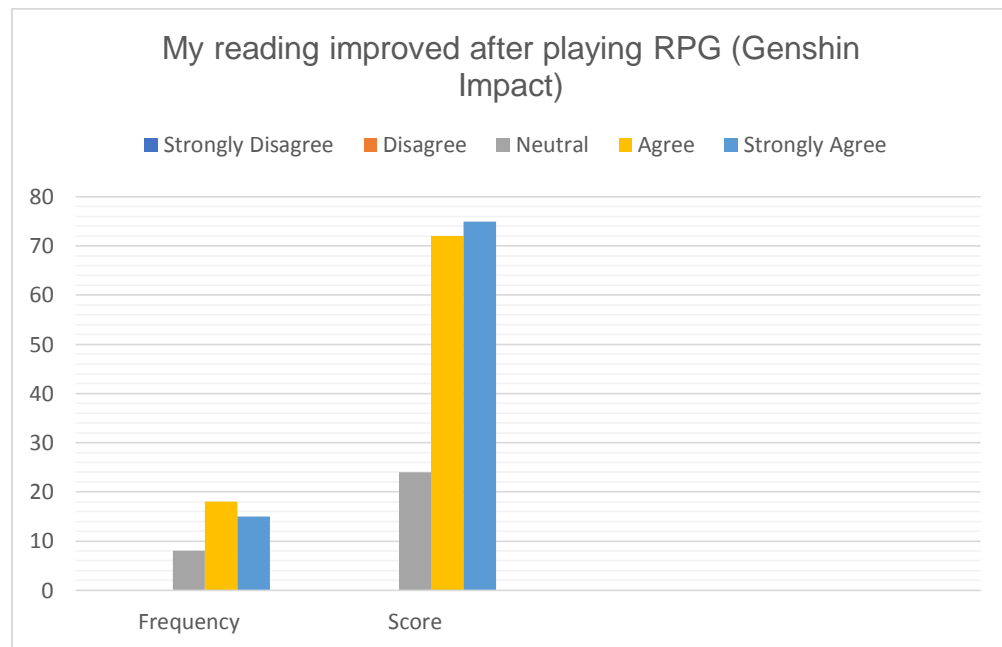
Graphic 4.14 above shows that from 41 respondents, 0% chose strongly disagree, 0% chose to disagree, 9.8% chose neutral, 56.1% chose to agree, and 34.1% chose strongly agree.

Table 4. 12 My reading improved after playing RPG (Genshin Impact)

Answer	Scale	Frequency	Percentage	Score
Strongly Disagree	1	0	0%	0
Disagree	2	0	0%	0
Neutral	3	8	19,5%	24
Agree	4	18	43,9%	72
Strongly Agree	5	15	36,6%	75
Total		41	100%	171
Average Score		171 : 41 = 4.17		

Source: Data processed by the researcher, 2022

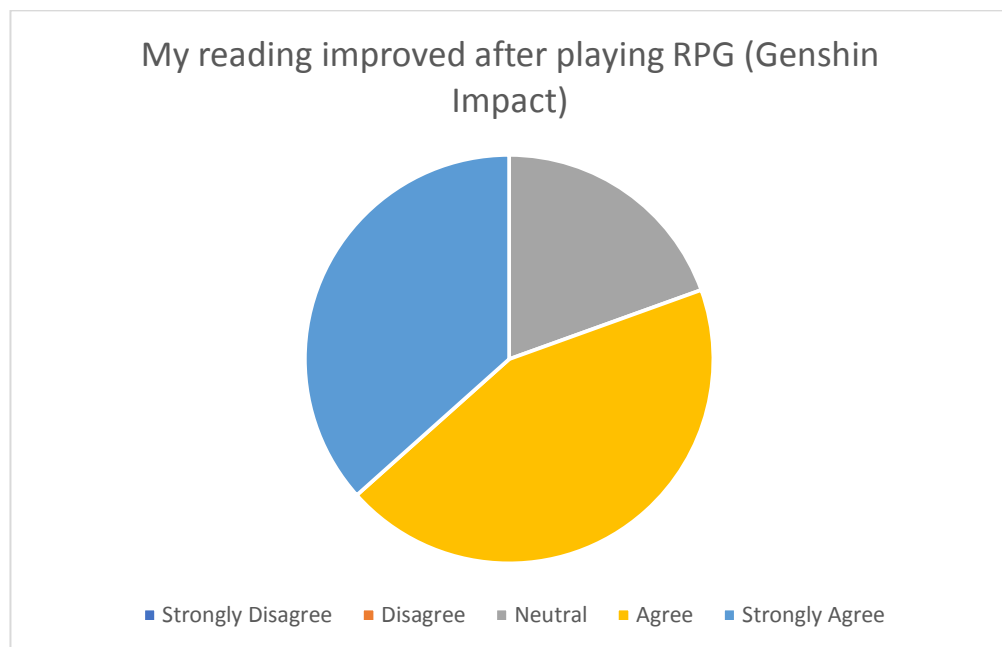
Table 4.12 above shows that from 41 respondents, no respondent (0%) chose strongly disagree, no respondent (0%) chose disagree, 8 respondents (19.5%) chose neutral, 18 respondents (43.9%) chose agree, and 15 respondents (36.6%) chose strongly agree. The table also shows us that the average final score of this item is 4.17. Based on the interpreted average score table, the score (4.17) is on a high scale. It means that most of the respondents improved their reading after playing RPG (Genshin Impact).



Graphic 4. 15 My reading improved after playing RPG (Genshin Impact) 1.0

Graphic 4.15 above shows that from 41 respondents, no respondent chose strongly disagree so the affirmative score is 0, no

respondent chose to disagree so the affirmative score is 0, 8 respondents chose neutral so the affirmative score is 24, 18 respondents chose to agree so the affirmative score is 72, and 15 respondents chose strongly agree so the affirmative score is 75.



Graphic 4. 16 My reading improved after playing RPG (Genshin Impact) 2.0

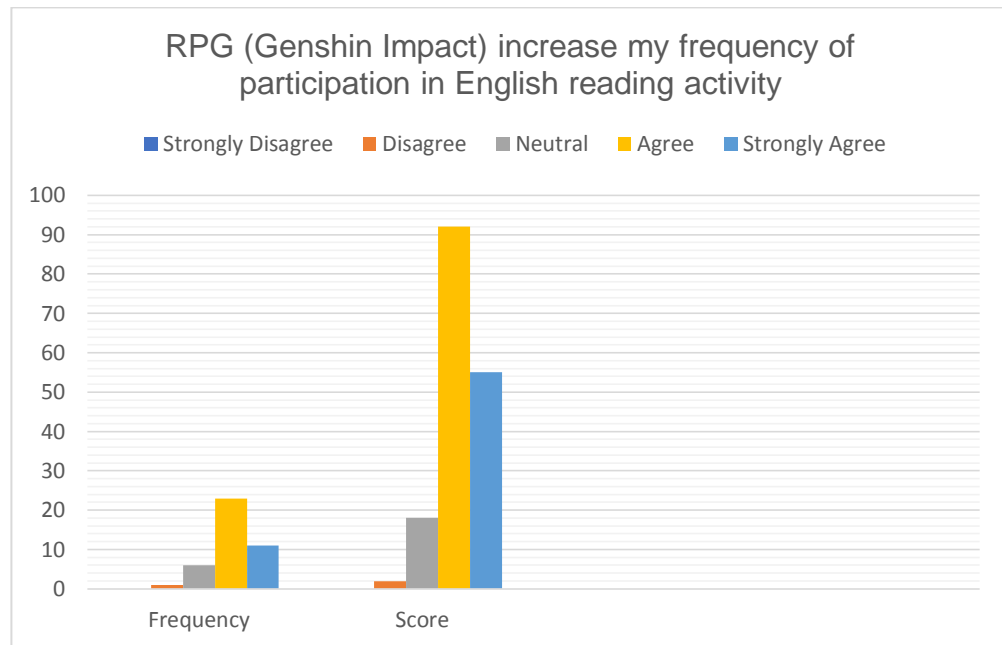
Graphic 4.16 above shows that from 41 respondents, 0% chose strongly disagree, 0% chose to disagree, 19.5% chose neutral, 43.9% chose to agree, and 36.6% chose strongly agree.

Table 4. 13 RPG (Genshin Impact) increase my frequency of participation in English reading activity

Answer	Scale	Frequency	Percentage	Score
Strongly Disagree	1	0	0%	0
Disagree	2	1	2.4%	2
Neutral	3	6	14.6%	18
Agree	4	23	56.1%	92
Strongly Agree	5	11	26.8%	55
Total		41	100%	167
Average Score		167 : 41 = 4.07		

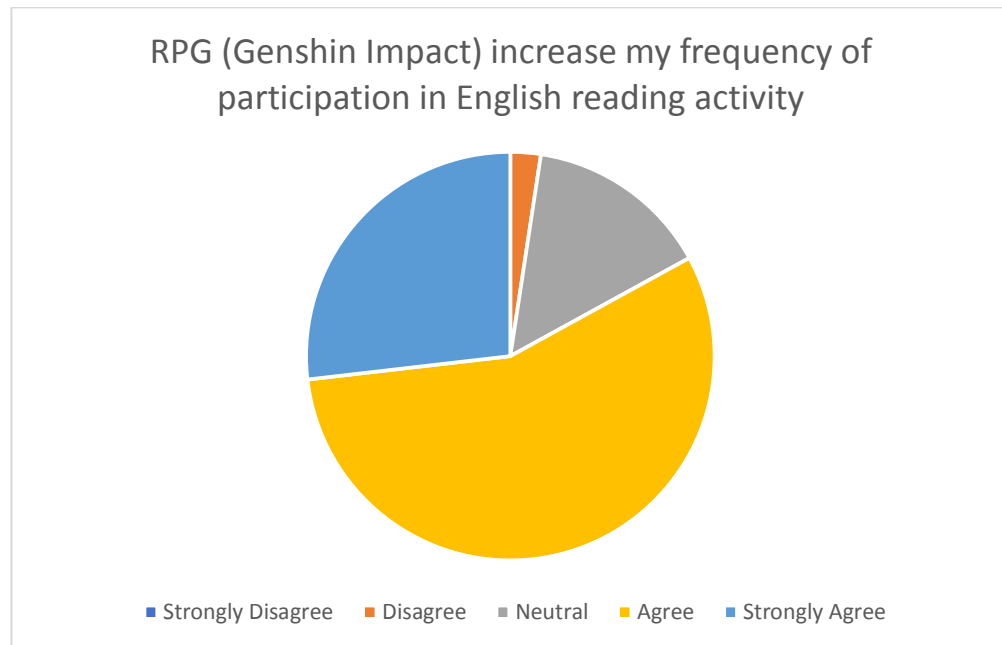
Source: Data processed by the researcher, 2022

Table 4.13 above shows that from 41 respondents, no respondent (0%) chose strongly disagree, 1 respondent (2.4%) chose neutral. 23 respondents (56.1%) chose agree, and 11 respondents (26.8%) chose strongly agree. The table also shows us that the average final score of this item is 4.07. Based on the interpreted average score table, the score (4.07) is on a high scale. it means that most of the respondents agree that RPG (Genshin Impact) increased their frequency in participating in English learning activities.



Graphic 4. 17 RPG (Genshin Impact) increase my frequency of participation in English reading activity 1.0

Graphic 4.17 above shows that from 41 respondents, no respondent chose strongly disagree so the affirmative score is 0, 1 respondent chose to disagree so the affirmative score is 2, 6 respondents chose neutral so the affirmative score is 18, 23 respondents chose to agree so the affirmative score is 92, and 11 respondents chose strongly agree so the affirmative score is 55.



Graphic 4. 18 RPG (Genshin Impact) increase my frequency of participation in English reading activity 2.0

Graphic 4.18 above shows that from 41 respondents, 0% chose strongly disagree, 2.4% chose to disagree, 14.6% chose neutral, 56.1% chose to agree, and 26.8% chose strongly agree.

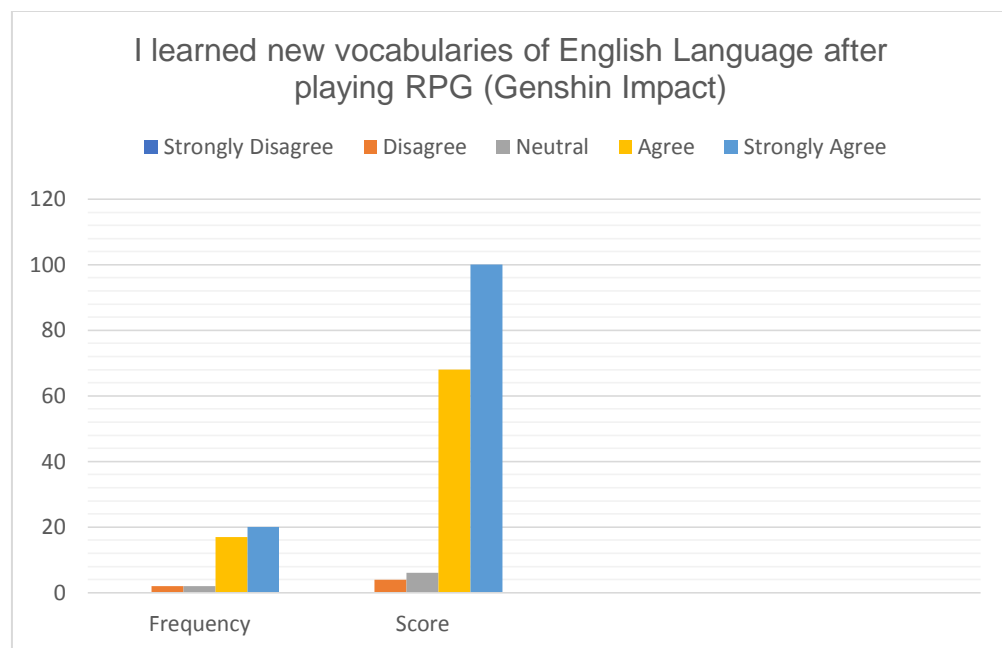
Table 4. 14 I learned new vocabularies of English Language after playing RPG (Genshin Impact)

Answer	Scale	Frequency	Percentage	Score
Strongly Disagree	1	0	0%	0
Disagree	2	2	4.9%	4
Neutral	3	2	4.9%	6
Agree	4	17	41.5%	68
Strongly Agree	5	20	48.8%	100

Total	41	100%	178
Average Score	178 : 41 = 4.34		

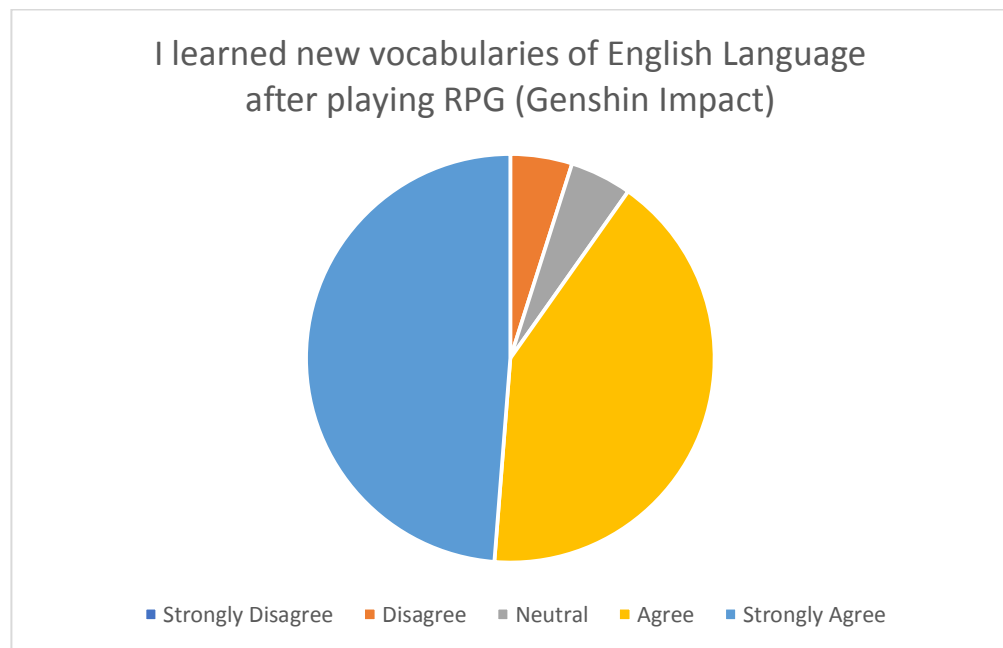
Source: Data processed by the researcher, 2022

Table 4.14 above shows that from 41 respondents, no respondents (0%) chose strongly disagree, 2 respondents (4.9%) chose disagree, 2 respondents (4.9%) chose neutral, 17 respondents (41.5%) chose agree, and 20 respondents (48.8%) chose strongly agree. The table also shows us that the average final score of this item is 4.34. Based on the interpreted average score table, the score (4.34) is on a very high scale. It means that most of the respondents agree that they learned new vocabularies of English Language after playing RPG (Genshin Impact).



Graphic 4. 19 I learned new vocabularies of English Language after playing
RPG (Genshin Impact) 1.0

Graphic 4.19 above shows that from 41 respondents, no respondent chose strongly disagree so the affirmative score is 0, 2 respondents chose to disagree so the affirmative score is 4, 2 respondents chose neutral so the affirmative score is 6, 17 respondents chose to agree so the affirmative score is 68, and 20 respondents chose strongly agree so the affirmative score is 100.



Graphic 4. 20 I learned new vocabularies of English Language after playing
RPG (Genshin Impact) 2.0

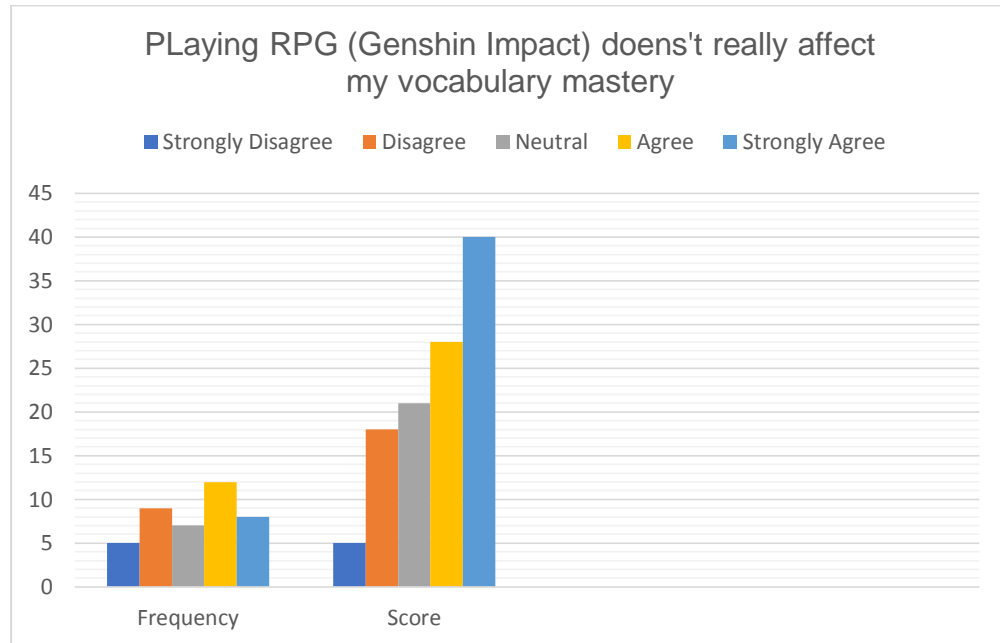
Graphic 4.20 above shows that from 41 respondents, 0% chose strongly disagree, 4.9% chose to disagree, 4.9% chose neutral, 41.5% chose to agree, and 48.8% chose strongly agree.

Table 4. 15 Playing RPG (Genshin Impact) doesn't really affect my vocabulary mastery

Answer	Scale	Frequency	Percentage	Score
Strongly Disagree	1	5	12.2%	5
Disagree	2	9	22%	18
Neutral	3	7	17.1%	21
Agree	4	12	29.3%	28
Strongly Agree	5	8	19.5%	40
Total		41	100%	112
Average Score		112 : 41 = 2.73		

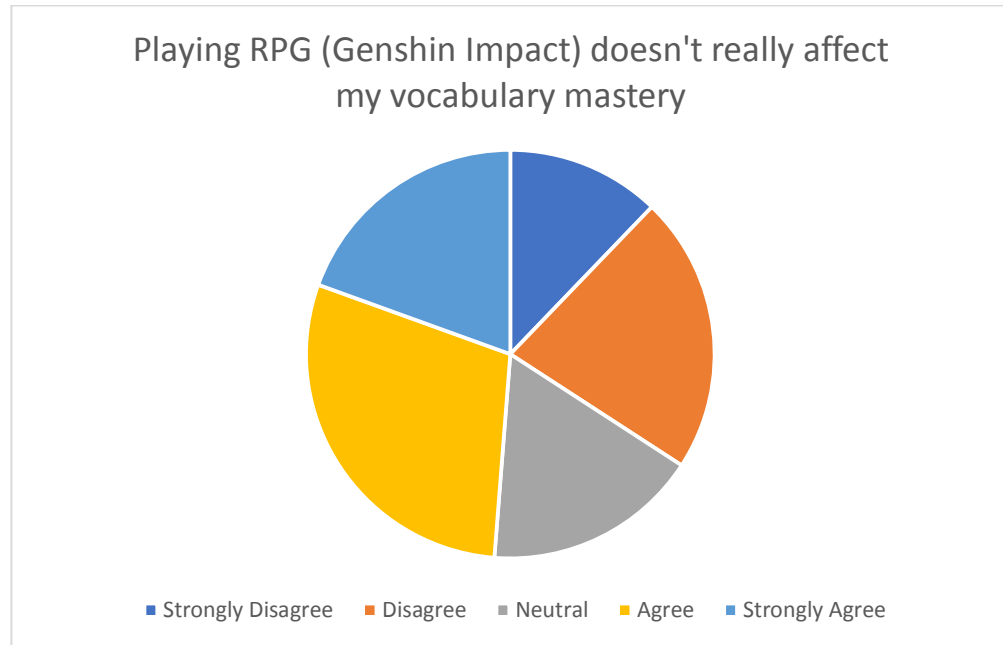
Source: Data processed by the researcher, 2022

Table 4.15 above shows that from 41 respondents, 5 respondents (12.2%) chose strongly disagree, 9 respondents (22%) chose disagree, 7 respondents (17.1%) chose neutral, 12 respondents (29.3%) chose agree, and 8 respondents (19.5%) chose strongly agree. The table also shows us that the average final score of this item is 2.73. Based on the interpreted average score table, the score (2.73) is on a moderate scale. It means that some of the respondents think that playing RPG (Genshin Impact) affect their vocabulary mastery.



Graphic 4. 21 Playing RPG (Genshin Impact) doesn't really affect my vocabulary mastery 1.0

Graphic 4.21 above shows that from 41 respondents, 5 respondents chose strongly disagree so the affirmative score is 5, 9 respondents chose to disagree so the affirmative score is 18, 7 respondents chose neutral so the affirmative score is 21, 12 respondents chose to agree so the affirmative score is 28, and 8 respondents chose strongly agree so the affirmative score is 40.



Graphic 4. 22 Playing RPG (Genshin Impact) doesn't really affect my vocabulary mastery 2.0

Graphic 4.22 above shows that from 41 respondents, 12.2% chose strongly disagree, 22.2% chose to disagree, 17.1% chose neutral, 29.3% chose to agree, and 19.5% chose strongly agree.

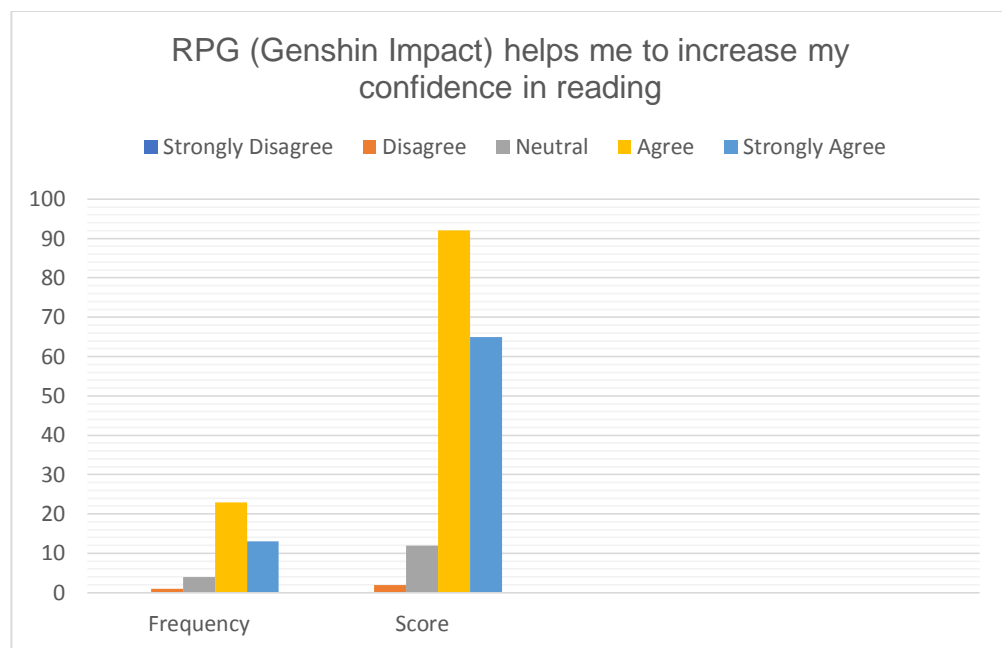
Table 4. 16 RPG (Genshin Impact) helps me to increase my confidence in reading

Answer	Scale	Frequency	Percentage	Score
Strongly Disagree	1	0	0%	0
Disagree	2	1	2.4%	2
Neutral	3	4	9.8%	12
Agree	4	23	56.1%	92
Strongly Agree	5	13	31.7%	65

Total	41	100%	171
Average Score	171 : 41 = 4.17		

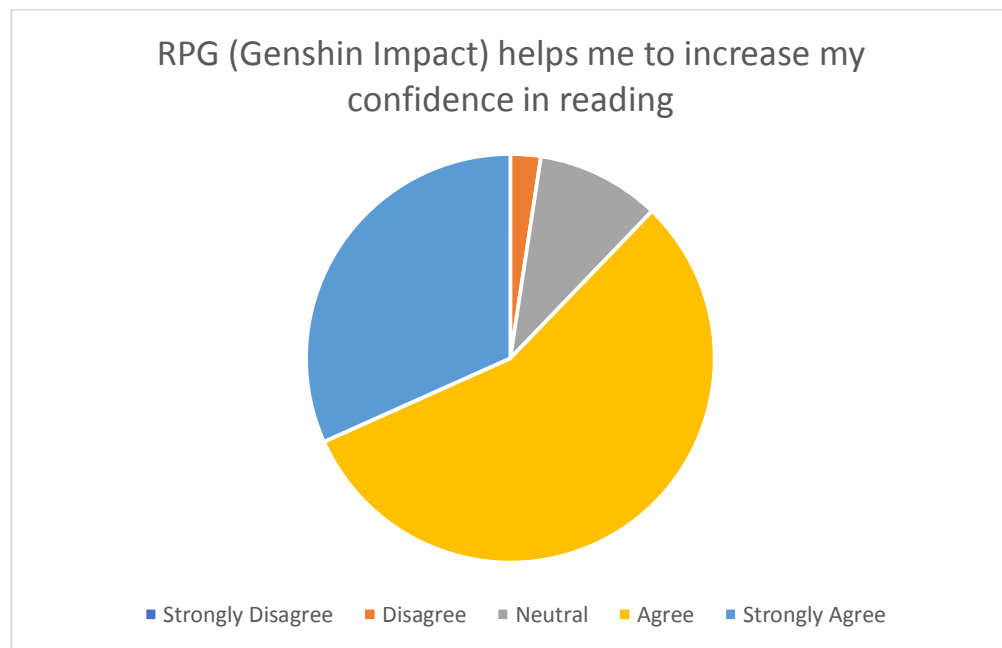
Source: Data processed by the researcher, 2022

Table 4.16 above shows that from 41 respondents, 0 respondent (0%) chose strongly disagree, 1 respondent (2.4%) chose disagree, 4 respondents (4.9%) chose neutral, 23 respondents (56.1%) chose agree, and 13 respondents (31.7%) chose strongly agree. The table also shows us that the average final score of this item is 4.17. Based on the interpreted average score table, the score (4.17) is on a high scale. It means that most of the respondents think that playing RPG (Genshin Impact) helps increase their confidence in reading.



Graphic 4. 23 RPG (Genshin Impact) helps me to increase my confidence in reading 1.0

Graphic 4.23 above shows that from 41 respondents, no respondent chose strongly disagree so the affirmative score is 0, 1 respondent chose to disagree so the affirmative score is 2, 4 respondents chose neutral so the affirmative score is 12, 23 respondents chose to agree so the affirmative score is 92, and 13 respondents chose strongly agree so the affirmative score is 65.



Graphic 4. 24 RPG (Genshin Impact) helps me to increase my confidence in reading 2.0

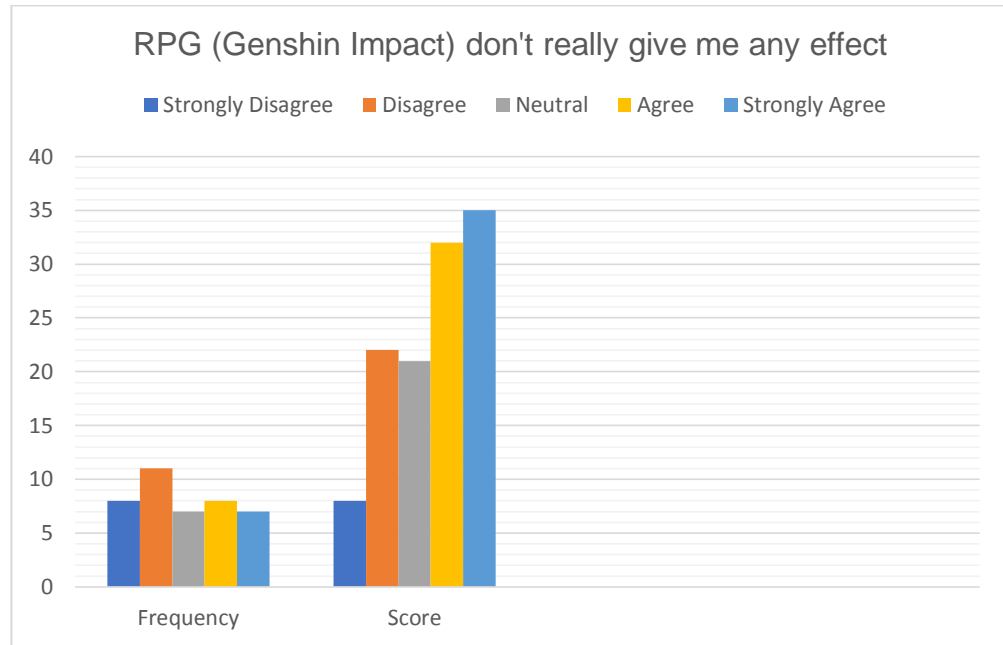
Graphic 4.24 above shows that from 41 respondents, 0% chose strongly disagree, 2.4% chose to disagree, 9.8% chose neutral, 56.1% chose to agree, and 31.7% chose strongly agree.

Table 4. 17 RPG (Genshin Impact) don't really give me any effect

Answer	Scale	Frequency	Percentage	Score
Strongly Disagree	1	8	19.5%	8
Disagree	2	11	26.8%	22
Neutral	3	7	17.1%	21
Agree	4	8	19.5%	32
Strongly Agree	5	7	17.1%	35
Total		41	100%	118
Average Score		118 : 41 = 2.87		

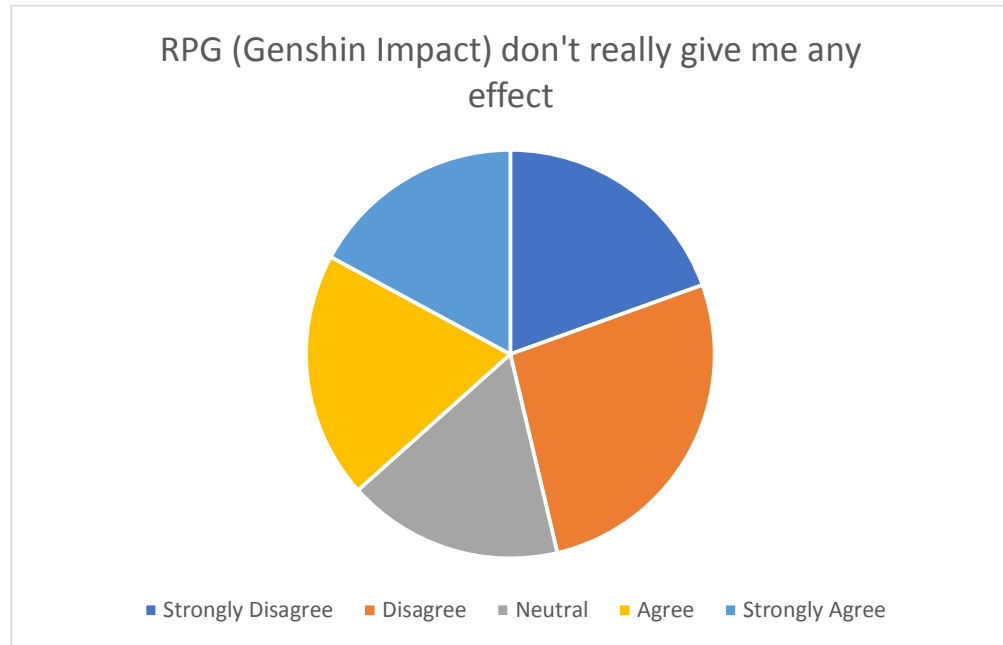
Source: Data processed by the researcher, 2022

Table 4.17 above shows that from 41 respondents, 8 respondents (19.5%) chose strongly disagree, 11 respondents (26.8%) chose disagree, 7 respondents (17.2%) chose neutral, 8 respondents (19.5%) chose agree, and 7 respondents (17.1%) chose strongly agree. The table also shows us that the average final score of this item is 2.87. Based on the interpreted average score table, the score (2.87) is on a moderate scale. It means that some of the respondents think that RPG (Genshin Impact) give them effect.



Graphic 4. 25 RPG (Genshin Impact) don't really give me any effect 1.0

Graphic 4.25 above shows that from 41 respondents, 8 respondents chose strongly disagree so the affirmative score is 8, 11 respondents chose to disagree so the affirmative score is 22, 7 respondents chose neutral so the affirmative score is 21, 8 respondents chose to agree so the affirmative score is 32, and 7 respondents chose strongly agree so the affirmative score is 35.



Graphic 4. 26 RPG (Genshin Impact) don't really give me any effect 2.0

Graphic 4.26 above shows that from 41 respondents, 19.5% chose strongly disagree, 26.8% chose to disagree, 17.1% chose neutral, 19.5% chose to agree, and 17.1% chose strongly agree.

From the interpretations of each item in the questionnaire, we can make a final interpretation of this research that from the respondents' perspective, they found many benefits to improving reading after playing RPG (Genshin Impact).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

From the perspective of Young Adults, playing Single Player Open World Role-Playing Games positively improves their reading skills. It is proven by the respondent's responses to the questionnaire shared. Almost half of the respondents (36,6%) strongly agree that RPG (Genshin Impact) is the best platform to read better in English, half of them (56,1%) agree that RPG (Genshin Impact) can influence their reading skills, and almost half of them (36,6%) strongly agree that their reading improve after playing RPG (Genshin Impact), half of them (51,6%) agree that RPG (Genshin Impact) increase their frequency of participation in English reading activity, almost half of them (48,8%) strongly agree that they learned new vocabularies of English Language after playing the game, and half of them (56,1%) agree that their confidence in reading increased after playing RPG (Genshin Impact).

B. Suggestions

The findings of this research reveal that from the perspective of Young Adults in playing Single Player Open World Role-Playing Games, RPG (Genshin Impact) gives a positive effect. Therefore, the researcher wants to give suggestions for:

1. Teacher

This can be a new strategy for the English teachers in EFL countries including Indonesia to practice the learners' reading skills. If it is hard to practice it in the classroom because of the limited time, the teachers can ask the learners to play the game at home and ask them in the next meeting about what new vocabulary they have learned from the game.

2. Learners

If the learners find it hard to practice their reading skills at school or with people around them, they can try to use this game to practice their reading skills at home or outside. By learning using this game, the learners also won't easily get bored because of the storyline and combat mode. Slowly but surely, their reading skill will get improved.

3. Other researchers

Other researchers are welcome to use the result of this research as a reference for the next research focusing on reading skills with the use of Single Player Open World Role-Playing Games.

Finally, the writer is grateful that she can finally complete this thesis. Other suggestions are welcome; given that it is far from perfect. As the

researcher, she sincerely hopes that this thesis will be helpful to teachers, learners, and other researchers.

REFERENCES

- Afflerbach, P. (2016). Reading assessment: Looking ahead. *The Reading Teacher*, 69(4), 413–419.
- Asutay, H., Oktay, A., Demir, M., Öğretmen, S., & Göçerler, H. (2016). The new reading types occurring as a result of changing youth cultures. *The International Journal of Research in Teacher Education*, 7(1), 28–39.
- Bates, C. C., D'Agostino, J. v, Gambrell, L., & Xu, M. (2016). Reading Recovery: Exploring the effects on first-graders' reading motivation and achievement. *Journal of Education for Students Placed at Risk (JESPAR)*, 21(1), 47–59.
- Bauer, E., Cárdenas-Curiel, L., & Ponzio, C. (2020). “You can talk in Español!”: An ethnographic case study of an African-American emergent bilingual and biliterate identity. *Reading Psychology*, 41(7), 680–711.
- Blumenfeld, P. C., Kempler, T. M., & Krajcik, J. S. (2006). *Motivation and cognitive engagement in learning environments*. na.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Dewan, P. (2015). Words versus pictures: Leveraging the research on visual communication. *Partnership: The Canadian Journal of Library and Information Practice and Research*, 10(1).
- Esgalhado, G., Fernandes, A., & Pereira, H. (2021). Online gaming dependency, attention levels and sleep quality among online gamers. *European Psychiatry*, 64(S1), S573–S574.
- Fang, F. G. (2017). ENGLISH AS A LINGUA FRANCA: IMPLICATIONS FOR PEDAGOGY AND ASSESSMENT. *Teflin Journal*, 28(1), 57–70.
- Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). *Asian Journal of Education and Social Studies*.
- Fuster, H., Carbonell, X., Chamarro, A., & Oberst, U. (2013). Interaction with the game and motivation among players of massively multiplayer online role-playing games. *The Spanish Journal of Psychology*, 16.
- Hall, L. A. (2016). Reconfiguring the reading experience: Using pop-culture texts to shift reading narratives. *Journal of Adolescent & Adult Literacy*, 60(3), 341–344.
- Hang, H., & Zhang, C.-L. (2020). Regulatory fit/nonfit and in-game advertising effectiveness on children. *Young Consumers*.
- Harmer, J. (2007). *The practice of English language teaching*. Pearson longman.
- Kirchner, E., & Mostert, M. L. (2017). Aspects of the reading motivation and reading activity of Namibian primary school readers. *Cogent Education*, 4(1), 1411036.

Nam, S. H. (2019). Rules of Videogames and Controls in Digital Societies.
International Conference on Videogame Sciences and Arts, 46–56.

- Pearson, P. D., & Cervetti, G. N. (2015). Fifty years of reading comprehension theory and practice. *Research-Based Practices for Teaching Common Core Literacy*, 1–24.
- Peterson, M. (2010). Computerized games and simulations in computer-assisted language learning: A meta-analysis of research. *Simulation & Gaming*, 41(1), 72–93.
- Radaideh, E., Al-Jamal, D., & Sa'di, I. (2020). Digital storytelling: Time to be considered in reading comprehension. *Universal Journal of Educational Research*, 8(6), 2621–2633.
- Seiwald, R. (2019). Games Within Games. *International Conference on Videogame Sciences and Arts*, 18–31.
- Ullah, M., & Fatema, S. (2013). Why Some Students Are Less Motivated in Reading Classes at Tertiary Level in Bangladesh. *English Language Teaching*, 6(5), 129–140.
- Zibulsky, J., & Schwartz, L. (2020). Enhancing Reading Motivation in Schools. *Journal: The Cambridge Handbook of Applied School Psychology*, 11–29.

APPENDICES

APPENDIX 1 Thesis Advisor Decision Letter

Thesis Advisor Decision Letter



UNIVERSITAS MUHAMMADIYAH JAKARTA FAKULTAS ILMU PENDIDIKAN

Jl. KH. Ahmad Dahlan Cirendeu, Ciputat 15419 Telpn (021) 7442028 Fax (021) 7442330
Website: www.fipumj.ac.id E-mail: fip@umj.ac.id

Perihal : **Pengantar Bimbingan Skripsi**
Lampiran : **1 (satu) berkas**

Kepada Yth. :

1. Dr. M. Sofian Hadi, M.Pd.

Dosen Fakultas Ilmu Pendidikan
Universitas Muhammadiyah Jakarta
di-
Jakarta

Assalamu'alaikum wr.wb,

Semoga Allah SWT melindungi dan memberi keberkahan kepada kita semua dalam menjalankan aktivitas sehari-hari. Amin.

Bersama ini kami mohon kepada Bapak/Ibu untuk dapat menjadi dosen pembimbing skripsi atas nama :

Nama : TIARA HARUMASATI
No. Pokok : 2018850016
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Online Games can Motivate Our Reading Skill: Young Adults Experience in Playing Single Player Open World Role-Playing Game

Masa Aktif : 6 Bulan dimulai dari Acc oleh Kaprodi

Bersama ini kami lampirkan proposal tesis mahasiswa yang bersangkutan. Proposal tersebut masih bersifat sementara, untuk itu kami mohon kiranya Bapak/Ibu berkenan membantu menyempurnakan judul dan *out linenya*.

Demikian surat ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu kami ucapkan terima kasih.

Wabillahittaufiq walhidayah
Wassalamu'alaikum wr.wb.

Jakarta, 01 Februari 2022

Dekan

Dr. Iswan, M.Si

APPENDIX 2 Questionnaire

Questionnaire

ONLINE GAMES CAN IMPROVE OUR READING SKILL: THE PERSPECTIVE C ☆

Questions Responses 41 Settings

Section 1 of 2

ONLINE GAMES CAN IMPROVE OUR READING SKILL: THE PERSPECTIVE OF YOUNG ADULTS IN PLAYING SINGLE PLAYER OPEN WORLD ROLE-PLAYING GAMES

Assalamu'alaikum Warrahmatullahi Wabarakatuh

My name is Tiara Harumasati, a student of English Education Department at Muhammadiyah University of Jakarta. I ask your willingness to take a little time to fill out this questionnaire, "Online Games Can Improve Our Reading Skill: The Perspective of Young Adults in Playing Single Player Open World Role-Playing Games" based on your experience. There will be 5 options:

1. *Strongly disagree / Sangat tidak setuju*
2. *Disagree / Setuju*
3. *Neutral / Netral*
4. *Agree / Setuju*
5. *Strongly agree / Sangat setuju*

Saya Tiara Harumasati, mahasiswa program studi Pendidikan Bahasa Inggris di Universitas Muhammadiyah Jakarta. Saya meminta kesediaan Saudara/i untuk mengisi angket "Game Online Dapat Meningkatkan Keterampilan Membaca Kita: Perspektif Dewasa Muda dalam Bermain Single Player Open World Role-Playing Games" berdasarkan pengalaman Saudara/i.

Wassalamu'alaikum Warrahmatullahi Wabarakatuh

Sincerely,

Tiara Harumasati.

ONLINE GAMES CAN IMPROVE OUR READING SKILL: THE PERSPECTIVE C ☆

Questions Responses 41 Settings

Name / Nama Short answer

Short answer text

WhatsApp number for the giveaway (optional)

Normor WhatsApp untuk giveaway (boleh diisi, boleh tidak)

Short answer text

Age / Umur *

15 years old

16 years old

17 years old

18 years old

19 years old

20 years old

ONLINE GAMES CAN IMPROVE OUR READING SKILL: THE PERSPECTIVE C ☆

Questions Responses 41 Settings

Age / Umur *

15 years old

16 years old

17 years old

18 years old

19 years old

20 years old

21 years old

22 years old

23 years old

24 years old

After section 1 Continue to next section

Section 2 of 2

Choose one option that suits your opinion / Pilih salah satu opsi yang sesuai dengan pendapat anda

ONLINE GAMES CAN IMPROVE OUR READING SKILL: THE PERSPECTIVE C ☆

Questions Responses 41 Settings

Section 2 of 2

Choose one option that suits your opinion / Pilih salah satu opsi yang sesuai dengan pendapat anda

1. Strongly disagree / Sangat tidak setuju

2. Disagree / Setuju

3. Neutral / Netral

4. Agree / Setuju

5. Strongly agree / Sangat setuju

I like to play games. *

Saya suka bermain game.

1 2 3 4 5

Strongly disagree / Sangat tidak setuju Strongly agree / Sangat setuju

I like to play Single Player Open World Role-Playing Games (RPG). *

Saya suka bermain Single Player Open World Role-Playing Games (RPG).

1 2 3 4 5

Strongly disagree / Sangat tidak setuju Strongly agree / Sangat setuju

ONLINE GAMES CAN IMPROVE OUR READING SKILL: THE PERSPECTIVE C ☆

Questions Responses 41 Settings

Section 2 of 2

Choose one option that suits your opinion / Pilih salah satu opsi yang sesuai dengan pendapat anda

1. *Strongly disagree* / Sangat tidak setuju
2. *Disagree* / Setuju
3. *Neutral* / Netral
4. *Agree* / Setuju
5. *Strongly agree* / Sangat setuju

I like to play games. *

Saya suka bermain game.

1 2 3 4 5

Strongly disagree / Sangat tidak setuju Strongly agree / Sangat setuju

I like to play Single Player Open World Role-Playing Games (RPG). *

Saya suka bermain *Single Player Open World Role-Playing Games (RPG)*.

1 2 3 4 5

Strongly disagree / Sangat tidak setuju Strongly agree / Sangat setuju

ONLINE GAMES CAN IMPROVE OUR READING SKILL: THE PERSPECTIVE C ☆

Questions Responses 41 Settings

I like to play Genshin Impact. *

Saya suka bermain Genshin Impact.

1 2 3 4 5

Strongly disagree / Sangat tidak setuju Strongly agree / Sangat setuju

Games that have a plot are the type of games I play. *

Game yang memiliki alur cerita adalah jenis game yang saya mainkan.

1 2 3 4 5

Strongly disagree / Sangat tidak setuju Strongly agree / Sangat setuju

I find games that have a plot in it is a waste of time. *

Game yang memiliki alur cerita di dalamnya hanyalah buang-buang waktu.

1 2 3 4 5

Strongly disagree / Sangat tidak setuju Strongly agree / Sangat setuju

ONLINE GAMES CAN IMPROVE OUR READING SKILL: THE PERSPECTIVE C ☆

Questions Responses 41 Settings

I believe that RPG (Genshin Impact) is the best platform to read better in English. *

RPG (Genshin Impact) adalah platform terbaik untuk dapat membaca lebih baik dalam Bahasa Inggris.

1 2 3 4 5

Strongly disagree / Sangat tidak setuju Strongly agree / Sangat setuju

I prefer games that have a plot because I can get the "feel" of the story. *

Saya lebih suka game yang memiliki alur cerita karena saya bisa mendapatkan "feel" dari ceritanya.

1 2 3 4 5

Strongly disagree / Sangat tidak setuju Strongly agree / Sangat setuju

I believe reading has an important role in English language. *

Membaca memiliki peran penting dalam Bahasa Inggris.

1 2 3 4 5

Strongly disagree / Sangat tidak setuju Strongly agree / Sangat setuju

ONLINE GAMES CAN IMPROVE OUR READING SKILL: THE PERSPECTIVE C ☆

Questions Responses 41 Settings

Playing RPG (Genshin Impact) influence my reading skills. *

Bermain RPG (Genshin Impact) mempengaruhi kemampuan membaca saya.

1 2 3 4 5

Strongly disagree / Sangat tidak setuju Strongly agree / Sangat setuju

My reading improved after playing RPG (Genshin Impact). *

Kemampuan membaca saya meningkat setelah bermain RPG (Genshin Impact).

1 2 3 4 5

Strongly disagree / Sangat tidak setuju Strongly agree / Sangat setuju

RPG (Genshin Impact) increase my frequency of participation in English reading activities. *

RPG (Genshin Impact) meningkatkan frekuensi partisipasi saya dalam kegiatan membaca Bahasa Inggris.

1 2 3 4 5

Strongly disagree / Sangat tidak setuju Strongly agree / Sangat setuju

ONLINE GAMES CAN IMPROVE OUR READING SKILL: THE PERSPECTIVE C ☆

Questions Responses 41 Settings

*I learned new vocabularies of English Language after playing RPG (Genshin Impact). **

Saya belajar kosakata Bahasa Inggris baru setelah bermain RPG (Genshin Impact).

1 2 3 4 5

Strongly disagree / Sangat tidak setuju Strongly agree / Sangat setuju

*Playing RPG (Genshin Impact) doesn't really affect my vocabulary mastery. **

Bermain RPG (Genshin Impact) tidak terlalu mempengaruhi penguasaan kosakata saya.

1 2 3 4 5

Strongly disagree / Sangat tidak setuju Strongly agree / Sangat setuju

*RPG (Genshin Impact) helps me to increase my confidence in reading. **

Bermain RPG (Genshin Impact) membantu saya meningkatkan kepercayaan diri saya dalam membaca.

1 2 3 4 5

Strongly disagree / Sangat tidak setuju Strongly agree / Sangat setuju

ONLINE GAMES CAN IMPROVE OUR READING SKILL: THE PERSPECTIVE C ☆

Questions Responses 41 Settings

*Playing RPG (Genshin Impact) doesn't really affect my vocabulary mastery. **

Bermain RPG (Genshin Impact) tidak terlalu mempengaruhi penguasaan kosakata saya.

1 2 3 4 5

Strongly disagree / Sangat tidak setuju Strongly agree / Sangat setuju

*RPG (Genshin Impact) helps me to increase my confidence in reading. **

Bermain RPG (Genshin Impact) membantu saya meningkatkan kepercayaan diri saya dalam membaca.

1 2 3 4 5

Strongly disagree / Sangat tidak setuju Strongly agree / Sangat setuju

*RPG (Genshin Impact) don't really give me any effect. **

RPG (Genshin Impact) tidak menunjukkan pengaruh yang signifikan bagi saya.

1 2 3 4 5

Strongly disagree / Sangat tidak setuju Strongly agree / Sangat setuju

APPENDIX 3 Questionnaire's Validity and Reliability Test Output

Questionnaire's Validity and Reliability Test Output

		Correlations						Single Player Open World Role- Playing Games (X)
		P1	P2	P3	P4	P5	P6	
P1	Pearson Correlation	1	.767**	.706**	.667**	.143	.619**	.856**
	Sig. (2-tailed)		.000	.000	.000	.373	.000	.000
	N	41	41	41	41	41	41	41
P2	Pearson Correlation	.767**	1	.797**	.763**	.118	.530**	.869**
	Sig. (2-tailed)	.000		.000	.000	.461	.000	.000
	N	41	41	41	41	41	41	41
P3	Pearson Correlation	.706**	.797**	1	.778**	-.060	.530**	.803**
	Sig. (2-tailed)	.000	.000		.000	.708	.000	.000
	N	41	41	41	41	41	41	41
P4	Pearson Correlation	.667**	.763**	.778**	1	-.041	.717**	.833**
	Sig. (2-tailed)	.000	.000	.000		.798	.000	.000
	N	41	41	41	41	41	41	41
P5	Pearson Correlation	.143	.118	-.060	-.041	1	.076	.360*
	Sig. (2-tailed)	.373	.461	.708	.798		.639	.021
	N	41	41	41	41	41	41	41
P6	Pearson Correlation	.619**	.530**	.530**	.717**	.076	1	.758**
	Sig. (2-tailed)	.000	.000	.000	.000	.639		.000
	N	41	41	41	41	41	41	41
Single Player Open World Role- Playing Games (X)	Pearson Correlation	.856**	.869**	.803**	.833**	.360*	.758**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.021	.000	
	N	41	41	41	41	41	41	41

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

		P7	P8	P9	P10	P11	P12	P13	P14	P15	Improve Reading Skill (Y)
P7	Pearson Correlation	1	.875**	.809**	.572**	.543**	.636**	.105	.623**	.049	.778**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.513	.000	.759	.000
	N	41	41	41	41	41	41	41	41	41	41
P8	Pearson Correlation	.875**	1	.742**	.581**	.522**	.657**	.115	.625**	.074	.780**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.475	.000	.645	.000
	N	41	41	41	41	41	41	41	41	41	41
P9	Pearson Correlation	.809**	.742**	1	.745**	.603**	.660**	.128	.614**	.189	.822**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.424	.000	.237	.000
	N	41	41	41	41	41	41	41	41	41	41
P10	Pearson Correlation	.572**	.581**	.745**	1	.593**	.688**	.045	.515**	.272	.755**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.780	.001	.085	.000
	N	41	41	41	41	41	41	41	41	41	41
P11	Pearson Correlation	.543**	.522**	.603**	.593**	1	.452**	.189	.548**	.233	.702**
	Sig. (2-tailed)	.000	.000	.000	.000		.003	.237	.000	.143	.000
	N	41	41	41	41	41	41	41	41	41	41
P12	Pearson Correlation	.636**	.657**	.660**	.688**	.452**	1	-.084	.462**	.172	.699**
	Sig. (2-tailed)	.000	.000	.000	.000	.003		.604	.002	.284	.000
	N	41	41	41	41	41	41	41	41	41	41
P13	Pearson Correlation	.105	.115	.128	.045	.189	-.084	1	.274	.771**	.489**
	Sig. (2-tailed)	.513	.475	.424	.780	.237	.604		.083	.000	.001
	N	41	41	41	41	41	41	41	41	41	41
P14	Pearson Correlation	.623**	.625**	.614**	.515**	.548**	.462**	.274	1	.250	.750**
	Sig. (2-tailed)	.000	.000	.000	.001	.000	.002	.083		.115	.000
	N	41	41	41	41	41	41	41	41	41	41
P15	Pearson Correlation	.049	.074	.189	.272	.233	.172	.771**	.250	1	.562**
	Sig. (2-tailed)	.759	.645	.237	.085	.143	.284	.000	.115		.000
	N	41	41	41	41	41	41	41	41	41	41
Improve Reading Skill (Y)	Pearson Correlation	.778**	.780**	.822**	.755**	.702**	.699**	.489**	.750**	.562**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.001	.000	.000	
	N	41	41	41	41	41	41	41	41	41	41

** . Correlation is significant at the 0.01 level (2-tailed).

Reliability Statistics

Cronbach's Alpha	N of Items
.806	6

Reliability Statistics

Cronbach's Alpha	N of Items
.849	9

APPENDIX 4 Guidance Consultant Letter

Guidance Consultant Letter



UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
KARTU KONSULTASI BIMBINGAN SKRIPSI

Nama / No. Pokok : TIARA HARUMASATI
 Program Studi : Pendidikan Bahasa Inggris
 Judul : Online Games can Motivate Our Reading Skill: Young Adults Experience in Playing Single Player Open World Role-Playing Game
 Masa Bimbingan : 25 Juli 2022 s.d 25 Januari 2023
 Pembimbing : Dr. Muhammad Sofian Hadi, M.Pd.

No.	Tanggal	Uraian	Paraf Pembimbing
1.	Jum'at, 4 Februari 2022	Bimbingan pertama BAB I	
2.	Senin, 8 Maret 2022	Bimbingan kedua Revisi BAB I	
3.	Jum'at, 11 Maret 2022	Bimbingan ketiga revisi BAB I (ACC)	
4.	Senin, 25 Juli 2022	Bimbingan keempat BAB II	
5.	Selasa, 26 Juli 2022	Bimbingan kelima Revisi BAB II (ACC)	
6.	Kamis, 28 Juli 2022	Bimbingan keenam BAB III (ACC)	
7.	Kamis, 4 Agustus 2022	Bimbingan setelah sempur	
8.	Jum'at, 5 Agustus 2022	Bimbingan validasi angket	
9.	Rabu, 10 Agustus 2022	Bimbingan BAB IV	

Mengetahui,
Ketua Prodi

Mutiarani, M.Pd.

DITETAPKAN DI : JAKARTA
 PADA TANGGAL :
 Pembimbing

Dr. Muhammad Sofian Hadi, M.Pd.
 NIP.



**UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
KARTU KONSULTASI BIMBINGAN SKRIPSI**

Nama / No. Pokok : TIARA HARUMASATI
 Program Studi : Pendidikan Bahasa Inggris
 Judul : Online Games can Motivate Our Reading Skill: Young Adults Experience in Playing Single Player Open World Role-Playing Game
 Masa Bimbingan : 25 Juli 2022 s.d 25 Januari 2023
 Pembimbing : Dr. Muhammad Sofian Hadi, M.Pd.

No.	Tanggal	Uraian	Paraf Pembimbing
10.	Kamis, 11 Agustus 2022	Bimbingan kesepuluh BAB IV	
11.	Jum'at, 12 Agustus 2022	Bimbingan kesebelas BAB IV (ACC)	
12.	Senin, 15 Agustus 2022	Bimbingan kedua belas BAB V (ACC)	

Mengetahui,
Ketua Prodi


Muliarani, M.Pd.

DITETAPKAN DI : JAKARTA
 PADA TANGGAL :
 Pembimbing

Dr. Muhammad Sofian Hadi, M.Pd.
 NIP.

APPENDIX 5 Guidance After Thesis Examination

Guidance After Thesis Examination




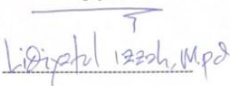
UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
 Jln. KH. Ahmad Dahlan Cireundeu - Ciputat, 15419 Telp. (021) 7442028 Fax. (021) 7442330
 Website : www.fip.umj.ac.id, Email: fip@umj.ac.id

Nama Mahasiswa:
TIRA HARUMASATI

BIMBINGAN PASCA SIDANG SKRIPSI
 PROGRAM STUDI PBI
 FAKULTAS ILMU PENDIDIKAN
 UNIVERSITAS MUHAMMADIYAH JAKARTA
 Hari Selasa 06 September 2022

TANGGAL	KEGIATAN PEMBIMBINGAN	PARAF DOSEN
27/09/22	Perusma	→
29/09/22	Acc	→
28/09/22	Revisi ok	h

Penguji I,

 Zaitun

Penguji II,

 Lisyahtul Izzah, M.Pd

APPENDIX 6 Curriculum Vitae

Curriculum Vitae

Name : Tiara Harumasati
Place, Date of Birth : Jakarta, 19th September 1999
Gender : Female
Religion : Islam
Address : Bukit Rivaria Sektor 1 Blok J1 No.1 RT 003/012
Bedahan, Sawangan, Depok, 16511
Phone Number : 085211003737
Email : tiara.harumasati999@gmail.com

Education Details

1. 2005 – 2010 : SDIT Al-Hamidiyah Depok
2. 2010 – 2011 : SDN 13 Pondok Labu
3. 2011 – 2012 : SMPN 56 Jakarta
4. 2012 – 2014 : SMPN 10 Depok
5. 2014 – 2017 : SMA Lazuardi GIS
6. 2017 – 2018 : Bina Nusantara University