



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the bivariate correlation analysis using Pearson's correlation test, it can be concluded that there is a statistically significant relationship between *The Frequency of Playing Honkai Star Rail* and *Reading Interest* among *Perserikatan Firefly Whatsapp Group Members*. The correlation coefficient obtained was $r = 0.469$, with a significance value of $p < 0.05$, indicating that the correlation is positive and significant. This means that the more frequently members engage in playing *Honkai Star Rail*, the higher their reading interest tends to be. Conversely, a lower frequency of playing the game is associated with a lower level of reading interest.

The strength of the correlation can be categorized as a **Strong Positive Relationship**, since the coefficient value lies between **0.40** and **0.60**, implies that although the relationship between the two variables is **strong**, it is still meaningful and worth further consideration. This result suggests that the activity of playing narrative-driven online games like *Honkai Star Rail* might contribute to fostering members curiosity, engagement, and willingness to interact with texts, which eventually enhances their reading interest.

Furthermore, the significance level of less than 0.05 confirms that the findings are not due to chance but rather represent a genuine association between the two studied variables. This statistical evidence supports the theoretical framework that interactive and narrative-based gaming experiences



can provide incidental exposure to reading materials, thereby stimulating group members' motivation and attitudes toward reading.

Overall, the analysis highlights that students who spend more time playing *Honkai Star Rail* show a higher inclination towards reading activities, possibly due to the game's language complexity, in-game dialogues, and storyline engagement. Therefore, the correlation found in this study provides meaningful insights into how digital entertainment platforms can indirectly influence academic-related interests such as reading.

B. Suggestion

In accordance with the previous conclusion, the researcher proposes the following suggestions :

1. For Teacher

Teachers are encouraged to recognize the potential of digital games as supplementary tools that can support reading development. Instead of perceiving games solely as distractions, educators may integrate game-related discussions, vocabulary, and storytelling elements into classroom activities to foster students' reading engagement.

2. For Students

Students should be aware of how their gaming activities can contribute positively to their language and reading development. By approaching games not only as entertainment but also as opportunities to



enhance vocabulary, comprehension, and critical thinking, students can balance leisure with academic growth.

3. For Readers

Readers, particularly parents and educators, should understand the nuanced impact of gaming on literacy skills. While excessive gaming may have drawbacks, games with rich narratives can serve as a medium to encourage reading interest, provided that the activity is well-managed and balanced with academic responsibilities.

4. For Future Researcher

Future research should consider expanding the scope by involving a larger and more diverse sample, exploring other types of games, or comparing the effects of different genres on reading skills. Moreover, longitudinal studies could provide deeper insights into how sustained gaming habits influence reading motivation and performance overtime.

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