

The Effectiveness of Role-Playing Games (RPG) in Teaching Reading for Second Grade Students at Man 2 Lombok Tengah

¹Juniardi, ²Nurul Lailatul Khusniyah, ³Soni Ariawan*
^{1,2,3}Universitas Islam Negeri Mataram

E-mail: soniariawan@uinmataram.ac.id

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Abstract

The research entitled the effectiveness of Role-Playing Game (RPG) to Increase the second-grade students' reading comprehension at MAN 2 Lombok Tengah with the main problem examined in this research was how the effect of using Role playing game (RPG) to increase the second-grade students reading comprehension at MAN 2 Lombok Tengah. This research was aimed to find out whether the use of Role-Playing Game (RPG) was effective or not to increase the second-grade students' reading comprehension at MAN 2 Lombok Tengah. This research uses quantitative research methods with a pre-experimental approach in one group pretest and posttest. This research was conducted at MAN 2 Lombok Tengah which consist of 112 second grade students in total. There are six classes comprising XI MIA I-II, IBB I, and IPS I-II-III From all majors in MAN 2 Lombok Tengah, Class XI IBB was chosen as a sample with total of 17 students. The instruments used were a test of narrative that consist of 20 multiple choices. The research findings showed that the students' difference before and after using Role Playing Game (RPG) was significantly efficient. The results showed that students' pre-test scores were smaller than posttest with mean score of pretests was 60.59. While the scores of post-tests after treatment got better score than pretest, with mean score of 77.6. After that, 2 paired sample T-test was applied with a significance value of sig. (2 paired) was 0.001. because the results obtained are Sig < a or 0.001 < 0.05. Then H₀ is rejected and H_a is accepted. Therefore, based of the findings it can be concluded that the use of Role-Playing Games (RPG) is effective to increase students' reading comprehension.

Keywords: Narrative text; Reading comprehension; Role Playing Game

1.Introduction

Reading is the most crucial aspect for students in the learning process. Because by reading students will be able to filter the material presented by the teacher in class more efficiently. According to Amin & Wahyudin (2022), One of the most important English skills as the central core is reading. In other words, Chettri (2013), state that reading has come to hold the most significant place in education as a means of communication in a highly literate society. Good reading skills should be owned by every student in the learning process, considering that they have been taught to read since they entered elementary school (Wicaksono, et.al, 2018). The statement above reveals how important reading ability in the educational process, but it does not mean that every word the students read can be taken without further understanding (Ariawan et.al.,2021). So, to know the meaning of the word that students read, reading comprehension is very important in this process. Because it's not only able to understand the meaning of the words they read but also to understand the meaning and purpose of the text. According to khusniyah & Lustyantie (2017), reading is very important for the teaching and learning process because it considers the circumstances in which students are required to extract and apply the meaning that comes from the text. Therefore, reading comprehension skills become more important as a student progresses through the educational system.

The problem that is often faced by students is a lack of literacy and understanding of English, which makes the students think that English subject is less interesting and sometimes deceptive and tricking. This is because there are so many words in English that have different writing and different meaning but almost similar pronunciations which makes the students hard to distinguish and recognize the word. Furthermore, most of them feel very bored when they have to read a book that is full of texts without any interesting parts in it, which can negatively impact their motivation and engagement in education. The teacher's method of delivering the material also sometimes fairly monotonous and boring which is this problem has a bad effect on students' enthusiasm for learning the course.

Therefore, the solution to this problem is that teachers must be more creative in delivering the material to provoke students' curiosity. The use of video games can be an interesting option for teachers to increase student learning interest through technology. Video games can provide a fun and interactive way for students to learn, and can help them develop a range of skills, such as problem-solving, critical thinking, and collaboration. Learning techniques using the game method are also considered to increase students' brain activity, make students respond more quickly, and help them think creatively. Ningtyas (2016) states the story plot encourages players to understand what they have to do or what actually happened in the game, in order to get a good ending.

One of the video game genres that present the plot story as its main dish is Role-Playing Game (RPG). This is one of the most popular genres of video games nowadays which can be played on a computer, console platforms, and smartphones. This game has a complex story that allows the player to control a character in the game. The use of a combination of visual effects, audio, and interesting lore in each part can be an interesting medium for learning English. Renda, et.al (2019) state that RPG can contain readings supported by visual and audio simulations to make it easier for learners to understand a reading context. RPG is very closely related when compared to narrative text. Therefore, RPG and reading are two things that cannot be separated (Farhan, 2019). RPG is rich with a narrative story in every part such as the characters' back story, mission, and item which will require players to read many instructions in every quest. Learning in this way also certainly increase students' reading comprehension. In case to understand the plot of the storyline in a video game, the students must increase their understanding of words because when students do not understand the idea of the text they should search for the meaning.

Literature Review

The researcher put the previous research that has similar subject of study that had been carried by the previous researchers then use it as a reference for the present research.

In the research conducted by Wicaksono, et.al, (2018) using quantitative method with sampling by applying instruments in the form of a questionnaire and a test. The students were given different treatments where group 1 uses Cooperative Integrated Reading and Composition based Role Playing Game (CIRC-based RPG) while group 2 uses Collaborative Strategic Reading (CSR-based RPG). The final result of this research is that both teaching techniques shows almost the same value, so it can be concluded that both are equally effective to increase students' reading comprehension.

Then the research written by Farhan (2019), using video game learning-experimental quantitative by using pretest and posttest designs to collect data from students. Researcher implemented the treatment of teaching descriptive text reading comprehension using RPG with different games in both class samples. The sum of the students' post-test (O2) scores was 2.690, with the highest post-test score of 100 and the lowest post-test score of 55, and the mean post-test score was 89.67 that indicates there was a significant difference between the pre-test and post-test results. It means the use of RPG has a positive impact on improving students' reading comprehension of descriptive text.

The last research was conducted by Putra (2014). The method used in his study is a quantitative approach and descriptive method. The researcher used the Likert scale and Reading comprehension test of narrative text as instruments to distinguish how far the frequency of students' time spans in playing RPG. Then students are given a test related to reading comprehension with 18 item questions of narrative text. The final results of this study show that the correlation between students who often play RPGs and reading comprehension ends with satisfactory results. Because the average student who plays RPG for 8.77 hours per week gets an average score of 84.83.

Reading comprehension is the ability to comprehend and make sense of written content. It's not only able to understand the meaning of the words but also to understand the meaning and purpose of the text. Pang in Maulana's journal (2020) states that reading comprehension is the process of making sense of words,

sentences, and connected text. According to Pardo in takaloo & Ahmadi's journal (2017) reading comprehension is the process of meaning construction because of blending content and message of the text with the readers existing knowledge and skills during text interaction. The main purpose of reading activities is to find out the information contained in each alphabetic combination of words that has meaning. The importance of reading also becomes very crucial to the advancement of information for the community, according to khusniyah (2021) Reading is understanding the meaning in the text and understanding the phenomena of social life in society. Reading is very closely related to the world of education in the development of knowledge because as we know, the whole process of delivering knowledge in the learning process requires students to be able to read.

Reading activities have many benefits, not only as an intermediary in exchanging information, reading activity will increase knowledge the more often someone does a reading activity because the human brain will continue to receive new information every time. Therefore, reading every day will slowly broaden someone's perception and increase their knowledge. Reading activities also play a very important role in increasing vocabulary, especially in reading literature that often uses a word that is rarely used in regular text. Every time the reader finds a rare word it will indirectly provoke them to find out the meaning of each sentence so that it will increase their vocabulary over time. Reading also can make the reader gain better writing skills because human brain could automatically remember a little part of everything that the eye sees. Therefore, by reading a lot of writing, someone will indirectly remember the author's writing style which will indirectly affect their ability to write as well.

The big contribution of reading is very influential in receiving information that can be obtained by students, especially by applying reading comprehension which of course is very helpful in every process. Therefore, reading will be very crucial for the process of learning.

As a teacher in teaching reading comprehension, a teacher will be a facilitator and mentor for students. In advancing the learning process, a teacher must provide a conducive situation to create an atmosphere that supports students in learning. This can be supported by leading students to do activities in an effort of gaining knowledge, which can be done by giving interesting tasks and material to students. Nasab et.al in sofiana (2018) state that teachers need to use teaching aids to give explanations of language meaning and construction, keep students on a topic, or as the basis of a whole activity. Edward & approach in Ariandika & Kartikawati (2018) state that English teachers had to focus on reading study and already had the supervised practice to achieve knowledge and skill because teaching reading is not as simple as people think.

Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks.

Video games in this genre are games that use role-playing games with complex and interesting storylines as their appeal. Players will be directed to move the main character so that the player will feel the sensation of being the main character in the game

RPG can be very useful in efforts to increase the student's reading comprehension skills through narrative text. Mackay (2017) states that a role-playing game is an episodic and participatory story-creation system that includes a set of quantified rules that assist a group of players and a game master in determining how their fictional characters' spontaneous interactions are resolved. The statement above reveals that to achieve the desired goal the player must know the intent of the existing quest. Each game will have a narrative text that has been provided by the developer as a guide for players in completing the game. Therefore, reading comprehension in reading narrative text will be the key.

According to Putra (2014), there are some components, which build the game. They are elaborated on below: (a) Game world: This is a fictitious world that players can explore. RPG games offer an open-world concept with a large map where players will be allowed to explore the whole world to find interesting spots available. (b) Participants: The Participants in an RPG game can be interpreted as players who play the characters. (c) Characters: Characters in RPG games can be divided into two types: playable characters and non-player characters (NPC). The difference is that playable characters can be played and upgraded to become stronger, while NPCs cannot be played and have been programmed to grow and develop as long as the game progresses. (d) Game master: The game master is the person who acts as an organizer and is responsible for the rules and course of the game. (e) Interaction: The RPG games are very thick with the interaction between characters. In online mode, players can interact with the world through their characters, whether interactions between players, NPCs, or even interactions with certain items. (f) Narrative: Stories from successive lore missions will slowly lead the player into the narrative story. Even limited-time events, character backstory,

and side quests also have their own narrative story. Khusniyah (2019) state that Role playing game is like a story, it continues until the end or when you quit the roleplay.

Teaching reading using Role Playing Game (RPG) can be a fun and engaging way for students to practice and increase their reading skills. There are procedures of using Role Playing Game (RPG) in the learning process such as: the teacher can determine the objective of the learning process, explain the definitions, choose the reading material, and discuss the topic. By implementing Role Playing Game (RPG) in the learning process, the teacher can create an enjoyable learning environment that promotes literacy skills, critical thinking, and good reading comprehension for the students

2. Method

The quantitative method with a pre-experimental design was applied in this study. Quantitative research focuses on identifying research problems based on field data and explaining the reasons behind problems by the way the researcher collects responses from individuals in a group (Creswell, 2012). Moreover, the result of this method typically produces results that are shown using statistics, tables, and graphs which can be analyzed numerically (ACAPS, 2012). The sample population of this study was the whole second-grade students of MAN 2 Lombok Tengah which consists of 112 students in total. Class XI IBB has been chosen by the researcher in this study as a sample with a total of 17 students. The data in this study will be obtained by applying a pre-test in the form of 4 narrative texts with 5 multiple choices in each question, then students are given treatment and a post-test at the end. This research contains of six meetings, a pre-test in one meeting, treatment in four meetings, and a post-test in one meeting.

The instruments used in this study were pre-test and post-test where the pre-test and post-test have the same format, which consists of 20 questions with 4 narrative texts in multiple choice. The pre test was given by the researcher at the first meeting to find out how far the students' understanding of reading comprehension. Then post test was conducted after the students finished the treatment.

The researcher used the statistical comparative t-tests formula to analyze the data to compare students' pre-test and post-test scores related to the use of Role Playing Game (RPG) in student's reading comprehension. Before calculating the t-test, the researcher conducted tests of normality as a requirement in analyzing the data.

3. Findings and Discussion

The researcher will explain the data obtained during the research in this section. Findings will describe the results of students' average scores related to reading comprehension, normality test and hypothesis test.

After giving a pre-test to measure the student's level of reading comprehension, the researcher found the mean of pre-test score for the students was 60.59, with a minimum score is 50 and a maximum score is 75. The student's Pre-test scores can be seen in the table below:

Table 1: Pretest Score

No	Students	score
1	S1	65
2	S2	60
3	S3	65
4	S4	65
5	S5	50
6	S6	60
7	S7	65
8	S8	50
9	S9	55

10	S10	60
11	S11	65
12	S12	55
13	S13	70
14	S14	75
15	S15	55
16	S16	50
17	S17	65

The descriptions of pre test

Number of students	17
Minimum score	50
Maximum score	75
Mean	60.59

Post test is the result that comes out after the researcher has finished the treatment to the students. The final data that the researcher found from the post test showed significant results where the results from the post test were better than the results from the pre test. while for the students the mean score of the post test touched 77.6 with a minimum score of 65 and a maximum score of 90. The student's Pre-test scores can be seen in the table below:

Table 1: Pretest Score

No	Students	Score
1	S1	85
2	S2	70
3	S3	75
4	S4	75
5	S5	65
6	S6	75
7	S7	85
8	S8	65
9	S9	80
10	S10	75
11	S11	90
12	S12	75
13	S13	80
14	S14	90
15	S15	85
16	S16	65
17	S17	75

The description of post test

Number of students	17
Minimum score	65
Maximum score	90
Mean	77.6

The normality test is used to determine whether the data collected has a normal distribution or not by following the Shapiro wilk. The data will be said to be normal if the significant result is greater than the significance level of alpha a = 0.05.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
pre test	.199	17	.073	.925	17	.178
Post-	.188	17	.111	.919	17	.140

a. Lilliefors Significance Correction

Based on the table above. The data from the normality test show significant results where the significance of the pre-test is 0.178 and the significance of the post-test is 0.140. These results indicate that the pretest and posttest scores are normally distributed because the significance of the two tests is greater than the significance of alpha (sig.a=0.05). the pre test showed a significant result of 0.178 > 0.05 and the significance of the post test was 0.140 > 0.05

Therefore, to find out the significant difference between the results of the students' average scores on the pre-test and post-test, the researcher used a paired sample t test. The t-test analysis at a significant level of alpha α = 0.05 with degrees of freedom (df) = N - 1, where N = number of respondents (17 students)

The hypothesis is indicated as follows:

Ha is accepted if sig < a = 0,05

H0 is accepted if sig > a = 0,05

Paired Samples Test

		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	pre test - post test	-16.47059	6.06339	1.47059	-19.58810	-13.35308	11.200	16	<,001	<,001

Based on the table above, the results show the significance of sig. (2-tailed) from the students' pre-test and post-test is 0.001 which is lower than the significant level of 0.05. This means the alternative hypothesis (Ha) is accepted while the null hypothesis (H0) is rejected. because there is a significant difference between before and after treatment on student scores. It can be concluded that the finding of this research shows that the use of Role Playing Game (RPG) has significant results in improving students' reading comprehension.

The results obtained by the researcher showed a satisfactory score from the comparison of pre test and post test, the mean score of the students' pre-test was 60.59 which was lower than the post-test score of 77.6. The results were obtained using IBM SPSS statistics 29 with a paired sample T-test. Where the sig.(2-tailed) of the pre-test and post-test scores is 0.001 which is smaller than the significance of alpha (a = 0.05). Therefore, based on these results, it can be said that the alternative hypothesis (Ha) is accepted, while the null hypothesis (H0) is rejected so there are significant difference between the scores obtained by students from

the pre-test and post-test. This also indicates that the use of Role Playing Game (RPG) is effective in teaching reading comprehension.

The results of this study are also in line with similar previous studies which have been carried out by Wicaksono et.al, (2018), Farhan, (2019), and Putra (2014), who found that there was a significant difference from both research by comparing between the students score of pre-test and post-test. Both of the research found that the score from the students post test was higher than pre test which that indicate that the use of role playing game (RPG) was effective to increase the students reading comprehension. Supported by Rakimahwati, (2020) and Sofiana, (2018), in their research which also developed a media-based Role Playing Game. Both also got satisfactory results where the two results were succeeded in increasing students' reading. Kaylor, (2017), also faced the same problem as present research where the students in both researches have a problem with their literacy and reading interest. Even though these two studies have a lot in common, however, there are still differences in the use of methods and types of instruments of research, where the previous research used a qualitative approach while the present research use quantitative. The research results obtained from interviews with several participants also showed that there was a connection between reading interest, literacy, and their ability to play.

From all the previous research discussed above, there are similarities in the results obtained in improving students' reading comprehension. Where the results obtained are all positive results. Therefore, these previous research findings indicate that the use of Role Playing Game (RPG) is effective in teaching reading comprehension.

4. Conclusion

Based on the results of the findings and discussion in this study. The researcher can conclude that the use of Role Playing Games was effective to increase the students' reading comprehension. Due to a lack of literacy and interest in reading, students often feel that reading activities are boring and they feel lazy to do reading activities. Therefore, the use of interesting media will be very influential in the students' situation. Video games in RPG genre are considered an effective way to increase students' interest and reading comprehension because this kind of video game provided fun learning that create an enjoyable learning environment. This is evidenced by the results of this study which showed that the p-value sig. (2-tailed) was 0.001, which was smaller than $\alpha = 0.05$. Meanwhile, the mean score of the student's pre-test was 60.59 and the post-test score was 77.6. Therefore, it can be concluded that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected.

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