EFL STUDENTS’ PERCEPTION OF THE POTENTIAL OF ROLE-PLAYING GAME IN THEIR LEARNING

Submitted in Partial Fulfillment
Of the Requirement of the Degree of
Sarjana Pendidikan

Timothy Ananda Gusti
112013022

FACULTY OF LANGUAGE AND ARTS
ENGLISH LANGUAGE EDUCATION PROGRAM
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA
2017
EFL STUDENTS’ PERCEPTION OF THE POTENTIAL OF ROLE-PLAYING GAME IN THEIR LEARNING

Submitted in Partial Fulfillment
Of the Requirement of the Degree of
Sarjana Pendidikan

Timothy Ananda Gusti
112013022

FACULTY OF LANGUAGE AND ARTS
ENGLISH LANGUAGE EDUCATION PROGRAM
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA
2017
Pernyataan Tidak Plagiat

Saya yang bertanda tangan di bawah ini:

Nama : Timothy Amanda Costi
NIM : 112013022 Email : timothy.amanda.ow@gsmail.com
Fakultas : Bahasa dan Seni Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : EFL Students’ Perception of the Potential of Role-Playing Game in Their Language

Pembimbing : 1. Dian Fauzi Y.G. Sumakul, M.A. (Pembimbing)
             2. Dr. Elisabeth Titik Murtisari, M. Trans.Stud (Penguji)

Dengan ini menyatakan bahwa:

1. Hasil karya yang saya serahkan ini adalah asli dan belum pernah diujikan untuk mendapatkan gelar ujian terakhir baik di Universitas Kristen Satya Wacana maupun di institusi pendidikan lainnya.
2. Hasil karya saya ini bukan sederhana/kerjalan melainkan merupakan gagasan, rumusan, dan hasil pelaksanaan penelitian/implementasi saya sendiri, tanpa bantuan pihak lain, kecuali arahan pembimbing akademik dan narasumber penelitian.
3. Hasil karya saya ini merupakan hasil revisi terakhir setelah diujikan yang telah diketahui dan disetujui oleh pembimbing.
4. Dalam karya saya ini tidak terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali yang digunakan sebagai acuan dalam naskah dengan menyebutkan nama pengarang dan dicantumkan dalam daftar pustaka.

Pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari terbukti ada penyimpangan dan ketidakbenaran dalam pernyataan ini maka saya bersedia menerima sanksi akademik berupa penurunan gelar yang telah diperoleh karena karya saya ini, serta sanksi lain yang sesuai dengan ketentuan yang berlaku di Universitas Kristen Satya Wacana.

Salatiga, 11 September 2017

Timothy

[Signature]

F-LIB-080
PERNYATAAN PERSETUJUAN AKSES

Saya yang bertanda tangan di bawah ini:

Nama : Timothy Ananda Gasse
NIM : 023.022
Fakultas : Bahasa dan Seni
Program Studi : Penelitian Blas Inggeris
Judul tugas akhir : EFL Students’ Perception of the Potential of Role-Playing Games in Their Learning

Dengan ini saya menyertakan hak non-eksklusif* kepada Perpustakaan Universitas – Universitas Kristen Satya Wacana untuk menyimpan, mengatur akses serta melakukan pengelolaan terhadap karya saya ini dengan mengacu pada ketentuan akses tugas akhir elektronik sebagai berikut (bodi tanda pada kotak yang sesuai):

- a. Saya mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA
- b. Saya tidak mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA**

* Hak yang tidak terbatas hanya bagi satu pihak saja, Pemain, penulis, dan mahasiswa yang menyertakan hak non-eksklusif kepada Repositori Perpustakaan Universitas untuk menggunakan hasil karya mereka maupun memilih hak copyright atau karya tersebut.
** Hanya akan mempublikasikan karya dalam satu portal, Pilihan ini harus dilakukan dengan perintah atau melalui portal pada layanan yang disediakan.

Demikian pernyataan ini saya buat dengan sebenaranya.

Salatiga, 4 September 2017

Timothy

Mengetahui,

Dian Toto Y.G. Sunardi, M.A

Dr. Elsabes Tiels Hertiasari, M.Te.

F-108-081
EFL STUDENTS' PERCEPTION OF THE POTENTIAL OF ROLE-PLAYING GAME IN THEIR LEARNING

THESIS
Submitted in Partial Fulfillment
Of the Requirements for the Degree of
Sarjana Pendidikan

TIMOTHY ANANDA GUSTI
NIM: 112013022

Approved by:
Dian Toar Y.G. Sumakul, M.A.
Supervisor

Dr. Elisabet Titik Murtisari, M.TransStud
Examiner
Publication Agreement Declaration

As a member of Universitas Kristen Satya Wacana academic community, I verify that:

Name: Timothy Ananda Gusti
Student ID Number: 112013022
Faculty: Faculty of Language and Arts
Study Program: English Language Education
Kind of Work: Undergraduate Thesis

In developing my knowledge, I agree to provide Universitas Kristen Satya Wacana with a non-exclusive royalty free right for my intellectual property and the contents thereof entitled:

“EFL Students’ Perception of the Potential of Role-Playing Game in Their Language”

along with any pertinent equipment.

With this non-exclusive royalty free right, Universitas Kristen Satya Wacana maintains the right to copy, reproduce, print, publish, post, display, incorporate, store in or scan into a retrieval system or database, transmit, broadcast, in whole or in part without my express written permission, as long as my name is still included as the writer.

The declaration is made according to the best of my knowledge.

Made in: Salatiga
Date: September 11th, 2017
Verified by signee,

Timothy

Approved by,

Thesis Supervisor
Dian Toar Y.G. Sumakul, M.A.

Examiner
Dr. Elisabet Titik Murtisari, M. Trans Stud.
COPYRIGHT STATEMENT

This thesis contains no such material as has been submitted for examination in any course or accepted for the fulfillment of any degree or diploma in any university. To the best of my knowledge and belief, this contains no material previously published or written by any other person except where due reference is made in the text.

Copyright @2017: Timothy Ananda Gusti and Dian Toar Y.G. Sumakul, M.A.

All rights reserved. No part of this thesis may be reproduced by any means without the prior written permission of at least one of the copyright owners or the English Language Education Program of Universitas Kristen Satya Wacana, Salatiga.

Timothy Ananda Gusti
# Table of Content

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inside Cover Page</td>
<td>i</td>
</tr>
<tr>
<td>Pernyataan Tidak Plagiat</td>
<td>ii</td>
</tr>
<tr>
<td>pernyataan persetujuan akses</td>
<td>iii</td>
</tr>
<tr>
<td>Approval page</td>
<td>v</td>
</tr>
<tr>
<td>Publication agreement declaration</td>
<td>v</td>
</tr>
<tr>
<td>Copyright statement</td>
<td>vi</td>
</tr>
<tr>
<td>Table of content</td>
<td>vii</td>
</tr>
<tr>
<td>EFL students’ perception of the potential of rpg in their learning</td>
<td>8</td>
</tr>
<tr>
<td>Abstract</td>
<td>8</td>
</tr>
<tr>
<td>Introduction</td>
<td>8</td>
</tr>
<tr>
<td>literature review</td>
<td>9</td>
</tr>
<tr>
<td>The study</td>
<td>13</td>
</tr>
<tr>
<td>Findings and discussion</td>
<td>14</td>
</tr>
<tr>
<td>Conclusion</td>
<td>24</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>26</td>
</tr>
<tr>
<td>References</td>
<td>27</td>
</tr>
<tr>
<td>Appendix i</td>
<td>29</td>
</tr>
</tbody>
</table>
EFL STUDENTS’ PERCEPTION OF THE POTENTIAL OF RPG IN THEIR LEARNING
Timothy Ananda Gusti
112013022

Abstract
Video game has developed into a potential medium capable of helping language students in learning. Role-playing Game, or known as RPG, is one of video game genres which has a potential as a medium for English foreign language (EFL) students’ language learning. This paper is intended to find the EFL students’ perceptions of the potential of RPG in their learning. Interview will be conducted to collect the data. This paper discusses the perception of EFL student to find the potential of RPG in their learning by using the themes of Bougonjon et al. (2009) that include learning opportunity, usefulness, experience, and ease of use. At the end of this paper, it is hoped that students will perceive RPG as a potential learning system for their language learning. It is expected that this paper could contribute toward the future study related to Role-playing Game and language learning.

Keywords: EFL Student’s perception, Role-playing Game, Potential

INTRODUCTION
Using video game system as a medium in acquiring a second language has become something uncommon in language learning process nowadays. It is a well-developed medium which contains interactivity and knowledge potential for learning (Squire, 2008). In the world of video game as learning medium, one of the video game genre known as Role-playing is well known for its fundamental system of language learning materials. Role-playing game, also known as RPG, contains strong elements of story and plot, provided with unique game system in which the player could experience language learning process (Moffit, 2016).

Currently, many video gamers have grown attached to RPG and devoted their gaming experience to this genre of video game. Furthermore, RPG slowly becomes larger in term of development and competence in world of video gaming. As RPG grows in video game sector, it has also managed to reach language learning sector. However, it is necessary to determine the potential level of an RPG as learning system first. A study conducted by Amoia et al. (2011) concludes that video game helps in maintaining the concentration level and having both interest and entertainment factors for language learners. Now, despite its entertaining purpose, video games could also have some academic potentials.
In a study of technology learning system, the perception of students is something that cannot be forgotten when determining its potential in language learning (Lui et al., 2006). The use of video game, especially RPG, requires an understanding about technology as it utilizes the use of computer, gaming console, and many kinds of gadgets. Following this, Lui et al. (2006) have also mentioned that perception is one of the crucial factor that needs to be considered in determining successful technology learning. Therefore, since RPG is categorized in technology learning, perception is crucial to be researched. However, as it seems useful for language learning, there is not any current study shows the perception of English as a Foreign Language (EFL) students toward the potential of RPG in their language learning.

RPG has also been common for the EFL students in ELE FLA (Faculty of Language and Arts) UKSW. Therefore, this study was aimed at investigating EFL student’s perception about potential use of RPG in their learning. In other words, this study wanted to answer the following research question: “What are students’ perception of the potential of the use of RPG in their learning?”. It was expected that this study could find the EFL student’s perception about potential use of RPG, and later be used as a basis for the study of perception, RPG, and language learning.

LITERATURE REVIEW

Role-Playing Game (RPG)

RPG is one of the video game genres where the player has a “role” inside the game. The purpose of RPG game is for a player to experience what it is feels like to have a role in a story and experience different point of views as a character in the game (Arnold & Doe, 2011). The character that the player plays must interact with other characters inside the game to progress with the story. In a common RPG, these characters that the player should interact
with is called an NPC or non-player character. However, in the case of an Online RPG or known as MMORPG (Massive Multiplayer Online Role-Playing Game), a player can also interact with another player beside the NPCs.

Arnold and Doe (2011) also mentions that the idea of interaction in RPG is explained as where the player has a simulated dialogue with the NPC which becoming the main elements in RPG interaction system. It stimulates the player to interact with NPC to go further with the story and to decide how the main character will respond based on the player’s own decision. In another word, there is a real-life context simulation of interaction being applied in RPG. This is what language learners need in their language learning experience where they can literally practice their language while having a feedback from it. In RPG, it provides that kind of simulation with consequences just like the actual interaction, but it is happened only inside the game itself. Because of this, the learner has a chance to learn and reflect based on the consequences they faced when deciding the path inside the game without any hesitation of facing real concrete consequences. Unlike the real-world context where consequences can become a hindrance for learners to express their language freely, consequences inside the game is more tolerable for the player to learn.

**Role-Playing Game Acceptance in Education**

Philips (1993) mentions that RPG can develop traits of cooperative, structured, and interactive system. The basic idea on how RPG is being accepted can be derived from these three traits. The first trait, cooperative trait of RPG, has been shown in RPG as it does not have a condition of winning and losing, but instead focusing on rewarding the player (Phillips, 1993). As for the structure itself, the main difference is in offline and online RPG with online having the advantages over online interaction. However, RPG itself can be described as interactive because of its flow of story in which the player is the one who
construct the whole story (Moffit, 2016). However, there are also controversies about the acceptance of RPG in education as concluded by Walton (1995). These controversies can develop a flaw which potentially reduce the speed of the acceptance of RPG in language learning. Despite these controversies, RPG has managed to increase its impression in education sector to become a beneficial system for language learning, for both adults and young learners (Hawke-Robinson, 2011). Despite RPG is viewed as a controversial subject, it managed to reach a whole new level where it can be accepted and used as educational system.

**Previous Studies of Using RPG as Language Learning Media**

Many have tried to utilize the elements and systems of RPG in a language learning process. In a study conducted by Amoia et al. (2011) about an RPG called *I-Fleg*, they have experimented on children using the game to increase the vocabulary acquisition. In the research, the game had proven to be quite effective as the children were actually motivated by the game to learn vocabulary. This one-to-one feedback between the children and the game was the key for *I-Fleg* to achieve a successful learning system (Amoia et al, 2011). Therefore, from this study, it can be concluded that RPG could provide a feedback from the interaction between the player and NPCs while also showed a great potential in vocabulary learning and learning enthusiasm.

Another study is Gee (2008) about an RPG which has a specialty in trading card game battle known as “*Yu-Gi-Oh! Trading Card Game*”. This game has been released in both physical card form and video game form. In his description about the game, it is such a complex game of card battle using variety kind of card with interesting creature or monster where two players battle their cards with one another (Gee, 2008). In this game, the card has a complex text written on it and rules to play. Gee had observed 7-year old children playing
and were amazed by the language context written in the card. The language was very complex even for intermediate learners to comprehend, yet the children was able to comprehend it and played the game without any difficulties according to the rules. Here is the example of the card’s text based on his observation:

**Armed Ninja**

Card-Type: Effect Monster  
Attribute: Earth | Level: 1  
Type: Warrior  
ATK: 300 | DEF: 300  
Description: FLIP: Destroys 1 Magic Card on the field. If this card’s target is facedown, flip it face-up. If the card is a Magic Card, it is destroyed. If not, it is returned to its face-down position. The flipped card is not activated.  
Rarity: Rare

According to the text, low level of language comprehension is not enough to understand the card, not to mention, the more difficult one, to relate the card with the complex rules in the game. The players also sometimes need to debate and discuss the card’s relation with the rules, whether their action relating to the card’s text is acceptable or not according to the rules. According to Gee (2008), the idea about this game is that every single card was connected to each other. It was connected by the card’s written text and the rules that make this card game become playable. Therefore, every text written on the card could be related with another thousands card and the game’s rule. Gee (2008) mentioned that it was obvious that by playing this game, it unconsciously trained the children to comprehend a
language by reading the text and following the rules. This game proved that an RPG system other than interacting with NPC could become a potential language learning system.

THE STUDY

The Context of the study

The research was conducted in the English Language Education (ELE) Programme, the Faculty of Language and Arts (FLA), Universitas Kristen Satya Wacana (UKSW). This place was the most convenient place for the researcher in this study to find the students or participants who had experienced playing an RPG and currently studying a language. The study was conducted using a qualitative method to find the student’s perception.

The Instruments

The data was collected using interviews. The interview questions were adapted from the four main themes of Bourgonjon (2009) which are learning opportunity, usefulness, ease of use, and experience. However, some of the interview questions were also adapted from the study of Eskelin (2012) by taking the question that determine students’ background as video game player. The interviews were conducted using the Indonesian language because it was easier for both the interviewer and interviewee to optimize the interview session. Using a semi-structured interview, it was hoped that the interview session would have many follow up questions and answers, thus gaining more information from the participants.

The Participants

The participants in this study were 10 students from which have the background of playing RPG and currently studying language in English Language Education (ELE) Programme, Faculty of Language and Arts (FLA), Universitas Kristen Satya Wacana. The participants consisted of students from angkatan 2013 because they have the longest time
studying in university. The sampling technique used was purposive sampling. It was based on the researcher’s judgement to find the participants who met the criteria to which best suited for the study.

The Procedure of Data Collection

The first step of this study was to conduct a piloting session with one participant. After the interview questions were revised based from the piloting session, the interview sessions for all the participants begun. During the interview, the interviewer would ask all the interview questions to the participants while being recorded. Whenever there was a part where further explanation was necessary, a follow up question would be asked. Finally, the interview sessions from all the participants were transcribed into a clean transcribe.

Data Analysis

After the researcher got the required information, the researcher then translated the transcribes into clean English transcribes. In the clean transcribes, any abbreviations that were used were fixed into a more proper spelling. Then, the researcher would categorize each of the response from each participant which the writer acquired by using recorded interview into the corresponding themes. Finally, the data was analyzed and compared with the previous studies that had been conducted.

FINDINGS AND DISCUSSION

This research took 10 participants from the Faculty of Language and Arts. The participants have experienced language learning at FLA for about 3.5 years. In their experience of playing RPG, it ranges from 4 to 16 years of playtime experience with the average of 9 years. The RPG genre preferences were divided into 2 main genres which are online and offline RPG. As for the sub-genre, the participants have mentioned Massive Multiplayer Online-RPG, Japanese-RPG, Western-RPG, and Action-RPG. The data collected
were divided into four themes which are learning opportunity, usefulness, experience, and ease of use. The themes used were based on the study by Bourgonjon et al. (2009)

<table>
<thead>
<tr>
<th>No</th>
<th>Themes</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Learning Opportunities</td>
<td>120</td>
</tr>
<tr>
<td>2.</td>
<td>Usefulness</td>
<td>115</td>
</tr>
<tr>
<td>3.</td>
<td>Experience</td>
<td>91</td>
</tr>
<tr>
<td>4.</td>
<td>Ease of use</td>
<td>55</td>
</tr>
</tbody>
</table>

Table 1: the findings of the interview

From the table, it can be said that all participants perceived RPG as a medium that could offer benefits to language learning. The data from every participant can be found in each theme. Reference means the evidence of the data that refers to the mentioned theme during interview session. For example, experience theme has 91 references. Therefore, during the interview sessions, all participants have responded related to experience theme 91 times. After each reference was classified into the themes, the themes then were sorted from the highest to lowest references. These 4 themes will be compared into previous study regarding to student’s perception and potential of RPG.

**Learning Opportunities**

According to the study from Bourgonjon et al. (2009), learning potential was based on individual’s belief which gives them opportunities to learn. They also mentioned that usefulness and learning opportunity are something that cannot be separated. As performance is related to process, it is the same as usefulness (performance) connected with learning opportunities (process). With the understanding of what kind of learning “process” in RPG, learner may later produce a language based on their own beliefs in usefulness and learning opportunities to increase their performance in language learning. Several participants have mentioned about the learning opportunities based on their own performance in playing RPG.
Here is one example of the learning opportunity from Participant 7.


So, we can learn grammar in context indirectly. Like in inductive grammar learning. For example, if we interact with NPC to buy something and the NPC said: May I help you? Unconsciously, we will notice the grammar pattern that is being used. If modals (may) were used, it is impossible to use ‘to be’ again. We may not aware of it, but if we encounter an incorrect grammar, we will find it odd.

Participant 7 showed that when he was playing, he was exposed to many contextual grammatical structures based on his dialogue with NPC. Unconsciously, he started to notice that the dialogue he read consists of different grammatical patterns. As he played the game, he started to become more accustomed to the pattern. After being exposed with the dialogue several times, he began to achieve a competence where he could sense the correct and wrong grammatical structure to the point that identifying the complex part such as modals. This was based on his own performance in understanding the grammatical form of a language in RPG where he explained it as inductive grammar learning. The next one is from the participant 2.

Mungkin kalau listening itu adanya kalau di instruction gitu, kill the enemy with using the item apa gitu misalnya. Kalau kita tidak tahu dan tidak paham dalam Bahasa inggris mungkin kita tidak tahu cara menyelesaikan questnya bagaimana seperti apa tersebut. Kalau di speaking kalau kita misal ingin mendapatkan vocab yang baru misal Elixir, nih kan sebelumnya gak tau pengucapanya elixir yang benar itu seperti apa, elikcir, atau eliksir. Setelah kita dengar, kita listening dulu, kita bisa denger, kita bisa produce gimana yang bener.

Maybe for listening it exists in instruction, kill the enemy with using a certain item for example. If we do not understand English, maybe we will not know what we need to do to finish the quest. In speaking, if we want to gain new vocabulary such as elixir for example which we do not understand how to pronounce it correctly, is it eliksir or elikcir. After we hear it, we do the listening first, we can listen, then, we can produce the correct one.

Participant 2 mentioned that by playing video game, he could practice his pronunciation skill.

In addition, the listening and speaking skill opportunities were also present in his gaming session. According to him, learner could produce a correct pronunciation of a new vocabulary by listening and imitating from the voice in RPG. Believing that, he also tried to imitate the correct pronunciation that he did not know before from the in-game voices. After he tried to
imitate the correct pronunciation, he could later produce a correct vocabulary and its pronunciation.

In his study, Gee (2005, p.5) mentioned that, “Players are producers, not just consumers; they are “writers” not just “readers””. A learning opportunity exists where a player can produce after experiencing a process from the game. From the case of both participants, they received an opportunity to produce something after being exposed to RPG. In addition, Gee (2008) stated that a serious learning needs a helping hand. Both participants also experienced a language learning process with the help of NPC’s dialogue and voice. By receiving an opportunity to produce and a helping hand, it has stimulated their sense of learning while playing the RPG, giving positive belief of what RPG’s system could contribute to their language learning process. As for the participants in general, they have shown a significant pattern on how they perceive RPG’s learning opportunity. The participants with higher playtime experience will perceive deeper learning opportunity in the RPG’s system. This can be seen when several participants with higher learning experience managed to explain the complex system in RPG such as the trading, turn-based strategy, and even complex grammatical pattern in a dialogue that can give them learning opportunity. The participants with lower playtime however, will perceive learning opportunity based only from the basic system such as dialogue system mostly, the language. Thus, limiting the learning opportunity only from that system. To conclude this part, a helping hand and the opportunity to produce from RPG are the reasons why the participants can sense a learning opportunity from RPG’s system. However, their playtime experience will determine how deep can they perceive it.
Usefulness

Davis (1989) defines usefulness as where a learner believes that utilizing a system will increase his or her learning performance. RPG acts as a system for the participants in this study. However, it is the learner’s choice whether to view RPG as something that could increase his or her learning performance or not. It has been mentioned in the previous theme in learning opportunity that usefulness as a performance helps students on how they should perceive learning opportunity as a process. In addition, for this discussion, some participants in this study has mentioned that playing RPG could increase their language learning performance. Based on the interview, it could be seen that how their performance in playing the RPG became a basis on how they perceive learning opportunity in RPG and the usefulness.

Participant 4 has responded related to the theme of usefulness.

Wah berkontribusi banget, soalnya dilain kita berinteraksi sama orang itu, disitu kita sama sekali, sebenarnya sama sekali ga mikir grammar. Tapi dengan kita melihat orang yang native language nya itu English, jadi kita itu ikut belajar juga. Misalnya, kalau bilang kalah itu begini, kalau menang itu begini. Kalau interaksi jadi lebih gampang, apalagi ada system trade kan didalem game. Jadinya dari system trade itu kita juga bisa secara ga langsung berinteraksi juga dengan mereka pakai Bahasa Inggris, jadi try to understand each other gitu.

It is very contributing, because other than interacting with people, in there, we are, not thinking that much about grammar. However, by observing people whose is a native speaker of English, we can learn from it. For example, oh, this is what to say when losing, this is when winning. It is easier to interact, moreover there is a trade system inside the game. So, from that trade system, we interact with people unconsciously using English. Therefore, we try to understand each other.

Based on the interview, participant 4 perceived the MMORPG (Massive Multiplayer Online Role-Playing Game) as something useful for her language learning. It can be seen from her positive response of the game was contributing for language learning. Here, she also mentioned that the trading system from MMORPG helped her in learning a language. In her case, the process of playing the game by utilizing the trading system became a media for her to speak with real people inside the game who are using her target language. Moreover, she also mentioned that she had a chance to inspect how native speaker communicate, which can
become a learning opportunity for her by watching them communicating. Followed by participant 1, he mentioned about this during the interview session.

Mungkin ya atau tidak, tapi kalau menurut saya sendiri itu bisa juga. Karena saat memainkan RPG itu tersendiri, kita juga melihat percakapan dari RPG tersendiri dan kita juga bisa mengartikan subtitle di game itu dan kita juga bisa membaca structure dari kalimat itu. Menurut saya itu bisa banyak menjadi pembelajaran sendiri dalam pembelajaran Bahasa Inggris.

Maybe yes or no, but in my opinion, yes it can. Because when playing RPG, we can see the conversation from the RPG itself, interpreted the subtitle in the game and read the structure from that sentence. I think it could be a learning for myself in English language learning.

Participant 1 also gave a positive feedback about video game usefulness. For him, it could be useful because he was exposed to the language structure when playing an RPG. The structure itself was exposed from the dialogue and sentences inside the game. In the end, he also mentioned that the subtitle in the game became a learning opportunity for him because he tried to interpret the meaning from English to Bahasa.

From the interview conducted, it showed that RPG became a useful material for both participants’ language learning process. It can be seen from how they perceive RPG for learning opportunity which came out positively. Participant 4 learned speaking from trading system and conversation while Participant 1 learned structure from the dialogue. By looking at the overall data however, the participants with higher playtime experience tend to perceive RPG as a contributing system for their language learning. Moreover, they also perceive that RPG have a potential to be used in an actual teaching learning process in a classroom. Contrary to this, the participants with lower playtime experience may feel unsure whether RPG can be used in an actual teaching learning process in classroom or not. To be more accurate, this pattern is also influenced by their own experience in what kind of RPG they choose whether it is online or offline RPG that will be discussed in the next theme of experience. The result of this theme was similar to the study of Bourgonjon et al. (2009) that learning opportunity positively affects usefulness. The participants of this study believed that
they could learn from RPG and having an opportunity to learn from it both as individual or classroom teaching learning process.

**Experience**

Bourgonjon et al. (2009) explained that in his study, experience is the theme in which indirectly determines the student’s belief of game in learning. Related to all previous themes, all of them were indirectly affected by the participant’s own experience in RPG gaming. Philips (1993) mentioned that, the only way for students to learn is from their own experience. Regarding to RPG, it can provide different kinds of experience for the player because of how massive the title is. Language learners as players, may feel an experience of entertainment and it cannot be denied that learning experience also exists. Related to all previous themes where the participants have explained about their process and performance, it was all back to their own experience in playing RPG.

Participant 6 has explained that his experience in playing RPG was very helpful for his past learning experience.

Maybe I can say yes, there is a process, benefits maybe. Back at that time, I will give an example, maybe back when I was in junior high-school, I was enrolled in a school that could be said the English lesson was not enough. So, at that time, junior high school lesson was similar with elementary level. There, I felt like only repeating and by playing video game which the language level was harder, so it can be said that I learned from video game.

From the participant 6’s experience, he felt that there was a process. He said that he learned from game because it contains a harder language level than the one being taught at his junior high school. His experience showed that he may felt unsatisfied with his elementary English level. However, by playing RPG, he could experience a harder level of language which improved his English skill. In addition, participant 10 mentioned about this.
Participant 10 mentioned about her experience when playing MMORPG in international MMO server. From her experience, she felt that playing the game has increased her speaking skills. She said it, because she was using English whenever she wanted to communicate with another player who was not an Indonesian. By doing so, she felt that her English was improving because of constant target language usage.

In correlation with previous themes, experience clearly influences student’s performance and process in learning via RPG (Virvou & Katsionis, 2008) as mentioned by Bourgonjon et al. (2009) that experience determines the outcome of usefulness and learning opportunity. From their experience, we can see the positive outcome for their learning process and performance. Taking an example, participant 10's experience in playing an international MMORPG server was the reason why she could develop a learning process from her performance in communicating with non-Indonesian players. Based on their experience in playing RPG, they have gained something related to their language learning. Furthermore, based on the analysis of usefulness theme, a significant pattern can be found in the participants’ RPG experience related to the usefulness. Aside from playtime, each participant has their own preference of what kind of RPG they usually play. The main difference is that the preference genres which divided into online and offline RPG. Participants that play offline RPG tend to perceive the potential system of RPG in their learning. The offline participants view the system of RPG in general and decide whether that system have a potential to be used or not, thus making them to learn individually. Contrary to this, the one who plays online
RPG will perceive the system of RPG deeper in the interaction system. They believe that the main language learning from online RPG emerged from their interaction with NPC or another player. The learning opportunity exists when they tried to interact using another language with another player, learning together in the process. This result is as accurate as Bougonjon et al. (2009) who stated that the relation of experience, usefulness and learning opportunity is to show that learner would gain something from playing video game.

**Ease of Use**

Bugembe (2010) Mentioned that how learner perceive usefulness and ease of use will determine how his or her attitude towards using a learning system. Ease of use in this study also refer to how learner views the complexity of the system, however in this study’s case, the RPG act as the system. It is believed that how the participants view the system in RPG will determine how the learning process happened. From the previous theme, learning opportunity cannot be separated from usefulness as they represent process and performance where experience became the basis. In the case of ease of use, it became a basis on how the participants’ attitude and behavior towards using RPG system in learning a language.

To begin with, Participant 9 mentioned about the system in an open world, action-RPG *The Elder’s Scrolls V: Skyrim*.


So many, starting from communicating with in-game character. Then, finishing the quests, grinding (Increasing character’s level and power), looking for strong equipment. There are so many things to do, not to mention if we are bored with the main-quest, we can do the sub-quest first. The thing is, playing RPG will not be boring.

Participant 10 explained that in the game he mentioned, there were so many things that could be done. These things he mentioned was the game’s system itself. He also stated that he could
not get bored by the system that the game offered to him. Contrary to this, participant 3 mentioned about the system of JRPG (Japanese Role-Playing Game).

JRPG itu unsur jepangnya masi kuat, masi kental. Mungkin yang membedakan JRPG dari RPG lain itu Karena systemnya biasanya turn-based, lalu juga JRPG itu theme nya lebih ke fantasi, main characternya being a hero, terus setiap party member punya impact yang besar buat tokoh utama. Jadi kita bisa liat perkembangan tuh ga cuma cerita, tapi karakter juga terlebih tokoh-tokoh utama di JRPG itu.

JRPG has a strong Japanese element. Maybe what differs JRPG from another RPG is that usually the system is turn-based, then the JRPG’s theme mostly about fantasy, the main character being a hero, then each party member also has a big impact for the main character. So, we can see the development of not only the story, but also the character, especially the main characters in the JRPG.

Participant 3 mentioned about the system of JRPG being a turn based system and the characters’ development were related to the story. Based on their responses, the main differences are the RPG genre and the system preference. participant 10 mentioned that he chose an open world, action-RPG because he was interested in the massive contents of the game. However, participant 3 chose JRPG because he was more interested in the development of the characters along the story.

The main difference between the system of JRPG and open world, action RPG is the system. JRPG mostly having a turn-based battle system where the player takes control in choosing the action of each party (group of character) members in respective order to finish the battle such as Attack, Defend, Skill, and Escape. It is more systematic and strategic to decide what kind of action to be taken in the battle for each respective character. However, in open world action RPG of Elder’s Scrolls V: Skyrim, the player takes full control of only one main character. Different from JRPG, action RPG demands the player’s skill to control the character’s movement directly, such as moving, attacking and dodging in real-time combat. It requires more of a mastery rather than systematic strategic planning from the player.

Related to ease of use once again, Bugembe (2010) mentioned that student’s perception of a system’s ease of use decided their desirability to use it. From the interview, every participant has a choice for what kind of RPG they prefer to play. Other than JRPG and
open world, action RPG, some also mentioned about MMORPG. They chose the game based on their own desirability. However, the system for each RPG is different from each RPG genre. There is a pattern that can be identified based on the participants’ RPG preference. Different from the online and offline preference, the preference can also be categorized into another offline genre, such as action-RPG and Japanese-RPG. About half of the participants have a preference of JRPG as their favorite genre. After analyzing their answer, the participants that choose JRPG share the most identical pattern in their answers. Based on this, most of the participants who play JRPG have a strong perception of potential use of RPG in their learning based on the game’s story and plot. In general, they could learn a language skill by following and proceeding in the game’s story. From participant 9 and 3, it could be seen that they have experienced a different kind of process in playing the different game. The system of each RPG has offered will determine how learner experience the learning process. Participant 3 will learn differently from Participant 10. Playing JRPG made him to focus more on the story and character development rather than the gameplay. However, Participant 10 was focusing his attention more on the gameplay of an action-RPG. The different kind of system in RPG showed that player will perceive the game in a different way regarding to its RPG genre. Previously, Bourgonjon et al (2009) mentioned that students will learn from game if they are dedicated to the game. This dedication is the main reason why they decide that playing game and it is necessary to respect their desirability in the chosen RPG genre.

CONCLUSION

This study looked at the perception of EFL students of the use of RPG in language learning. As for the data, it was collected using interviews to 10 ELE FLA UKSW students. The interview questions were adapted from Bourgonjon (2011) and Eskelin (2012). From this study, it can be concluded that all the participants have perceived the potential use of RPG in language learning positively. These 10 students believed that they can have a learning
opportunity from the RPG they play. Followed by this, they also perceived RPG as something useful for their language learning. Not to mention, the students had experienced different kinds of RPG and they feel comfortable in using the RPG they have chosen as a language learning medium. Based on their own experience, they may have different ways about how RPG affects their language learning directly, but related to this, they were able to learn something by relying on their positive belief for their chosen RPG.

This paper could contribute to EFL students and teachers’ perception of RPG potential in language learning. It was hoped that from this study, EFL students could perceive RPG as a potential language learning system. By having a positive perception for a learning system, students would be able to utilize the system for beneficial learning experience. As for teachers, students’ perception was important to determine a correct pedagogical strategy to apply a learning system in classroom. It was hoped that this paper could help teacher by giving a basis for student’s perception towards RPG system for RPG to be used in actual classroom language learning activity.

There were limitations in this study that should be mentioned. The first was that this study lacked the number of participants. The researcher was only able to interview 10 participants from angkatan 2013. The next limitation was the study could only be conducted in Universitas Kristen Satya Wacana. At the end, the biggest limitation this study has faced was the number of participants. This study only used 10 EFL students as the representatives of a study about perception. Based on these limitations, this study could suggest several information for future research about video game and language learning. After finding student’s perception about RPG and for larger amounts of participants, it would be good to research a pedagogical strategy to use RPG in actual classroom learning session. Also, this study may be used as a basis to prove to society that video game was not only about negative impact, but also possible to be used as a positive learning system if approached correctly.
Lastly, for future research, this study would become a great starting point in the theoretical framework to seek positive result about the concept of student perception, RPG, video game, and language learning.

ACKNOWLEDGEMENT

First, all praises and thanks be with Jesus Christ for giving me strength to overcome many trials to complete this thesis. Without the blessing from the lord, all of this would not be possible for me. My family and people around me are playing an important role which I
could not describe by simple mere words. Without them, all of this will not be possible in the end. I would like to express my gratitude to these most important people in my life:

- Never ending thanks to My Dad Mr. Tri Laksito, my Mom Mrs. Catharina Magdalena, and my Sister Mrs. Margareth Avania for everything they have done up until now. My family is my biggest treasure and will always be in my entire life. Words are not enough to express how grateful I am to be surrounded by all of you in my life.

- My big family, thank you for all your prayer and support up until now. I am so grateful to be blessed with such wonderful big family in my life.

- Ms. Yunita, the one who is so patient and support me in many kinds of situations. Wish all the best for her study as well.

- My friends, buddies, bros, thank you for making my life colorful. Special thanks to my best buddies in this hard college times, The Lucireng. Please God grow up already you boys.

- All lecturer in FBS, thank you for guiding and educating me to become a better person every day. Special thanks to Mr. Toar for your guidance throughout this thesis.

Finally, I have realized that everything that I have done up until now will not be possible without the help from God and everyone. I just want to express my biggest gratitude to everyone for everything, may God bless each one of you in your life.

Best regards,

Timothy Ananda Gusti

REFERENCES


APPENDIX I

Interview Question

1. How long have you been playing RPG?
   Sudah berapa lama anda bermain game ber-genre RPG?

2. How often do you play RPG in your weekly gaming sessions?
   Sesering apa anda bermain RPG dalam sesi bermain game anda dalam kurun waktu satu minggu?

3. What kind of RPG you usually play?
   RPG apa yang sering anda mainkan?

4. How many RPG games that you have finished?
   Seberapa banyak game RPG yang sudah anda tamatkan?

5. What do you think about RPG games in overall?
   Apa pendapat anda mengenai game RPG secara menyeluruh?

6. What language elements do you learn from within the RPG?
   Element-element bahasa apakah yang anda pelajari dari RPG?

7. Does RPG contribute to your language learning process? Please explain your answer!
   Apakah RPG berkontribusi dalam proses pembelajaran bahasa anda? Tolong jelaskan jawaban anda!

8. What is your thoughts about the benefits of the use of video game especially RPG in language learning?
   Apa pendapat anda mengenai keuntungan penggunaan video game terutama RPG dalam pembelajaran bahasa?

9. Do you think it is possible in using RPG to help a language learning process? Please elaborate your answer!
   Menurut anda, apakah mungkin menggunakan RPG sebagai bantuan dalam proses pembelajaran bahasa? Mohon jelaskan jawaban anda!

10. What is your main thought about RPG in general as FBS English language students?
    Apa pendapat utama anda mengenai RPG secara menyeruluh dalam sudut pandang mahasiswa bahasa Inggris FBS?

11. Is there anything you want to confirm or say regarding to all of your answers?
    Adakah dari jawaban-jawaban yang ingin ada tanggapi atau jelaskan secara lebih lanjut?