

**EFL STUDENTS' PERCEIVED IMPACT OF USING
ROLE-PLAYING GAME ON THEIR READING SKILL DEVELOPMENT**

THESIS

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ROLE-PLAYING GAME ON THEIR READING SKILL DEVELOPMENT
THESIS**

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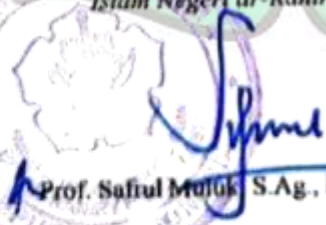

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**EFL Students' Perceived Impact of Using Role-playing Game on Their
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 12 Mei 2026

buat surat pernyataan



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ABSTRACT

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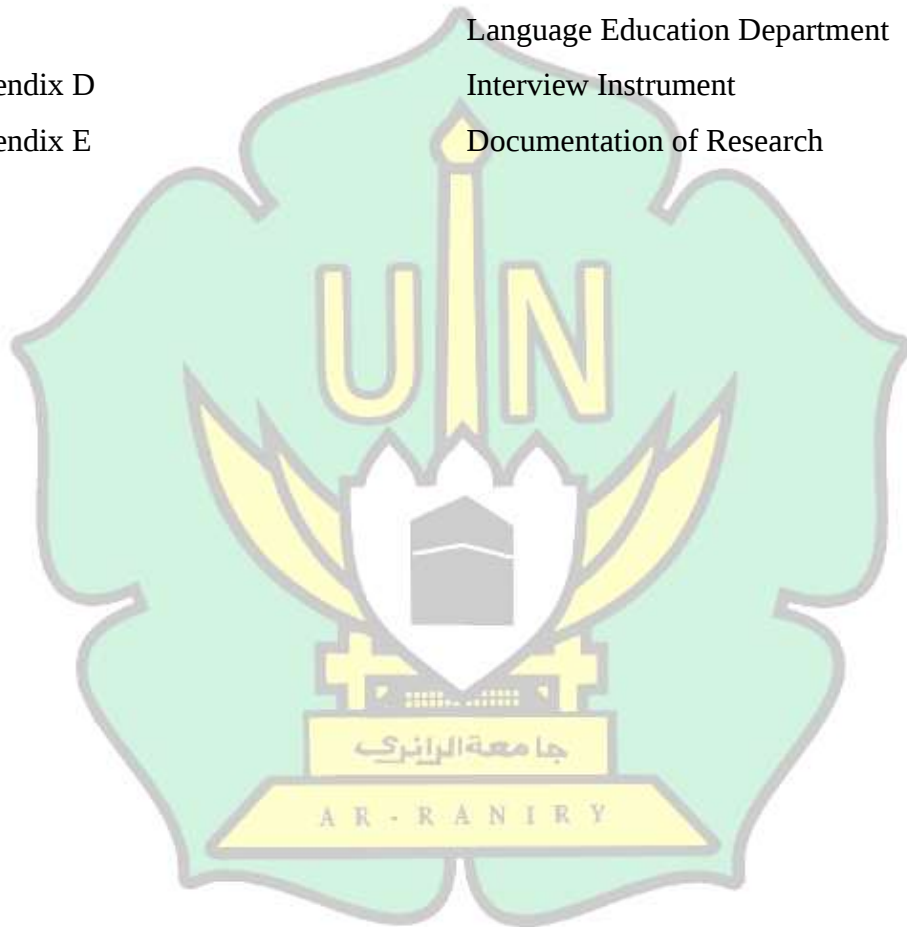
This study explores EFL students perceived impact of Role-Playing Games (RPGs) on their reading skill development and challenges encountered when using RPGs for reading improvement. Employing a descriptive qualitative design, this study collected data through semi-structured interviews with ten active RPG players from the English Language Education Department at UIN Ar-Raniry Banda Aceh. The data were analyzed using the interactive model of Miles, Huberman, etd.(2014). The findings reveal that students perceived five positive impacts of RPGs on their reading skills: vocabulary acquisition through contextual and repeated exposure, enhanced reading comprehension through immersive narrative engagement, improved reading fluency and speed through time-pressured dialogue practice, increased reading motivation with spillover effects to non-game reading, and better information retention through emotional engagement and active participation. However, they also experienced challenges such as complex and archaic vocabulary, long and overwhelming texts, time-pressured reading causing anxiety, figurative language and idiomatic expressions, and limited transferability of RPG vocabulary to academic contexts. To overcome these challenges, students employed strategies such as using external resources, contextual guessing, and peer collaboration. In conclusion, RPG are perceived effective for improving students' reading skill development, despite high challenges.

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CHAPTER I

INTRODUCTION

A. Background of Study

In the context of English as a Foreign Language (EFL) education in Indonesia, reading comprehension is a fundamental aspect of language proficiency. Mastering this skill is crucial for academic success and the ability to interact with global knowledge. However, many EFL learners in Indonesia face challenges in improving their reading skills due to traditional, often monotonous, teaching methods that fail to engage students effectively. This has led to a lack of motivation among students, hindering their progress in mastering reading comprehension. As such, there is a pressing need for innovative and engaging approaches to teaching reading that can better motivate students and enhance their learning experiences.

One promising solution lies in the integration of game-based learning, specifically through the use of Role-Playing Games (RPGs). RPGs are interactive games that combine narrative-driven plots, character development, and in-game dialogue, requiring players to read and comprehend substantial amounts of text to advance in the game. The immersive nature of RPGs makes them an engaging tool that not only motivates students to read but also exposes them to new vocabulary, complex sentence structures, and contextualized language use in an interactive setting. By incorporating reading into the game's progression mechanics, students

are encouraged to read actively and meaningfully, making the learning experience both enjoyable and effective. Moreover, JRPGs are widely accessible as they can be played on various platforms, including game consoles (such as PlayStation, Xbox, and Nintendo Switch), personal computers (PC), and mobile devices (smartphones and tablets), allowing students to engage with English reading materials anytime and anywhere.

Research has indicated that game-based learning, particularly RPGs, can significantly contribute to language acquisition, especially in improving reading skills. For instance, Arfani and Kaniadewi (2025) found that playing *Genshin Impact*, an RPG, enhanced EFL students' reading abilities by engaging them in reading dialogues, quests, and complex narrative texts. The study suggested that the game's dynamic storytelling and the necessity to understand in-game texts for progression made reading a key aspect of the gameplay, thus motivating students to improve their reading comprehension

Bakan et al. (2022) investigated the effectiveness of Massively Multiplayer Online Role-Playing Games (MMORPGs) in improving English as a Foreign Language (EFL) learners' communicative competence. Their findings showed that MMORPGs provided students with significant opportunities to enhance their speaking, writing, and vocabulary skills through interactions with other players in English. The study highlighted that students enjoyed using the games to practice daily vocabulary and phrases, and they valued the cross-cultural communication with players from various countries. Overall, the research concluded that

MMORPGs can serve as an effective supplementary tool in EFL learning, offering a dynamic and engaging environment for improving language proficiency.

Several studies have explored the impact of Role-Playing Games (RPG) on enhancing students' reading comprehension. Juniardi et al. (2023) found that RPGs were effective in improving the reading comprehension of second-grade students, showing significant improvements in post-test scores after the use of RPGs. Similarly, other research has demonstrated that RPGs, through their engaging and interactive narrative structures, contribute to better understanding of texts by encouraging active reading and problem-solving. These findings suggest that RPGs can be a valuable tool in improving students' reading skills, aligning with broader trends in educational research on gamification and learning.

Similarly, the use of RPGs in the classroom has been shown to enhance reading comprehension and language learning. Ulhaq and Noviantoro (2023) demonstrated that role-playing video games (RPGs), particularly in an informal learning context, contribute significantly to the development of reading skills. Their study highlighted how RPGs integrate interactive narratives that require players to engage with and understand written content to progress in the game. This form of immersive learning encourages students to interact with text in a way that strengthens their comprehension and vocabulary acquisition. Unlike traditional reading materials, RPGs offer a dynamic and context-rich environment that sustains students' attention, motivating them to read more actively and retain the information better.

Despite the encouraging results from these studies, there is still a gap in understanding how specific RPG elements, such as dialogues, character development, and in-game tasks, directly influence the development of reading skills in EFL students. Previous research has mostly focused on the general impact of RPGs on language learning but has not fully explored how these elements specifically contribute to reading comprehension and vocabulary development. Additionally, there is a lack of studies focusing on how these games affect students in the Indonesian context, particularly in institutions like UIN Ar-Raniry

This study aims to fill this gap by exploring the perceived impact of using RPGs, on the reading skill development of EFL students at UIN Ar-Raniry. By examining students' experiences with the game, the research will investigate how engaging with its narrative elements, dialogues, and interactive quests contributes to their reading comprehension, vocabulary acquisition, and overall motivation. The findings will provide valuable insights into how RPGs can be utilized in the classroom to enhance reading skills and engage students in a more interactive and effective language learning process.

This study will contribute to the broader understanding of game-based learning in EFL education. By highlighting the specific ways in which RPGs influence reading development, the research will offer practical recommendations for educators seeking to incorporate digital games into their teaching strategies. The results will also underscore the potential of RPGs to foster a more engaging and dynamic learning environment that motivates students and enhances their reading comprehension abilities.

B. Research Questions

Based on the aforementioned research background, this research was carried out to answer the following question:

1. How do EFL student perceive the positive impact of RPG on their reading skill?
2. What are the challenges perceived by EFL student in using RPG for improving their reading skill?

C. Research Aims

This study aims to:

1. Explore EFL students' perceptions of the positive impact of Role-Playing Games (RPGs) on their reading skills.
2. Identify which specific elements of RPGs, such as narrative complexity, dialogues, and in-game tasks, are perceived by students as most beneficial for enhancing their reading comprehension and vocabulary acquisition.

D. Significance of Study

The significance of this study lies in its contribution to the understanding of language learning, particularly in EFL contexts. By focusing on the role of Role-Playing Games (RPGs) in improving reading skills, this study expands the scope of language acquisition beyond traditional methods and explores how game-based learning can enhance students' reading abilities. It highlights the potential of RPGs as a dynamic tool that not only improves linguistic skills but also engages students

in a way that traditional methods might not, creating a more immersive and enjoyable language learning experience.

1. For EFL Students

This study is particularly significant for EFL students as it explores how game-based learning, specifically RPGs, can positively influence their reading skills. By understanding how RPGs contribute to vocabulary acquisition, reading comprehension, and overall language proficiency, students can gain insight into the advantages of using digital games as part of their learning process. The findings will provide students with an understanding of how engagement with interactive and narrative-rich games can make reading more enjoyable and meaningful, thus encouraging greater participation and motivation in learning English. This could lead to more motivated learners who see English as a tool for personal development, not just academic achievement.

2. For Future Researchers

This study will significantly contribute to the body of knowledge surrounding game-based learning and language development, particularly in EFL contexts. It opens the door for future research into the use of RPGs as a tool for improving language skills, particularly reading. The findings could serve as a foundation for exploring the long-term effects of game-based learning on language acquisition and could inspire further studies on how RPGs impact other language

skills, such as writing, listening, and speaking. Additionally, the emotional and motivational aspects of learning through games are areas that remain underexplored. This study may also prompt further investigations into how different genres of games can affect different aspects of language learning and learners' attitudes toward English education.

Through this research, we aim to advance the understanding of how interactive, game-based tools can shape EFL learning in a more holistic way, offering fresh insights into the integration of gaming and education.

E. Terminology

Terminology is an explanation of the keywords of this study and aims to avoid misunderstandings. The following terms are described as follows:

1. EFL (English as a Foreign Language)

English as a Foreign Language (EFL) refers to the study of the English language by individuals in countries where English is not the primary language of communication. In many countries, including Indonesia, English is taught as a foreign language, primarily in formal educational settings such as schools and universities. The importance of English in a globalized world cannot be overstated, as it serves as a critical tool for international communication, business, technology, and access to global knowledge. As the most widely spoken language globally, English is often considered the "lingua franca" of various fields, making its mastery a valuable asset for students and professionals alike.

In Indonesia, English is essential not only for academic success but also for personal and professional advancement. According to Mendrofa et al. (2025), English holds significant value as an international language used in various domains such as business, science, and technology. As a foreign language, however, it presents challenges for students, particularly in mastering grammar, vocabulary, and pronunciation. The learning process is often hindered by the lack of practical exposure to the language, as English is not typically used in daily communication outside the classroom.

To overcome these challenges, various strategies have been employed in teaching EFL, including Total Physical Response (TPR), storytelling, songs, and interactive games. These strategies aim to engage students in the learning process, making language acquisition more enjoyable and effective. Mendrofa et al. (2025) highlight how TPR, for example, can enhance students' understanding of English by associating physical actions with words, making the learning experience more dynamic. Additionally, incorporating games and storytelling into language lessons provides students with an interactive way to engage with English, which can significantly improve their reading and comprehension skills.

The study of EFL in Indonesia is not just about linguistic proficiency but also about creating an engaging and supportive learning environment that motivates students to actively participate in the learning process. With the increasing integration of digital tools and interactive methods like RPGs, students can experience language learning in a more immersive and context-driven way. These approaches are expected to enhance not only students' language skills but also their

overall learning experience, as they engage with English in ways that feel relevant and enjoyable.

2. Role-Playing Game (RPG)

Role-Playing Games (RPGs) are interactive and immersive games in which players assume the roles of characters in a fictional universe. These games allow players to navigate narratives, solve problems, and make decisions that affect the story's progression. RPGs have been increasingly recognized for their educational value, particularly in engaging students in subjects such as language learning and history. By integrating narrative-driven gameplay with interactive decision-making, RPGs provide a meaningful learning experience that is both engaging and educational.

RPGs are particularly effective in education because they engage students in active learning. According to Zainon et al. (2014), RPGs on mobile platforms have been used to help students better understand history. The mobile RPG application developed in their study, which focused on the legendary story of the Malaysian warrior Merong Mahawangsa, incorporated historical narratives into the gameplay. Students had to interact with the game world, read historical content, and solve in-game problems to progress. This interactive approach made the learning of history more engaging, enhancing students' comprehension and retention of historical facts

Role-Playing Games (RPGs) are interactive games where players assume the roles of characters, enacting and governing their actions within a structured narrative framework. These games are diverse, including formats such as tabletop RPGs, live-action role-playing (LARP), or online RPGs. The players' primary task is to perform actions, think, and speak for their characters, sometimes even embodying their emotions. RPGs have been studied within various academic traditions, particularly in relation to their role in social and cultural dynamics, as well as their potential in educational and therapeutic contexts (Lehto, 2019). The significance of RPGs lies in their ability to foster collaborative storytelling and skill development, impacting both the personal and social growth of players.

Overall, RPGs are not only an entertaining form of learning but also a powerful tool in the development of cognitive and language skills. By integrating storytelling with interactive challenges, RPGs can effectively engage students, improve their reading skills, and promote other important cognitive and social abilities.

2. Perceived Impact

The perceived impact of using Role-Playing Games (RPGs) on EFL students' reading skills refers to how students evaluate the effectiveness of RPGs in enhancing their language abilities. RPGs require players to read and comprehend in-game dialogues, quests, and tasks, which can improve vocabulary, reading comprehension, and contextual understanding.

Studies suggest that RPGs positively affect task productivity by encouraging active engagement with texts, as students need to understand the content to progress in the game. As Torkzadeh and Doll (1997) note, technology impacts productivity and innovation, and RPGs similarly foster creative reading practices and problem-solving skills.

Moreover, RPGs increase user satisfaction by making language learning more enjoyable, thus motivating students to engage with English texts more willingly. The immersive nature of RPGs leads to higher engagement, enhancing students' motivation and overall language learning experience. In summary, the perceived impact of RPGs on reading is largely positive, as they make reading more interactive, enjoyable, and effective for EFL learners.

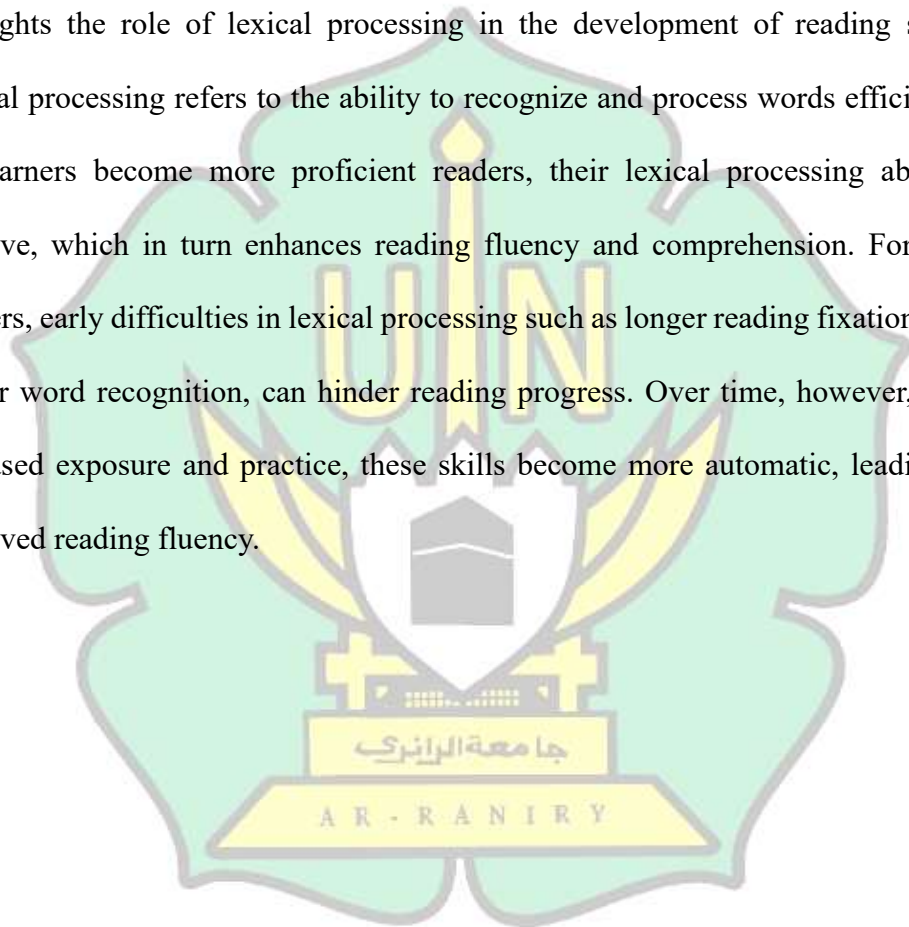
3. Reading Skill Development

Reading skill development is a critical aspect of language acquisition that encompasses the ability to decode, comprehend, and integrate meaning from written texts. In the context of EFL (English as a Foreign Language), this process involves various stages and components, including phonological awareness, vocabulary development, and reading comprehension.

Research by Paris (2005) emphasizes the importance of distinguishing between constrained and unconstrained reading skills. Constrained skills, such as letter knowledge and phonemic awareness, are typically acquired in early childhood and reach mastery in relatively short periods. These skills are foundational for reading development and are often learned quickly, as they involve a finite set of

knowledge. On the other hand, unconstrained skills, such as vocabulary and reading comprehension, are more complex and develop over a longer period. These skills are less constrained by a fixed set of knowledge and continue to grow and evolve throughout a person's life.

In addition to these distinctions, research by Mancheva et al. (2015) highlights the role of lexical processing in the development of reading skills. Lexical processing refers to the ability to recognize and process words efficiently. As learners become more proficient readers, their lexical processing abilities improve, which in turn enhances reading fluency and comprehension. For EFL learners, early difficulties in lexical processing such as longer reading fixations and slower word recognition, can hinder reading progress. Over time, however, with increased exposure and practice, these skills become more automatic, leading to improved reading fluency.



CHAPTER II

LITERATURE REVIEW

A. Reading Skill Development

1. Reading Skill

Reading skill is a complex cognitive ability that extends beyond the simple act of word recognition, encompassing processes such as comprehension, interpretation, and the ability to infer meaning from context. According to Perfetti (1999), proficient readers are skilled in word identification and processing, which allows them to efficiently comprehend and integrate information from a text. Critical cognitive processes such as lexical access, syntactic processing, and working memory contribute significantly to reading proficiency. Additionally, factors like phonological awareness and orthographic processing play an important role in the ability to decode and recognize words accurately. Skilled readers use context and prior knowledge to build coherent text representations, while less proficient readers may struggle with these processes.

Beyond comprehension at the literal and inferential levels, reading instruction in EFL contexts should also aim to develop students' critical reading abilities. Ilyas (2023) analyzed the reading instructions given by 27 EFL teachers and found that most instructions fell into basic categories such as identifying, analyzing, summarizing, and guessing, while higher-order critical reading elements including questioning, evaluating, reflecting, inferring, comparing and contrasting, and responding were largely unexplored. This study highlights that many reading

activities in EFL classrooms remain at the surface level and do not sufficiently challenge students to interrogate texts, question authors' intentions, or evaluate arguments. Ilyas argues that critical reading must be explicitly integrated into reading instruction from an early stage, as it equips learners not only with stronger comprehension skills but also with the ability to navigate texts critically in an era of widespread misinformation. This perspective reinforces the view that reading skill development is not a static process rather, it evolves from basic decoding to higher-order critical engagement, a trajectory that innovative tools such as RPGs may potentially support through their complex, multi-layered narratives that require players to interpret, infer, and evaluate story events.

Similarly, the use of visual organizational tools such as concept mapping has been found to support reading comprehension by helping students structure and relate information from texts. Syahabuddin, Yusny, and Zahara (2019) investigated how senior high school English teachers in Aceh introduced concept mapping in reading comprehension activities and found that students were more fully engaged and motivated when using this strategy compared to traditional line-by-line translation methods. By visually mapping out key ideas, characters, and events from descriptive and narrative texts, students were better able to identify main ideas, discern relationships between concepts, and retain information more effectively. The study concluded that when students collaborate in groups to construct concept maps, their comprehension improves as they negotiate meaning and clarify understanding with peers, transforming reading from an individual task into an interactive learning experience.

This conceptualization highlights the complexity of reading skill, which involves several key components. As explained below, three fundamental aspects of reading skill. vocabulary acquisition, comprehension, and fluency.

a. Vocabulary acquisition

Vocabulary acquisition plays a crucial role in the development of reading skills, particularly in how learners understand and process new words within texts. Research has demonstrated that incidental vocabulary learning, especially through reading, is a powerful means of acquiring new vocabulary. Daskalovska (2014) found that both first and second language learners can effectively acquire new words through reading, with the process heavily influenced by factors such as word frequency and context. For example, when learners encounter words frequently within a text, they are more likely to retain their meanings, making reading a valuable tool for expanding vocabulary. This study supports the argument that incidental vocabulary learning from reading is both an efficient and natural way for learners to enhance their vocabulary knowledge, which in turn strengthens their reading comprehension abilities.

The role of extensive reading in fostering vocabulary development has also been substantiated in the Indonesian EFL context. Fergina and Oktavianda (2024) investigated factors influencing the completion of extensive reading tasks among Indonesian tertiary EFL students and found that vocabulary acquisition occurs incidentally as learners engage with a large volume of texts. Through repeated exposure to new words and phrases in meaningful contexts,

students gradually expand their lexical repertoire without deliberate memorization. However, the study also cautioned that vocabulary development through extensive reading is a gradual process that requires sustained engagement over time. When students encounter texts that are too lexically demanding, comprehension breaks down and motivation declines, creating a barrier to the very reading practice needed for vocabulary growth. This finding reinforces the importance of providing learners with accessible and appropriately-leveled reading materials that match their proficiency levels and personal interests to facilitate both vocabulary acquisition and reading comprehension in EFL contexts.

Moreover, the size of a learner's existing vocabulary significantly impacts their ability to acquire new words from reading. Biemiller (2007) emphasizes that students with larger vocabularies tend to have more success with reading comprehension and word learning, as they can leverage their prior knowledge to infer meanings of unfamiliar words. However, for learners with smaller vocabularies, even limited encounters with new words can lead to substantial vocabulary gains, especially if these words are encountered in meaningful contexts. This highlights the importance of both direct instruction and extensive reading in fostering vocabulary growth, as these strategies provide learners with repeated exposures to words in various contexts, thereby improving both their vocabulary size and reading comprehension over time.

b. Comprehension

Reading comprehension is a key cognitive process in language acquisition, which involves more than just decoding words; it requires the integration of prior knowledge, inference, and interaction with the text. According to Golkar and Yamini (2007), reading comprehension depends significantly on the learner's vocabulary size and the depth of their lexical knowledge. They emphasize that learners with a larger vocabulary are more capable of making inferences, understanding the context of texts, and fully grasping complex passages. Furthermore, comprehension is not a linear process; it requires readers to continuously integrate new information with what they already know, drawing from both linguistic and non-linguistic cues. In this sense, effective reading comprehension involves both explicit skills like recognizing main ideas and implicit ones like drawing conclusions from the text.

In addition to vocabulary knowledge, reading comprehension is influenced by the reader's ability to decode text, employ strategies for understanding difficult sections, and sustain focus throughout the reading. As Bojovic (2010) points out, reading is an interactive process where the reader continually shifts between decoding new information and making predictions based on prior knowledge. Comprehension is thus a dynamic activity that goes beyond simply retrieving information from the text; it involves a synthesis of multiple skills, including identifying key points, drawing inferences, and understanding both the literal and implied meaning of the text. In educational

settings, reading comprehension tasks are used to assess the extent to which learners can engage in these processes effectively, which is crucial for language development in EFL contexts.

The critical relationship between vocabulary mastery and reading comprehension has also been evidenced in the Indonesian EFL context. Razali and Razali (2013) investigated the vocabulary acquisition strategies employed by English Department students at UIN Ar-Raniry and found that the most frequently used strategy for understanding new words during reading was guessing meaning with the help of familiar words in the sentence or paragraph. This indicates that successful comprehension often depends on a reader's ability to draw upon existing lexical knowledge to infer the meaning of unfamiliar vocabulary encountered in texts. The study further emphasized that reading comprehension is not a passive activity that occurs after reading, but an active, ongoing process of thinking that takes place before, during, and after engaging with a text. Readers must continuously connect new information with their prior knowledge, organize ideas, and draw inferences to construct meaning. This finding reinforces that vocabulary acquisition and reading comprehension are deeply intertwined; a well-developed vocabulary provides the foundation upon which higher-level comprehension skills are built.

c. Fluency

Reading fluency is a crucial aspect of reading development, encompassing not only the speed at which a reader can decode words but also the ability to read with accuracy and proper expression. Fuchs et al. (2009)

define fluency as the ability to read smoothly and efficiently, without significant pauses or errors, which directly impacts comprehension. Fluent readers are able to process text more quickly, reducing cognitive load and freeing up resources to focus on higher-order tasks such as making inferences and integrating information from the text. This efficiency in reading is built upon the mastery of basic word recognition skills, where automaticity in recognizing words allows readers to process longer stretches of text with ease. Furthermore, fluency in reading involves prosody, which refers to the rhythm, tone, and expression used during reading, contributing to a deeper understanding of the text.

In addition to the basic fluency components of accuracy and speed, the interaction between fluency and reading comprehension is an area of considerable interest. Başaran (2013) highlights that fluent reading skills, especially in-depth meaning linking, are strong indicators of reading comprehension. The ability to read smoothly and at an appropriate pace allows readers to better comprehend and retain the material they engage with. However, while reading speed and accuracy are important, prosody (expression and rhythm in reading) has been shown to be a better predictor of more profound comprehension skills. This suggests that not only the speed of reading but also the expressive and emotional aspects of fluency play a significant role in how well learners understand and engage with a text. Therefore, fostering fluency should go beyond improving speed, integrating prosodic features to enhance overall reading comprehension.

2. Reading Development

Reading development is a dynamic and complex process that unfolds over time and is influenced by various cognitive, linguistic, and environmental factors. According to Paris (2005), learning to read involves the gradual mastery of different skills, with some skills developing more rapidly and others continuing to evolve throughout an individual's life. In the early stages, children learn constrained skills such as letter recognition, phonemic awareness, and basic word decoding. These skills are foundational to reading and typically develop quickly, as they are constrained by a small set of elements to be mastered. However, more complex skills, such as vocabulary acquisition and comprehension, are unconstrained and continue to develop across a lifetime. This distinction between constrained and unconstrained skills highlights the variable trajectories of reading development, as each skill evolves at its own pace depending on the complexity of the task.

The role of phonological awareness in early reading development is critical, as it serves as a precursor to successful decoding and reading comprehension. Wyse and Goswami (2008) discuss how phonological awareness, the ability to recognize and manipulate sounds in words, is essential for decoding skills. In languages with transparent orthographies, like Spanish, phonological awareness is relatively easy to acquire because the letters correspond closely to sounds. However, in languages like English, with complex orthographic rules, phonological awareness and phoneme-grapheme correspondence take longer to develop. As children advance in their reading development, they must also integrate other cognitive abilities, such

as short-term memory, auditory processing, and even visual skills, to improve their fluency and comprehension.

Furthermore, the development of reading is not only an individual cognitive process but is deeply embedded in the social and cultural context in which a child learns. Ellis and Large (1987) highlight that reading development is influenced by educational practices, socio-economic background, and the availability of learning resources. Longitudinal studies have shown that children with early exposure to literacy-rich environments and those with more opportunities to practice reading often exhibit more advanced reading skills at later stages (Ellis & Large, 1987). For instance, children who engage in reading from an early age, either through formal education or interactive home activities, tend to develop better comprehension skills and a more robust vocabulary. Thus, reading development is a multifaceted process that evolves from simple phonological awareness to the more sophisticated tasks of vocabulary expansion, comprehension, and fluent reading.

B. The Use of Role-Playing Games for Developing Reading Skill

The integration of Role-Playing Games (RPGs) into educational settings, particularly for developing reading skills, has been gaining traction in recent years. RPGs are widely recognized for their capacity to engage players in narrative-driven experiences, where understanding and interacting with text is essential. According to Putra (2014), RPGs often involve rich narrative structures where players must read and comprehend dialogue, instructions, and storylines to progress through the game. This interaction with text is integral to completing quests and solving in-game problems, thus encouraging continuous reading and comprehension. As

players immerse themselves in the game's narrative, they are not only improving their reading abilities but also enhancing their critical thinking skills through the analysis of storylines and character development.

Further, Silalahi (2025) explores how RPGs can improve students' reading comprehension by integrating narrative texts that students actively engage with through the game. The use of RPGs has been shown to significantly increase students' motivation and involvement in reading activities, as the gamified environment encourages more active participation than traditional reading exercises. By assuming the role of characters within a story, students are motivated to pay closer attention to the details of the text, which in turn aids their understanding of the content. The interactive nature of RPGs also allows for a deeper connection with the narrative, fostering a sense of responsibility in students to understand the text in order to advance in the game, thereby strengthening their reading skills.

RPGs also provide an opportunity for cooperative learning, where players work together to solve in-game challenges. Sofiana (2018) notes that when students collaborate in an RPG environment, they discuss the text, share their interpretations, and assist each other in understanding complex storylines. This collaborative learning fosters a social aspect to reading, which is often absent in traditional learning environments. By discussing narrative elements, solving problems together, and engaging in collective decision-making, students improve their reading comprehension and vocabulary. The cooperative nature of RPGs not only

helps students with comprehension but also promotes the retention of vocabulary, as students encounter words in context and apply them during gameplay.

Moreover, RPGs offer an immersive learning experience that can be particularly beneficial for extensive reading practices. Ulhaq and Noviantoro (2023) highlight that RPGs encourage players to engage in extensive reading, as they are required to read and understand large amounts of text to navigate through quests and missions. The continuous reading of in-game dialogues, item descriptions, and mission objectives leads to significant improvements in reading fluency and vocabulary acquisition. This aligns with the self-regulated learning model, where players manage their own learning process, plan their next steps, and reflect on their progress. RPGs thus provide an innovative method to integrate reading into a dynamic and interactive environment, reinforcing the development of critical reading skills in a context that students find both enjoyable and motivating.

C. Challenges of Using RPGs for Reading Skill Development

Despite the potential of Role-Playing Games (RPGs) in enhancing reading skills, several challenges must be addressed for their effective implementation in educational contexts. One significant issue is the difficulty of balancing game design with learning outcomes. Sari and Chen (2021) discuss how tailored RPGs can engage students but also highlight the risks of making the game too complex or misaligned with learning objectives. In particular, poorly designed RPGs that do

not integrate language learning with the narrative can distract students from the primary goal of improving reading skills. This misalignment between entertainment and educational content could reduce the game's effectiveness in developing critical reading competencies, such as comprehension and vocabulary acquisition.

Another challenge lies in the varying levels of difficulty within RPGs, which may not always match the reading abilities of learners. According to Bostan and Ögüt (2023), RPGs inherently feature a wide range of difficulty levels, which can either frustrate or bore players depending on their skills. For instance, students who struggle with reading might find some RPGs too challenging, while more advanced players may quickly lose interest in simpler games. Balancing the difficulty curve to maintain engagement while ensuring that the game remains a tool for reading development is a delicate task for game designers and educators. The study by Bostan and Ögüt suggests that RPG difficulty should adapt dynamically to the player's skills, but this remains a complex design challenge that is often not fully addressed in educational settings.

Moreover, RPGs, particularly digital ones, require significant time investment, which may not be practical within the constraints of a traditional classroom setting. Compton (2025) notes that many RPGs, especially extensive ones, involve hundreds of hours of gameplay, which makes it difficult to integrate them into standard educational curricula that prioritize more time-efficient methods. This substantial time commitment can be a barrier for students with limited access to technology or those who prefer more conventional forms of learning. Additionally, the need for adequate hardware and software resources in

schools further complicates the widespread adoption of RPGs as a tool for reading development. Without proper infrastructure, many students may not benefit from the advantages RPGs offer in enhancing reading skills.

D. Previous Studies

Bakan et al. (2022) conducted a study to assess the effectiveness of Massively Multiplayer Online Role-Playing Games (MMORPGs) in improving English as a Foreign Language (EFL) learners' communicative competence. Using a case study approach, they surveyed undergraduate students from a university in Turkey, collecting both quantitative and qualitative data through a questionnaire and open-ended questions. The results indicated that the majority of participants found MMORPGs to be an effective tool for learning English, as they had the opportunity to interact with other players in English, thus improving their speaking and writing skills. The study also found that participants frequently used strategies such as changing the game language to English and engaging in written and spoken communication with other players. Moreover, the students reported learning new vocabulary and phrases, particularly those used in everyday communication. The study concluded that MMORPGs offer a rich, interactive environment that enhances EFL learning, promoting both linguistic and social skills through cross-cultural interactions.

Arfani and Kaniadewi (2025) conducted a study examining the impact of *Genshin Impact* on English reading skills among students. Their research found a clear link between game engagement and improved reading abilities. Students who played the game in English reported better vocabulary development, improved

contextual understanding, and greater reading proficiency. Furthermore, the study revealed a positive correlation between the amount of time spent playing the game and the degree of improvement in language skills, supporting the idea that game-based learning can enhance reading comprehension effectively.

the effectiveness of Role-Playing Games (RPG) in improving reading comprehension has been extensively studied. Juniardi et al. (2023) examined the use of RPGs in enhancing reading comprehension among second-grade students at MAN 2 Lombok Tengah. Their findings indicated that students' post-test scores significantly improved after the treatment, with a mean score increase from 60.59 in the pre-test to 77.6 in the post-test. The study concluded that RPGs, with their narrative-driven structure, played a significant role in increasing student engagement and comprehension. This aligns with previous research by Wicaksono et al. (2018) and Farhan (2019), who also reported positive outcomes from using RPGs to improve reading comprehension, highlighting the potential of RPGs as an effective tool in education.

Ulhaq and Noviantoro (2023) explored the role of role-playing video games (RPGs) in promoting self-regulated learning, particularly in reading. Their study demonstrated that RPGs could be an effective tool for fostering self-regulated learning through extensive reading tasks. Players in the study engaged with in-game elements such as dialogues, journals, and character backstories, which helped sustain their motivation and enhance their reading engagement. The findings of this research emphasized the potential of RPGs to support literacy development by

integrating self-monitoring, task analysis, and self-reflection into gameplay, all crucial components of self-regulated learning.

The studies conducted by Bakan et al. (2022), Arfani and Kaniadewi (2025), Juniardi et al. (2023), and Ulhaq and Noviantoro (2023) collectively underscore the significant potential of role-playing games (RPGs) in enhancing English as a Foreign Language (EFL) learners' language skills, particularly in reading comprehension and communicative competence. Bakan et al. (2022) demonstrated that MMORPGs offer a rich, interactive environment that fosters speaking and writing skills through cross-cultural communication. Similarly, Arfani and Kaniadewi (2025) highlighted the positive impact of playing games like *Genshin Impact* on vocabulary development and reading proficiency. Juniardi et al. (2023) also found that RPGs significantly improved students' reading comprehension, with narrative-driven gameplay enhancing engagement and understanding. Furthermore, Ulhaq and Noviantoro (2023) emphasized the role of RPGs in promoting self-regulated learning, particularly through engaging reading tasks that helped students monitor and reflect on their learning. These findings align in suggesting that RPGs not only engage learners but also provide an effective, enjoyable platform for enhancing language skills, supporting the integration of game-based learning into educational contexts.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employed a qualitative research approach, specifically a descriptive qualitative research design, to explore the perceived impact of role-playing games (RPGs) on EFL students' reading skill development. According to Creswell (2007), qualitative research is particularly effective for gaining an in-depth understanding of how individuals or groups interpret and make sense of their experiences. This approach is ideal for examining the subjective perceptions of EFL students regarding how RPGs affect their reading skills, as it allows for a deeper exploration of personal experiences and interpretations in a social and educational context.

As noted by Nassaji (2015), descriptive qualitative research involves gathering rich, contextualized data that reflects participants' lived experiences, aiming to provide a detailed, systematic description of the phenomenon being studied. In this study, this method was used to explore how EFL learners at UIN Ar-Raniry perceived the impact of using RPGs on their reading skill development. By focusing on their personal experiences, this study uncovered both the perceived benefits and challenges of using RPGs in the classroom. The research captured the students' emotional, social, and cognitive responses to RPG-based reading activities, providing a comprehensive understanding of how these games influenced their engagement, motivation, and overall reading proficiency.

B. Research Location

This study was conducted at Universitas Islam Negeri Ar-Raniry, specifically within the English Language Education (EFL) Department. The department was selected for its supportive academic environment and its consistent exposure of students to English texts in both reading and literature-related courses. Additionally, the department encourages the integration of digital learning practices, which aligned well with the exploration of role-playing games (RPGs) as interactive, choice-driven media in EFL education. This context is ideal for investigating how RPGs can be incorporated into the curriculum to enhance reading comprehension and vocabulary acquisition through immersive and engaging narratives.

C. The Participants

The population in this study consisted of 302 active undergraduate students in the English Department of Universitas Islam Negeri Ar-Raniry Banda Aceh, drawn from two cohorts: 129 students from the 2022 batch and 173 students from the 2023 batch. The focus of this research is on students who are actively engaged in gaming activities, particularly those who play role-playing games (RPGs), whether as a recreational activity or integrated into their academic practices. These students' experiences were examined to understand how RPG engagement influenced their reading comprehension and vocabulary acquisition.

The participants were selected using purposive sampling, a technique described by Sugiyono (2016) as "a sampling method based on specific criteria or considerations." Purposive sampling was chosen for this study as it allows the

researcher to target participants who fit specific characteristics relevant to the research questions. The selection criteria for participants included: (1) they had to be active students of the English Department at UIN Ar-Raniry from the 2022 or 2023 cohorts; (2) they had to be active players of RPGs, whether as a leisure activity or as part of their academic learning; and (3) they had to be willing to participate in a 30–45 minute interview. These criteria were designed to ensure that the participants had relevant experience with RPGs and were able to share insights about how these games impacted their reading abilities. The final sample consisted of 10 students from this population. According to Creswell (2007), qualitative research typically involves smaller sample sizes, generally between 5 to 10 participants, as the aim is to gather rich, in-depth data rather than ensuring statistical representation. This sample size allowed for an exhaustive exploration of their experiences with RPGs and how these experiences shaped their reading skills.

D. Data Collection

The primary method of data collection for this study was semi-structured interviews. According to Kvale (1996), interviews involve a set of predetermined questions designed to guide the conversation while allowing flexibility to probe deeper based on participants' responses. This approach is beneficial because it combines the consistency of structured questions with the openness of unstructured conversations. In this study, the interview questions were specifically designed to address the two research questions: (1) how EFL students perceive the positive impact of RPGs on their reading skills, and (2) what challenges they perceive in using RPGs for improving their reading skills. It enables researchers to explore

participants' experiences in depth while maintaining a focus on the research objectives. Semi-structured interviews allow for the gathering of rich, nuanced data, providing an opportunity to explore participants' thoughts, feelings, and reflections in greater detail.

The interviews were conducted offline using voice notes to collect the data, which was an effective way to capture participants' responses while making them feel more comfortable and encouraging them to speak freely. Using voice notes ensured that the conversations are recorded accurately and can be transcribed later for detailed analysis. Each interview will last approximately 30–45 minutes, which was enough time to cover the key topics related to participants' experiences with spoken English and their identity formation. This duration is sufficient to gather the necessary data while avoiding participant fatigue.

E. Data Analysis

The data obtained from the interviews were analyzed using the interactive qualitative data analysis model proposed by Miles, Huberman, and Saldaña (2014). This model consists of three interconnected stages: data reduction, data display, and conclusion drawing and verification. Each stage was applied to ensure that the findings of this study were grounded in the participants' actual responses and accurately reflected their lived experiences.

1. Data Reduction

The first stage, data reduction, involved selecting, focusing, and simplifying the raw interview data to make it more manageable for analysis. As Hardani et al.

(2020) explain, qualitative data can be filtered and classified into relevant categories using summaries or brief explanations. In this study, the researcher first transcribed all ten interview recordings verbatim. Then, any statements that were not directly related to the two research questions, such as off-topic conversations, excessive repetitions, or filler words like "I would say" and "you know" were removed so that only the most relevant and meaningful excerpts remained. For instance, when a participant said, "The words used is different between each of them, and like, you know, it has helped me a lot, like, depending on the context beforehand, I just like, oh, that's what he's talking about, that's what he meant," the reduced version retained only the essential part: "The words used is different between each of them... depending on the context beforehand, I just like, oh, that's what he's talking about, that's what he meant." This process ensured that only data directly addressing the research questions were used in the analysis.

2. Data Display

After the data were reduced, the second stage data display was carried out. According to Hardani et al. (2020), systematic data display, such as thematic tables or matrices, clarifies relationships between categories and enables better decision-making during analysis. In this study, the reduced data were organized thematically based on the patterns that emerged from the participants' responses. Excerpts related to vocabulary acquisition, comprehension, fluency, motivation, and retention were grouped under the theme of positive impacts (RQ1), while excerpts concerning difficult vocabulary, long texts, time pressure, figurative language, and transferability concerns were clustered under challenges (RQ2). Additionally, a

separate thematic group was created for the strategies students used to overcome these challenges. This thematic organization allowed the researcher to see connections across participants and ensured that the findings were presented in a coherent and structured manner.

3. Conclusion Drawing and Verification

The final stage involved drawing conclusions and verifying the findings. Once the data had been displayed thematically, patterns and recurring themes were identified, and preliminary conclusions were formulated. As Miles, Huberman, and Saldaña (2014) emphasize, verification is essential to ensure that the conclusions drawn are consistent with the data and the realities of the field. In this study, two verification strategies were employed. First, triangulation was conducted by comparing the interview data across all ten participants to ensure that the identified themes were not isolated to a single individual but represented broader patterns in the data. For example, the theme of vocabulary acquisition through contextual exposure was confirmed by five different participants (IF, AR, AK, FHS, and MN), each providing distinct but mutually reinforcing examples. Second, member checking was carried out by sharing the interpreted findings with the participants themselves to confirm that their perspectives had been accurately understood and represented. This process strengthened the credibility and trustworthiness of the conclusions.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings based on semi-structured interviews conducted with ten EFL students from the Department of English Language Education at UIN Ar-Raniry who actively play Role-Playing Games (RPGs). Each research question is discussed through themes that emerged from participants' responses, supported by direct quotes followed by analysis.

A. Research Findings

1. Perceived Impact of RPG on Reading Skills

a. Vocabulary Acquisition Through Contextual and Repeated Exposure

Nearly all participants reported that playing RPGs significantly expanded their English vocabulary. Unlike deliberate memorization, vocabulary growth occurred incidentally as students encountered new words embedded in meaningful game narratives, quests, and character dialogues. The need to understand these words to progress in the game provided authentic motivation for learning.

Transcript 1 :

"The words used is different between each of them...depending on the context beforehand, I just like, oh, that's what he's talking about, that's what he meant." (IF)

Transcript 1 shows that the participant perceived RPGs as training him to infer meaning from context without always relying on a dictionary. This is because the narrative environment of RPGs provided enough clues for him to deduce word meanings naturally. Therefore, his vocabulary and contextual understanding developed simultaneously through gameplay.

The same benefit was also reported by another participant, who gave a specific example from a game, as seen in Transcript 2:

Transcript 2:

"I learned words like 'commission' and 'adepti'... At first, I didn't really understand these words but after seeing them used in dialogues or maybe quests, I could understand their meaning more naturally without memorizing them." (AR)

Transcript 2 indicates that the participant learned vocabulary incidentally through repeated exposure. Words like "commission" and "adepti" were not memorized deliberately, but were acquired because they appeared often in meaningful situations within the game. This shows that RPGs provide the type of input that makes vocabulary acquisition happen naturally.

In addition, another participant noted that different game settings introduced him to different types of vocabulary, as presented in Transcript 3:

Transcript 3:

Table 1

"Grand Theft Auto series is taking place in Los Angeles... when that word is used in different context, then it have different meaning." Regarding Dynasty Warrior, he added: "Dynasty Warrior is taking place in China... they use a lot of vocabulary that really old English. So sometimes I have to Google it." (AK)

Transcript 3 shows that the participant recognized how different RPG genres expose players to different vocabulary registers. He also understood that the same word can have different meanings depending on the context. This awareness is important because it shows that RPGs not only teach new words, but also train learners to pay attention to how context shapes meaning.

Furthermore, another participant highlighted that RPGs sparked her curiosity to learn new words independently, as indicated in Transcript 4:

Transcript 4:

"At some point the game that I'm playing uses very different vocabulary to my daily use of vocab so I had to do some research about the vocab and that's where I learned new vocabulary." (FHS)

Transcript 4 demonstrates that the participant did not just passively encounter new words, but actively sought out their meanings. This shows that RPGs can encourage self-directed learning, which is an important skill for language development.

Finally, the connection between understanding the game and learning vocabulary was emphasized in Transcript 5:

Transcript 5:

"Many of the games I play are story-based and dialogue-based... from there I can improve my vocabulary and the words used in the game in various contexts." (MN)

Transcript 5 confirms that the participant saw vocabulary improvement as something that happened naturally because he needed to understand what was going on in the game. The mention of "various contexts" also shows that he realized vocabulary is not learned in isolation, but in connection to different situations in the game.

b. Enhanced Reading Comprehension Through Narrative Engagement

Participants consistently reported that RPGs strengthened their overall reading comprehension. The immersive, story-driven nature of these games required sustained attention, inference-making, and deep processing of text to understand plot developments, character motivations, and quest objectives.

Transcript 6:

"When we read the dialogues, we understand it, and we can see on the screen what's happening... at the same time... if we talk about World War I, then there's World War I in the screen." (AK)

Transcript 6 shows that the participant felt that RPGs made comprehension easier because the text was accompanied by visuals happening in real time. This is important because in traditional reading, learners only have text to rely on, but in RPGs, the visual context helps them understand what is being said more quickly and accurately.

A similar point was raised by another participant, who explained that RPGs made him genuinely want to understand, as shown in Transcript 7:

Transcript 7:

"I need to understand the text first... And that makes me curious because I need to know what does it mean and how to get the achievement." (AR)

Transcript 7 reveals that the participant did not read just because he had to, but because he was curious and wanted to achieve something in the

game. This is significant because it shows that RPGs turn reading into an activity driven by personal goals rather than external obligation.

The same idea was reinforced by another participant, who contrasted RPG reading with traditional reading, as presented in Transcript 8:

Transcript 8:

"We have to understand the story of the game to complete the mission... if we don't understand the story, then we can't complete the game. While if it's traditional... it might be less interesting... And it seems more boring because it's just reading." (MN)

Transcript 8 shows that the participant saw a clear difference between reading in RPGs and reading in class. In RPGs, understanding the text had real consequences you could not continue the game if you did not understand. In traditional reading, there was no such immediate purpose, which made it feel boring.

Another participant connected comprehension to the experience of playing different roles in the game, as shown in Transcript 9:

Transcript 9:

"RPG activities helped me understand text better... I could see how words are used in real life situation... the more role, the more different of vocabulary that will show up." (ZYA)

Transcript 9 indicates that the participant felt that playing different characters exposed him to different types of language. This variety forced him to adapt his understanding, which in turn improved his overall comprehension.

Finally, a participant linked comprehension directly to the need to perform a role correctly, as seen in Transcript 10:

Transcript 10:

"The RPG games helped me understand text more deeply because I needed to pay attention to the context in order to perform my role correctly. It also improved my vocabulary since I encountered new words in meaningful situations. So, this made it easier to remember and apply them later." (MAD)

Transcript 10 reveals that the participant felt accountable for understanding the text because his performance in the game depended on it. If he misunderstood, the consequences were visible, which motivated him to read more carefully.

c. Improved Reading Fluency and Speed Through Time-Pressured Practice

A significant number of participants perceived that RPGs contributed to their reading fluency and speed. The time-sensitive nature of in-game dialogues, which often auto-advance, compelled students to read faster and more efficiently.

Transcript 11:

"In certain RPG games you have like a time limit... sometimes a character is speaking and then it just skips to the next person so you gotta read it like really quickly... and also relate it to what they are all talking about in one topic." (IF)

Transcript 11 shows that the participant felt that time-pressured reading in RPGs trained him not only to read faster, but also to connect ideas across multiple speakers. This is important because it means that RPG reading practice develops both speed and comprehension simultaneously, which is exactly what fluent reading requires.

A similar experience was shared by another participant, who used a specific reading strategy, as indicated in Transcript 12:

Transcript 12:

"When the dialogues go... it's like a millisecond... Then they're going to change their dialogue... I have to skimming really fast and understand what's the meaning of their conversation." (AK)

Transcript 12 demonstrates that the participant naturally applied the academic skill of skimming while playing RPGs. This suggests that the reading strategies practiced in RPGs are transferable to other reading contexts, not just limited to gaming.

Another participant described how his reading speed improved over time, as shown in Transcript 13:

Transcript 13:

"At first, I read slowly... But after I got my fluency because I need to keep up with the story, I don't need to tap enter to go to the next. So, I can keep up with the conversation text." (AR)

Transcript 13 illustrates the participant's progress from slow, careful reading to fluent, automatic reading. This happened because the game motivated him to keep up with the story, providing the repeated practice needed to build fluency.

Even negative feelings like boredom were seen as a trigger for faster reading, as Transcript 14 reveals:

Transcript 14:

"Sometimes the dialogues are quite boring and I need to skip it, but I can't so I try to improve my reading speed so I would often do skimming or scanning." (FHS)

Transcript 14 shows an interesting finding: the participant deliberately practiced skimming and scanning not because the content was interesting, but because she wanted to get through it quickly. This means that RPGs encourage strategic reading even when the reader is not fully engaged.

Finally, a participant connected fluency to the real-time nature of RPG interaction, as seen in Transcript 15:

Transcript 15:

"RPG involved my reading fluency because I had to read and also respond in real time... I became more confident in reading without overthinking every word." (MAD)

Transcript 15 indicates that the participant felt that the need to respond in real time pushed him to stop overthinking and read more naturally. This shift from word-by-word decoding to fluent processing is a key marker of reading maturity.

d. Increased Reading Motivation and Positive Attitude Toward English Texts

A dominant theme across all interviews was that RPGs significantly boosted students' motivation to read in English. The enjoyable, interest-driven nature of gaming transformed reading from an obligatory academic task into a voluntary, pleasurable activity.

Transcript 16:

"I would like to know new stuff... when you have this mindset of finding something new, you just tend to do it. You don't really think about it, you just do it." (IF)

Transcript 16 shows that the participant developed a positive mindset toward encountering unfamiliar words. Instead of feeling frustrated, he became curious. This is important because it shows that RPGs can change how learners emotionally respond to vocabulary challenges.

The same shift in attitude was explained more directly by another participant, as seen in Transcript 17:

Transcript 17:

"If we're not interested in that thing, then I personally, I choose not to read... So when there's RPG, you know you're playing a storyline. And you want to know the story." (AK)

Transcript 17 reveals that the participant honestly admitted that he avoids reading when he is not interested. However, RPGs solved this problem by making him genuinely want to know what happens next. This shows that interest is the key factor that RPGs successfully trigger.

Another participant contrasted reading for academic purposes with reading for gaming, as presented in Transcript 18:

Transcript 18:

"In academic context, we do a reading because asked by professor... But when we play a game that RPG game, we need to understand about the story... my motivation is more increased."

(AR)

Transcript 18 highlights an important distinction: reading because someone tells you to versus reading because you need to. The participant felt more motivated when reading was connected to his own goals in the game, not just fulfilling a requirement.

A particularly encouraging finding came from Transcript 19, where a participant reported that RPG motivation spread to other reading:

Transcript 19:

"After reading the dialogues... I would oftentimes have this urge to do other types of reading such as reading my own books, novels... So yes, it motivates me a lot." (FHS)

Transcript 19 shows that the participant's motivation was not limited to gaming. The positive experience of reading in RPGs created an urge to read other materials as well. This spill over effect is significant because it suggests that RPGs can help build broader reading habits.

The fear of missing the story was also a powerful motivator, as revealed in Transcript 20:

Transcript 20:

"I think thanks to this roleplay, it increases my motivation, because I don't want to miss the story that happens in the game."
(MN)

Transcript 20 shows that the participant was motivated by personal investment in the narrative. This type of motivation driven by genuine

interest rather than grades is exactly what educators hope to cultivate in learners.

Finally, a participant summed up the dual benefit of RPGs, as seen in Transcript 21:

Transcript 21:

"RPG made the learning process more enjoyable and encouraged me to participate more confidently." (MAD)

Transcript 21 confirms that the participant felt that RPGs provided both enjoyment and confidence. These two factors together create an ideal learning environment where students are willing to take risks and engage more deeply.

e. Better Information Retention Through Emotional Engagement and Active Participation

Participants reported that information, storylines, and vocabulary encountered in RPGs were easier to remember compared to texts read through traditional methods. The active, participatory nature of gaming created stronger memory traces.

Transcript 22:

"It's easier to remember or understand something that you are interested in... I still remember to this day that Lu Bu is the most fiercest warrior... and he is one of the most feared characters in fiction." (IF)

Transcript 21 demonstrates that the participant could still recall specific details about a character years after playing the game. This shows that when learners are emotionally invested, memory becomes stronger and longer lasting.

A unique feature of RPGs was described by another participant, as shown in Transcript 22:

Transcript 23:

"We're going to improve together with the main character... we grow together with the main character... I know how Carl Johnson... changed from he's broke. Then he's become a millionaire person." (AK)

Transcript 23 reveals that the participant felt he grew alongside the main character throughout the game. This prolonged engagement over many hours created strong memories of the character's journey, which also helped him remember the language used in the story.

Emotional reactions were also linked to memory, as indicated in Transcript 24:

Transcript 24:

"There's this one quest during the Sumeru event... it keeps repeating the time over time... that quest is something that I often remember because it really gave me the goosebumps." (FHS)

Transcript 24 shows that the participant's strong emotional reaction "goosebumps" made the quest memorable. This suggests that the emotional impact of RPG narratives plays a role in how well information is retained.

Another participant directly linked active involvement to better recall, as seen in Transcript 25:

Transcript 25:

"RPG games helped me remember information better because I was directly involved in the event of the story... when acting as a character, I had to understand their backgrounds... which made the storyline easier to recall." (MAD)

Transcript 25 confirms that the participant felt that being directly involved rather than just reading passively made the story and its details

easier to remember. This aligns with the idea that learning by doing is more effective than learning by observing.

Finally, the natural process of moving from reliance on external help to independent recall was described in Transcript 25:

Transcript 26:

"At first it was very hard for me to remember where do I get this item?... And then after some time... I already remember it. Where to find it? How to find it?" (ZYA)

Transcript 26 illustrates that the participant initially needed to Google information, but after repeated in-game practice, the knowledge became automatic. This mirrors how vocabulary acquisition works initial effort gives way to natural recall through sustained engagement.

2. Challenges in Using RPG for Reading Skill Improvement

a. Complex and Archaic Vocabulary

The most frequently cited challenge was the presence of unfamiliar, archaic, or genre-specific vocabulary, particularly in fantasy or historically-themed RPGs.

Transcript 27:

"The language used in RPG and English academic is really different... mostly RPG is from fantasy... so it is really different from the academic reading. I think it is really two things different between RPG and English reading." (SMA)

Transcript 27 shows that the participant perceived that the language use is a problem. This is because the language use in the RPG was fantasy-oriented, which are different from academic reading. Therefore, RPGs have limited direct application to academic English. This concern about transferability suggests that while RPGs build general vocabulary, learners may still need explicit support connecting game vocabulary to academic contexts.

Similar thing was pointed out by another participant, as indicated in the Transcript 28 below:

Transcript 28:

"They use a lot of vocabulary that really old English. So sometimes I have to Google it what's the difference to understand the meaning." (AK)

Transcript 28 shows that the participant had to stop playing and look up words because the vocabulary was too archaic. This indicates that RPG

language can sometimes be too difficult, which may interrupt the flow of reading and gameplay.

Another participant also expressed difficulty with the type of language used in games, as shown in Transcript 29:

Transcript 29:

Table 2

"The challenge is that sometimes in games there are a lot of poetic languages... And I think that's the most difficult." (MN)

Transcript 29 reveals that the participant found poetic and stylized language to be the hardest part of reading in RPGs. This is because such language requires a different kind of comprehension skill compared to everyday or informational reading.

Frustration with long and complex dialogue was also mentioned, as seen in Transcript 30:

Transcript 30:

"One character can explain a lot of text that makes us... You yapping too much lah. I don't understand what you talk."(AR)

Transcript 30 shows that the participant felt overwhelmed when characters spoke in long, complex monologues. His use of the phrase "yapping too much lah" indicates genuine frustration, which could lead to disengagement from the text.

Finally, the problem of encountering completely unfamiliar vocabulary was raised in Transcript 31:

Transcript 31:

"There are some vocab that we don't know. So, it's difficult for us to understand the text. Moreover, we have never met the vocab before." (MZ)

Transcript 31 captures a common EFL experience: when there are too many unknown words, reading becomes difficult and comprehension suffers. This problem is made worse by the fact that many RPGs use fantasy words that learners have never encountered before.

b. Long and Overwhelming Texts

Participants frequently mentioned that the sheer volume of text in RPGs could be overwhelming and lead to disengagement or reading fatigue.

Transcript 32:

"Really long text... gives you the need of focus... the character has like a whole biography... you need to know pretty much like every little detail... and it's just hard staying focused, you know." (IF)

Transcript 32 reveals a paradox: the same narrative depth that makes RPGs engaging can also make them exhausting. The participant felt

pressured to remember every detail, which turned reading from a fun activity into a demanding task.

This experience was shared by another participant, as shown in Transcript 33:

Transcript 33:

"The challenges is trying to stay interested in reading the dialogues because sometimes it's very very long... Sometimes it gets very boring. So I often time just stop doing that quest or stop reading the dialogues." (FHS)

Transcript 33 shows that when texts were too long, the participant lost interest and chose to stop reading altogether. This is important because it means that excessive text length can backfire, causing students to disengage rather than practice more.

The challenge of text density was also raised, as indicated in Transcript 34:

Transcript 34:

"Sometimes, I have to repeat my reading on a dialogue that has all the text." (MZ)

Transcript 34 shows that dense text forced the participant to re-read, which slowed down progress and could cause frustration. This suggests that RPG texts are not always learner-friendly in their presentation.

Another participant described a strategy he used to cope with long texts, as seen in Transcript 35:

Transcript 35:

"When the text is too long for me, it makes me overwhelmed. And sometimes, I think this text is not necessary." (AR)

Transcript 35 reveals that the participant dealt with long texts by deciding that some information was not important. While this strategy helped him manage the reading load, it also means he may have missed content that was actually meaningful.

c. Time-Pressured Reading Causing Anxiety

While some participants viewed auto-advancing text as a fluency builder, others perceived the time pressure as a source of stress that impeded comprehension.

Transcript 36:

"Like Grand Theft Auto. US person talk really, really fast... If I'm not understand, then I'm not going to catch up what is happening in the storyline... If I'm not focused, then I'm going to miss... important thing." (AK)

Transcript 36 shows that the participant felt anxious about the speed of dialogue in RPGs. Because the characters spoke at a native-speaker pace, he was afraid of missing important information if he lost focus. This

indicates that time pressure can raise anxiety and reduce comprehension, especially for learners who are not yet fluent readers.

d. Figurative Language and Idiomatic Expressions

Some participants struggled with non-literal language, including idioms, metaphors, and culturally-specific references embedded in game narratives.

Transcript 37

"Sometimes, I didn't fully understand the meaning, especially when there's word idioms or figurative language... And it makes me want to know about what the story is talking about, about these idioms that I never heard about." (AR)

Transcript 37 shows that the participant had mixed feelings about figurative language. On one hand, idioms and figurative expressions made comprehension difficult. On the other hand, they sparked his curiosity to learn more. This suggests that with the right support, figurative language in RPGs could become a learning opportunity.

A related struggle was shared by another participant, as shown in Transcript 38:

Transcript 38:

"For me, the hardest part is understanding the text. Sometimes there are words in the story that I recognize, but when I read the sentence, it doesn't seem to match the meaning I know." (MN)

Transcript 38 reveals that the participant knew the individual words, but could not make sense of them when they were used figuratively. This is a common challenge for EFL learners and shows that vocabulary knowledge alone is not enough learners also need to understand how words function in different contexts.

e. Limited Transferability to Academic Reading

A notable challenge raised by some participants was the perceived disconnect between the vocabulary and text types encountered in RPGs and those required for academic purposes.

Transcript 39:

"Actually, it is a bit different. The language used in RPG and English academic is really different... I think it is really two things different between RPG and English reading, especially in academic." (SMA)

Transcript 39 raises a valid concern that the participant identified. He felt that the vocabulary and language style in RPGs are quite separate from what is needed in academic settings. This suggests that RPGs may be

best used as supplementary tools to build general reading skills and motivation, rather than as direct preparation for academic reading.

3. Strategies Students Used to Overcome Challenges

a. Using External Resources

Many students relied on dictionaries, Google, AI tools, and YouTube tutorials to clarify unfamiliar vocabulary or confusing plot points.

Transcript 40:

"When I was a child... I brought some dictionary with me... But in this moment... I can immediately search up about what the meaning of it." (AK)

Transcript 40 shows how the participant adapted his strategy as technology changed. From carrying a physical dictionary as a child, he now uses instant online searches. This made the process of looking up words quicker and less disruptive to his gameplay experience.

The accessibility of online tools was also highlighted by another participant, as shown in Transcript 41:

Transcript 41:

"I do use Google, a lot of times I do, because it's just an easy way of getting information. Also, the internet is pretty much free everywhere." (IF)

Transcript 41 reveals that the participant viewed the internet as a convenient and always-available resource. This just-in-time support is something that traditional classroom reading rarely provides.

An emerging strategy was described by two participants, as seen in Transcripts 42 and 43:

Transcript 42 and 43:

"Sometimes, I use AI to ask for help. What is the meaning of the text?" (MZ); "Sometimes I often try to translate a sentence to AI. So, she is clearer and she usually explains what is meant by the words." (MN) and (MZ)

Transcripts 42 and 43 show that participants have started using AI tools to help them understand game texts. Unlike dictionaries, AI can provide explanations that are specific to the situation in the game, which makes the help more useful.

Another set of participants mentioned using YouTube as a learning resource, as indicated in Transcripts 44 and 45:

Transcript 44 and 45:

"I would often time look at YouTube tutorials, ask my friends for advice." (FHS); "The fastest way is by watching playthroughs."

Sometimes, there are people who explain the story in detail." (SMA) and (FHS)

Transcripts 44 and 45 demonstrate that participants used gaming communities as informal learning support. When they could not understand the story on their own, they turned to other players who explained it, functioning like peer tutors.

b. Using Contextual Guessing

Several participants developed the skill of inferring meaning from context before resorting to external aids.

Transcript 46:

"I usually try to guess from the context first, then I check the dictionary if needed... And then I realize, oh, it's mean like this."

(AR)

Transcript 46 shows that the participant developed a strategic approach: try to guess from context first, and only use a dictionary if guessing fails. This is exactly the kind of strategy that reading educators try to teach, and it developed naturally through RPG gameplay.

A creative strategy was described by another participant, as shown in Transcript 47:

Transcript 47:

"These words are used for certain characters... when I hear this word, it just means this, because he says this... It's just easier when you have something to relate to." (IF)

Transcript 47 reveals that the participant associated words with specific characters. Because each character had a distinct personality and way of speaking, the words they used became more memorable. This character-based association functioned as a powerful memory aid.

c. Collaborating with Friends

Peer interaction served as a valuable support mechanism for clarifying misunderstandings and deepening comprehension.

Transcript 48:

"If we have a different perception then we will try to find which perception is right. We will check the previous dialogue... we just try to find the facts."

Transcript 48 shows that when the participant and his friends disagreed about the meaning of something in the game, they worked together to find the correct interpretation. This collaborative approach to understanding text mirrors the kind of discussion that teachers encourage in academic settings.

The benefit of having a more skilled friend was also noted, as seen in Transcript 49:

Transcript 49:

"Sometimes when we solve puzzles together... I was confused about the meaning of the instructions. So, sometimes I was helped by a friend who understood it better." (SMA)

Transcript 49 demonstrates how peer interaction in RPGs created natural opportunities for scaffolding. When the participant struggled, a more proficient friend helped him understand, which allowed him to continue playing and learning.

Finally, the dual influence of peer enthusiasm and knowledge was described in Transcript 50:

Transcript 50:

"My friends is a real lore type of person... he pays to every detail. So he makes me want to read more about the dialogues... which actually helps me improve on understanding." (FHS)

Transcript 50 account reveals peer influence operating in two ways:

Transcript 50 reveals that the participant's friend influenced her in two important ways: his enthusiasm motivated her to pay more attention to the text, and his detailed knowledge helped fill gaps in her understanding.

This combination created a richer reading experience than she would have had alone.

B. Discussion

This section interprets the findings in relation to answer research question presented in Chapter I.

1. RQ1: How do EFL students perceive the positive impact of RPG on their reading skill?

Based on the findings, the majority of participants reported that RPGs positively impacted their reading skills in five key areas: vocabulary acquisition, reading comprehension, reading fluency, reading motivation, and information retention. These findings are discussed below in relation to existing literature.

The finding that RPGs enhance vocabulary acquisition through contextual exposure strongly aligns with Daskalovska's (2014) assertion that incidental vocabulary learning through reading is a powerful means of acquiring new words, influenced significantly by word frequency and context. Participants' reports of learning words like "commission," "adepti," and context-dependent meanings through repeated in-game encounters exemplify this process. This also corroborates Fergina and Oktavianda (2024), who found that vocabulary acquisition occurs incidentally as learners engage with a large volume of texts. However, Fergina and Oktavianda cautioned that vocabulary development through extensive reading is gradual and requires sustained engagement a condition naturally

met by RPGs, which often demand dozens or hundreds of hours of text-rich gameplay. Furthermore, Razali and Razali (2013) identified that the most frequently used vocabulary acquisition strategy among EFL students at UIN Ar-Raniry was guessing meaning with the help of familiar words in context precisely the skill that RPGs continually demand from players as they navigate unfamiliar dialogue and quest descriptions.

The perceived improvement in reading comprehension through narrative engagement is consistent with Juniardi et al. (2023), whose study demonstrated significant improvements in post-test reading comprehension scores after RPG-based instruction. The interactive, goal-oriented reading described by participants reflects the dynamic model of reading comprehension articulated by Bojovic (2010), where readers continuously integrate new information with prior knowledge. This also aligns with Syahabuddin, Yusny, and Zahara's (2019) finding that students who used interactive, visual strategies such as concept mapping were more fully engaged and demonstrated better comprehension than those taught through conventional methods. Both concept mapping and RPG gameplay require learners to actively organize information, identify relationships between ideas, and construct meaning from multiple textual and visual cues. The functional necessity of comprehension for game progression, as emphasized by MN and AR, transforms reading from a passive decoding exercise into an active, purposeful endeavour precisely the type of reading that Golkar and Yamini (2007) argue is essential for deep comprehension.

The development of reading fluency and speed through time-pressured practice aligns with the concept of automaticity in reading, as described by Fuchs et al. (2009). The auto-advancing dialogue feature in RPGs creates a natural form of paced reading practice that pushes learners toward more efficient word recognition and processing. Participants' progression from slow, word-by-word reading to faster, more fluent processing supports Başaran's (2013) assertion that fluent reading skills are strong indicators of reading comprehension. However, as AK's experience shows, when speed demands exceed a learner's processing capacity, the activity can shift from beneficial practice to frustrating overload a finding that qualifies the generally positive perception of RPG fluency benefits.

The substantial increase in reading motivation and its transfer to other reading activities as noted by FHS confirms the findings of Bakan et al. (2022), who found that MMORPGs enhanced learners' motivation and engagement. This motivational boost is crucial because, as Ulhaq and Noviantoro (2023) demonstrated, the self-regulated learning fostered by RPGs relies heavily on sustained interest and intrinsic motivation. The contrast participants drew between teacher-mandated academic reading and self-directed game reading underscores the power of autonomy-supportive, interest-driven learning environments. This finding also resonates with Fergina and Oktavianda's (2024) observation that when students perceive reading materials as personally relevant and enjoyable, their motivation and engagement increase significantly.

The enhanced information retention reported by participants reflects the benefits of experiential and emotionally-engaged learning. This finding addresses a gap identified by Ilyas (2023), who found that higher-order critical reading elements including questioning, evaluating, inferring, and comparing and contrasting were largely absent from EFL teachers' instructional repertoires. RPGs, by their very design, compel players to question character motives (as AK did with Simayee's characterization), evaluate narrative outcomes, infer hidden meanings, and compare different story paths, thereby providing the critical reading practice that traditional classrooms often lack.

2. What are the challenges perceived by EFL students in using RPG for improving their reading skill?

While participants acknowledged the benefits of RPGs, the findings also revealed several significant challenges. Five main obstacles were identified: complex and archaic vocabulary, long and overwhelming texts, time-pressured reading, figurative language, and limited transferability to academic contexts.

The challenge of complex and archaic vocabulary, while reflecting the rich linguistic input of RPGs, also reveals a limitation: not all game vocabulary is pedagogically appropriate or transferable. This aligns with Fergina and Oktavianda's (2024) caution that when texts are too lexically demanding, comprehension breaks down and motivation declines. Similarly, Bostan and Ögüt (2023) discussed the difficulty of balancing

game content with learner proficiency a tension clearly experienced by participants struggling with archaic English in *Dynasty Warrior* or fantasy language in *Genshin Impact*. This finding extends the work of Arfani and Kaniadewi (2025) and Juniardi et al. (2023) by highlighting that the benefits of RPG reading are mediated by the linguistic distance between the game's language and the learner's current competence.

The issue of long and overwhelming texts reflects a practical tension in using commercial RPGs for educational purposes. Compton (2025) noted the significant time investment required by extensive RPGs, and participants' reports of stopping quests or skipping dialogues confirm that excessive text volume can lead to disengagement rather than practice. This supports the call by Sari and Chen (2021) for careful balancing of game design with learning objectives.

The difficulty with figurative language and idioms highlights a gap between vocabulary knowledge and pragmatic comprehension. This finding underscores that RPGs, as informal learning tools, lack the pedagogical scaffolding such as glossaries, footnotes, or explicit instruction—that would help learners navigate non-literal language. Nevertheless, AR's mixed response of both confusion and curiosity suggests that figurative language in RPGs can become a learning opportunity with appropriate support.

SMA's concern about the limited transferability of RPG language to academic contexts echoes a broader pedagogical consideration. While Ulhaq and Noviantoro (2023) emphasized the benefits of RPGs for

extensive reading, the genre-specific vocabulary of fantasy and historical RPGs may not directly align with academic English. This suggests that RPGs are best positioned as supplementary, motivational tools rather than direct replacements for academic reading instruction a conclusion consistent with the findings of Septiani, Muluk, and Habiburrahim (2024), who demonstrated that blended approaches combining technology-based tools with traditional instruction can effectively enhance reading ability.

It is noteworthy that one participant, FRA, expressed predominantly negative perceptions, stating that RPGs *"did not really improve my understanding of vocabulary or context"* and that traditional methods were *"more effective to me."* This divergence highlights that the effectiveness of RPG-based reading is mediated by individual factors such as learning style preferences, gaming experience, and comfort with performative activities. FRA's self-described nervousness and discomfort with performing roles may have impeded his engagement with the reading components of RPG activities. This supports the tailored approach suggested by Tailored RPG for Improving Reading Skill (2012), emphasizing that one-size-fits-all implementations are unlikely to succeed.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study explored EFL students' perceptions of the positive impact of Role-Playing Games (RPGs) on their reading skill development and the challenges they encounter when using RPGs for this purpose. Employing a descriptive qualitative design, data were collected through semi-structured interviews with ten active RPG players from the Department of English Language Education at UIN Ar-Raniry Banda Aceh. The findings revealed that students perceived RPGs as beneficial for their reading skills in five key areas: vocabulary acquisition through contextual and repeated exposure, enhanced reading comprehension through immersive narrative engagement, improved reading fluency and speed through time-pressured dialogue practice, increased reading motivation with spillover effects to non-game reading, and better information retention through emotional engagement and active participation. However, students also faced five main challenges: complex and archaic vocabulary, long and overwhelming texts, time-pressured reading causing anxiety, figurative language and idiomatic expressions, and limited transferability of RPG vocabulary to academic contexts. To overcome these challenges, students employed adaptive strategies such as using external resources, contextual guessing, and peer collaboration, demonstrating autonomy and resourcefulness in managing their own learning.

Overall, RPGs are perceived as effective supplementary tools for EFL reading development, providing authentic, engaging, and text-rich environments that formal classroom instruction often lacks. Their effectiveness, however, is mediated by vocabulary load, text complexity, learner proficiency, and individual preferences. The presence of a divergent case further underscores that RPG-based reading is not universally beneficial and requires attention to learner differences. These findings suggest that when implemented with appropriate pedagogical scaffolding, RPGs hold considerable potential for integration into EFL reading instruction.

B. Suggestions

Based on the findings and conclusions of this study, several suggestions are offered to students, lecturers, and future researchers.

For EFL students, it is recommended that RPGs be viewed not merely as entertainment but as valuable informal learning tools that can complement formal classroom instruction. Students should select games with substantial narrative content and adopt active reading strategies such as guessing unfamiliar vocabulary from context and reflecting on character motivations during gameplay. Additionally, students should balance gaming with other forms of reading, including academic texts and novels, to develop the broader range of vocabulary needed for university success. Collaborating with peers by discussing game narratives and sharing interpretations can also deepen comprehension and make reading a more social activity.

For future researchers, this study opens several avenues for further inquiry. Mixed-methods designs are needed to correlate perceptual data with quantitative performance metrics through pre- and post-tests. Longitudinal studies could investigate how sustained RPG engagement affects reading development and academic achievement over time, while comparative studies could examine the differential effects of various RPG genres on different reading sub-skills. Research on pedagogical integration is also needed to explore effective models for incorporating RPGs into formal EFL curricula. Learner variable studies could investigate how individual differences moderate the benefits and challenges of RPG-based reading. Finally, expanding the research to other Indonesian universities or different EFL settings across Southeast Asia would test the generalizability of the findings and deepen understanding of how local contexts shape the effectiveness of game-based reading approaches.

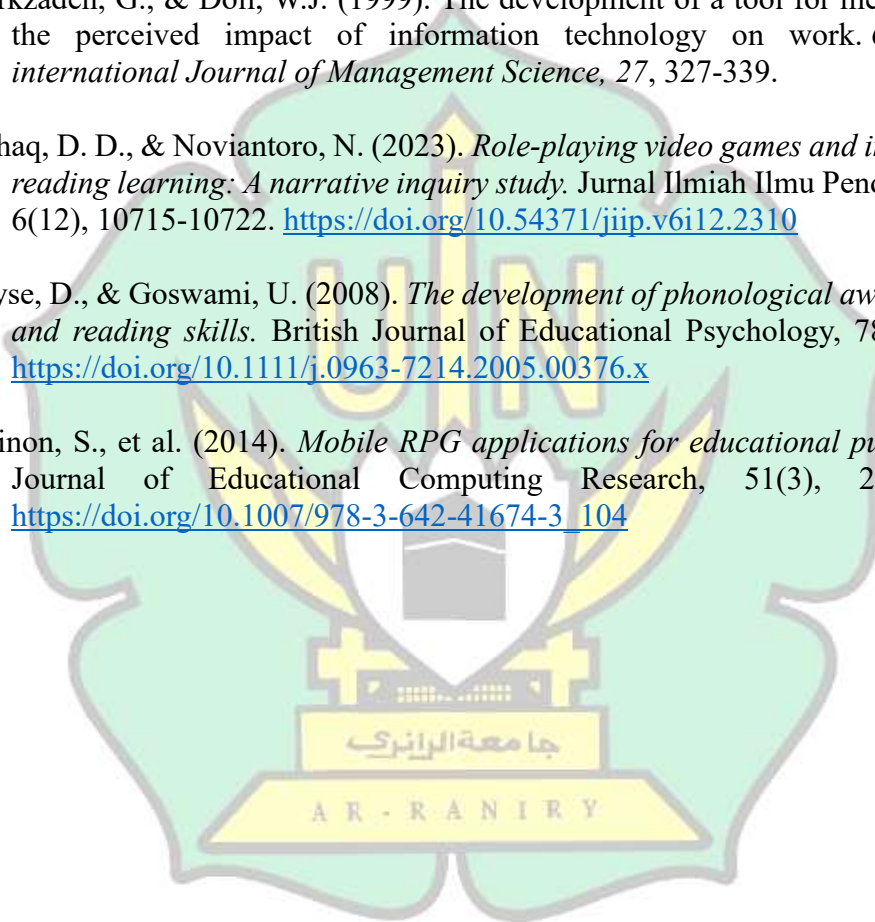
However, it is important to acknowledge the limitations of this study. The findings were based on a small sample of only ten participants from a single university, which limits the generalizability of the results to broader EFL populations. Additionally, this study relied solely on self-reported perceptions through interviews, which may be subject to recall bias. Therefore, future research should involve larger and more diverse samples across multiple institutions, incorporate direct measures of reading performance such as comprehension tests, and conduct comparative analyses of different RPG genres to identify which specific game features most effectively support reading skill development.

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APPENDICES

Appendix A: Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH NOMOR: 1705 TAHUN 2025

TENTANG: PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
 - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
 - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden Nomor 54 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 452 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
 - Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 - Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN
- Menetapkan :
- Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
- KESATU :
- Menunjuk Saudara :
- Prof Dr. Jarjani, S.Ag., S.Si., M.Sc., M.A.**
- Untuk membimbing Skripsi
- Nama : Muhammad Reza Fahlevi
NIM : 220203125
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Exploring EFL Students' Perceived Impact of Using Role-Playing Game on Their Reading Skill Development
- KEDUA :
- Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KETIGA :
- Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025;
- KEEMPAT :
- Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
- KELIMA :
- Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segits sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 22 Desember 2025
Dekan :

Saiful Muluk

- Terselenggara
1. Sekjen Kementerian Agama RI di Jakarta;
 2. Dikops Pendidikan Islam Kementerian Agama RI di Jakarta;
 3. Dekan Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
 4. Kantor Pelayanan Pendaftaran Negeri (KPPN) di Banda Aceh;
 5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
 6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
 7. Yang bersangkutan;
 8. Arsip.



Appendix B: Recommendation Letter from Fakultas Tarbiyah dan Keguruan to conduct the research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-2905/Un.08/FTK.1/TL.00/4/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203125

Nama : MUHAMMAD REZA FAHLEVI

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Keudah tgg jalan dianjung Lorong 1 Keudah

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***EXPLORING EFL STUDENT'S PERCEIVED IMPACT OF USING ROLE-PLAYING GAME ON THEIR READING SKILL DEVELOPMENT***

Banda Aceh, 27 April 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 05 Juni 2026



Appendix C: Confirmation Letter from English Education Department



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi@u-ar-raniry.ac.id, Website : <https://u-ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-303/Un.08/PBI/Kp.01.2/5/2026

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Muhammad Reza Fahlevi
NIM : 220203125
Prodi : Pendidikan Bahasa Inggris
Alamat : Banda Aceh, Kuta raja, Keudah, Jln teuku dianjung

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"EFL STUDENTS' PRECEIVED IMPACT OF USING ROLE-PLAYING GAME ON THEIR READING SKILL DEVOLOPMENT"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 13 Mei 2026
Ketua Prodi Pendidikan Bahasa Inggris.

Syarifah Dahliana

Appendix D: Interview Protocol

Interview Protocol

Project	: EFL Students' Perceived Impact of Using Role-playing Game on Their Reading Skill Development
Time of interview	:
Date	:
Place	: UIN Ar-Raniry, Banda Aceh
Interviewer	: Atha Ramadhani
Participant	:
Position of Interview	: Student of English Language Education Department

This research investigates EFL students' perceptions regarding the use of Role-Playing Games (RPGs) in developing their English reading skills. The purpose of this study is to discover the benefits students experience and the challenges they encounter when using RPGs as a strategy to improve their reading proficiency. Data will be obtained through semi-structured interviews, and all interview sessions will be audio-recorded. The collected data will be used solely for academic research purposes to protect the privacy and confidentiality of the interviewees. During the interview, participants will be asked several questions related to their experiences playing RPGs in English. The interview process will take approximately 30 to 45 minutes.

Questions:

1. Can you describe your experience learning English at university and your current reading ability?
2. Before Role-playing Game activities, how did you usually practice or improve your reading skills at university? (e.g., reading texts, assignments, self-study, group discussions)
3. Can you describe your experience using Role-playing Games during English reading activities?
4. What tasks did you usually perform during Role-playing Games sessions (e.g., reading dialogues, solving quests, role-playing characters)?
5. How is Role-playing Games-based reading different from traditional reading activities?
6. How did Role-playing Games activities affect your understanding of reading texts, including vocabulary and context?
7. Did Role-playing games help you remember information or interpret events, characters, or storylines better? Can you give an example?
8. How did Role-playing Games contribute to your reading fluency or speed?
9. How did Role-playing Games affect your motivation and interest in reading English texts?
10. How did interacting with classmates during Role-playing Games sessions influence your reading experience?
11. What challenges did you face when participating in Role-playing Games reading activities?
12. Were there difficulties related to language comprehension, understanding texts, or performing roles?
13. How did you overcome these challenges?
14. Compared to traditional methods (silent reading, comprehension exercises), which method do you find more effective for improving reading skills? Why?

15. Overall, how helpful are Role-playing Games in improving reading skills, and what suggestions would you give lecturers who want to use Role-playing games in their classes?



Appendix E: Documentation of Research



جامعة الرانيري

AR - RANIRY

AUTOBIOGRAPHY

1. Name : Muammad Reza Fahlevi
2. Student Number : 220203125
3. Place / Date of Birth : Banda Aceh, 11 April 2004
4. Gender : Male
5. Religion : Islam
6. Nationally : Indonesia
7. Address : Jl. Tgk Dianjung Ds. Keudah Kec.Kuta raja
Kota Banda Aceh
8. Email : 220203125@student.ar-raniry.ac.id
9. Phone Number : 081263812967
10. Parents
 - a. Name of Father : Devi Irawan
 - b. Name of Mother : Zagita Surya
 - c. Fathers Occupations : Civil Servants
 - d. Mothers Occupations : Housewife
 - e. Address : Jl. Tgk Dianjung Ds. Keudah Kec.Kutaraja
Kota Banda Aceh
11. Education
 - a. Elementary : MIN 6 Model Banda Aceh
 - b. Junior High School : MTs Darul Ihsan
 - c. Senior High School : MA Darul Ihsan
 - d. University : UIN Ar-Raniry Banda Aceh

Banda Aceh, 12 May 2026

The writer
Muhammad Reza Fahlevi