STUDENT PERCEPTION OF PLAYING ONLINE RPGS TO IMPROVE VOCABULARY MASTERY

THESIS

This thesis is submitted to meet one of the requirements to achieve Sarjana Degree in English Language Education

By:

Junaefi

201810100311130

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF MUHAMMADIYAH MALANG

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APPROVAL

This Thesis was written by Junaefi and was approved on 2 January 2025

By:

Junaefi

This thesis was defended in front of the examiners of the Faculty of Teacher Training and Education of University of Muhammadiyah Malang and accepted as one of the requirements to achieve Sarjana Degree in English Language Education on 2 January 2025

Approved by:

Faculty of Teacher Training and Education
University of Muhammadiyah Malang

Dean,

Prof. Dr. Hj. Isakti Handayani, MM.

Examiners: Signatures:

1. Drs. Soeparto, M.Pd. 1. .....
2. Rafika Rabba Farah, M.Ed. 2. .....

By:

Advisor,

Fardini Sabilah, Dr., S.Pd., M.Pd.

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Junaefi

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ABSTRACT

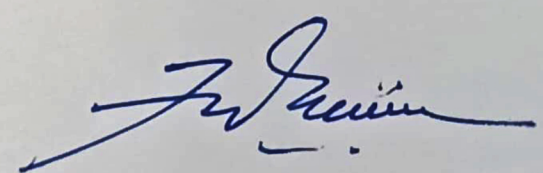
English proficiency is crucial for effective communication, yet Indonesian students often face challenges in using English due to limited vocabulary and classroom-only learning approaches. Online games, particularly story-driven RPGs, offer an engaging alternative for enhancing vocabulary through immersive, context-rich environments. This study aims to evaluate the impact of story-driven online RPGs on students' vocabulary mastery. Using a descriptive quantitative approach, data were collected through an online questionnaire and vocabulary test distributed to purposively sampled English Department students at Muhammadiyah Malang University who play RPGs regularly, specifically 22 students from the Introduction to Literature class. The questionnaire was adapted from validated instruments and employed a 4-point Likert scale to assess perceptions and engagement. Descriptive statistical analysis was used to interpret the data, highlighting students' insights into the effectiveness of RPGs for vocabulary acquisition. Findings reveal that story-driven RPGs provide a unique and dynamic linguistic environment that enhances vocabulary learning compared to other game genres, such as MOBAs. Students reported greater enjoyment and retention due to the narrative complexity and varied language exposure in RPGs. This study concludes that story-driven RPGs are a valuable tool for integrating language learning into students' daily lives, promoting vocabulary acquisition in an engaging and immersive way.

Key Words: *Online Games, RPGs, Students' Perception, Vocabulary Mastery*

The Researcher

Junaefi

Advisor



Fardini Sabilah, Dr., S.Pd., M.Pd

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