

Teaching Narrative Text Using RPG (Role Playing Game) in SMPN 2 Purwoasri for the Second Year Students

Fitra Ardiansyah¹

M. Syaichul Muchyidin²

Universitas Islam Kadiri - Kediri

fitraardiansyah99@gmail.com

m.syaichul@uniska-kediri.ac.id

Abstract

Role playing game is defined as one of the popular genres of video games being released for computer and video game console system. In some of role playing game, the students can give the main character is name of story. Especially in teaching narrative using RPG, narrative is basically story within this story telling, there are many kinds of narrative comedy, mystery, romance, etc. The topic of RPG related with education has become interesting topic recently. In SMPN2 Purwoasri, the teacher has been done the implementation of teaching writing using RPG since a year ago. The game was conducted to make students more interesting in in teaching writing. In this research, the design used is descriptive qualitative design. The subject of the research is students VIII-F class which consists of 30 students. Concerning the preparation that the teachers have in teaching writing English at SMPN 2 Purwoasri. The teacher should have the syllabus or lesson plan before they teach writing English at SMPN 2 Purwoasri. Concerning about the material that the teachers used syllabus and lesson plan based on the curriculum 2013. The method used was think pair solo. While the media used as brainstorming the idea in writing is RPG Final fantasy. The teachers automatically evaluated the students' writing English in every meeting the teacher gives evaluation using four aspect those are: grammatical, generic structure, words and spelling and content

Key words: *narrative text, teaching process, RPG (Role playing game)*

Introduction

Rapid developments in information and communication technologies have affected all areas of life including education, and this has brought about changes in the structure and implementation of education, and the roles of individuals in education. For this reason, many educational institutions have begun seeking new models to meet the needs of their

students. In order to make learning activities more effective, an environment rich in stimulants should be provided to students. One of the elements that provide such an environment is computers (Arslan, 2006). Colby (2008) states that computer games in learning can be more enjoyable, more interesting, and, thus, more effective than traditional learning modes. Computer games have several advantages over other instructional media, the main one being their extremely compelling and engaging nature, and constitute potentially powerful learning environments for a number of reasons (Papastergiou, 2009): (a) they can support multi-sensory, active, experiential, problem-based learning, (b) they favor activation of prior knowledge given that players must use previously learned information in order to advance, (c) they provide immediate feedback enabling players to test hypotheses and learn from their actions, (d) they encompass opportunities for self-assessment through the mechanisms of scoring and reaching different levels, and (e) they are increasingly becoming social environments involving communities of players.

Role playing game (RPG) is defined as one of the more popular genres of video games being released for computer and video game console system. In some of role-playing games, the students can give the main character is name of story especially in teaching narrative using RPG, the students very enjoyable to listen and learning. One of the advantages is it easy to understand of narrative text in playing game. They cannot absorb the knowledge from the book or other media without mastering English. Narrative is basically story within this story telling, there are many kinds of narrative comedy, mystery, romance etc.

In SMPN2 Purwoasri, the teacher has been done the implementation of teaching writing using RPG since a year ago. The game was conducted to make students more interesting in studying English, especially in teaching writing. Relates to narrative text. The implementation of this game is a new experience for both teacher and students to be adapted with technology information which is synchronized with teaching learning process. From the

preliminary date it is gotten that mostly students are challenged to learn writing while playing RPG game.

Related to this case, the researcher used a research teaching playing RPG on teaching narrative text at SMPN 2 Purwoasri. Narrative has long been recognized as an important factor in many areas human experience, such as literature, history, cultural studies and art according to Ball (1997) and according to Genette (1990). If, narratives are defined “as a description of a series of events” (Cambridge University 1995), then a Role-Playing Games (RPG) most non digital RPG and event many single players first person shooter computer games. Narrative is not a whole story of games but is it a facet of some of them. The implementation of playing RPG in teaching narrative text, has many advantages especially for all of students who learn English. It is hoped, if the current effort is successfully, that it might from the basis for a more general consideration of the place and definition of narratives in games.

Based on the condition above, the researcher wants to do the research entitled “teaching RPG on teaching Narrative Text in SMPN 2 Purwoasri for the Second Years Academic 2018-2019”. Based on the research focuses above, objectives of study are formulated as follows: to describe the teacher’s preparation in teaching Writing by using RPG in SMPN 2 Purwoasri for eight years at academic 2018/2019., to describe the implementation of teaching writing by using RPG in SMPN 2 Purwoasri for eight years at academic 2018/2019, to describe evaluation used on teaching writing by using RPG in SMPN 2 Purwoasri for eight years at academic 2018/2019, and to describe the students’ achievement in writing achievement using RPG in SMPN 2 Purwoasri for eight years at academic 2018/2019

Method

The used design in this research is a descriptive qualitative which specific on the case study. Descriptive qualitative is designed to obtain information relating to the current status of phenomenon and presented

toward determining in the nature of situation that happen at time of the research activities, not giving them any treatment then describing the phenomenon as it exists naturally. Here, the research describes four aspects regarding the teaching writing by using RPG at SMPN 2 Purwoasri. It was classified bellow: (1) teaching preparation on teaching writing by using RPG at SMPN 2 Purwoasri, (2) implementation of teaching writing by using RPG at SMPN 2 Purwoasri, (3) teachers' evaluation in teaching writing by using RPG at SMPN 2 Purwoasri, (4) students' achievement in speaking after being taught by using RPG at SMPN 2 Purwoasri.

The first subject of this research is Mr. Sunaryo, M.Pd. as the headmaster of SMPN 2 Purwoasri. Then, an English teacher in 8-F. The last subject of this research is some the students of speaking class. The amount of the students in 8-F are 30 students. It consists of 12 boys and 18 girls.

Some instruments were used in finding and collecting data. The use of instruments is depending on the data sources and the research focus. Here is the description of the research focus in this research. This research has used three kinds of instruments, i.e.: observation guide, interview guide, documentation, and also test.

Then the data is collected by using the instrument research. The researcher collected the data through observation, interview, and documentation. The researcher did the activities in SMPN 2 Purwoasri 6-10 Mei 2019. Concerning to what has been stated above. The data analysis is based on three concurrent flows of activities, there are: reduction, data display, and verification.

Results and Discussion

The researcher found the preparation that the teacher had in teaching writing were information about Role Playing Game Final fantasy, giving example the story from the game, lesson plan, and syllabus. The first teacher's preparation was the game itself. The teacher SMPN 2 Purwoasri had criteria to decide the game to be media in teaching writing. In teaching

writing, the teacher used Final Fantasy RPG. It was because easy to understand for the students and the students could have many imaginations from RPGs. The second, the researcher found lesson plan as the teacher's preparation. This data was got from English teacher. The English teacher is said that for teaching process in the class was written in Lesson Plan. The third, beside two of them teacher's preparation in teaching writing was syllabus. The syllabus was arranged based on the curriculum 2013.

The implementation of RPG in The Class was classified into three meeting. Those were as follows:

a. First meeting:

1. Teacher asked students to make group consisted of 4-6 students
2. Teacher described what students had to do
3. Teacher asked students to play game for 15 minutes
4. Teacher asked them to make draft the game that they have played
5. Teacher asked them to synchronize their draft with their group
6. Teacher asked them to make a story in narrative text based on the game that they have played in group.

b. Second meeting:

1. Teacher asked students to sit in pair
2. Teacher described what students had to do
3. Teacher asked students to play game for 15 minutes
4. Teacher asked them to make draft the game that they have played
5. Teacher asked them to synchronize their draft with their partner
6. Teacher asked them to make a story in narrative text based on the game that they have played in pair

c. Third meeting:

1. Teacher described what students had to do
2. Teacher asked students to play game for 15 minutes
3. Teacher asked them to make draft the game that they have played

4. Teacher asked them to make a story in narrative text based on the game that they have played individually

Based on the observation and interview, there were three kinds of evaluation in teaching writing by using RPGs. The first time was the evaluation done after the students come forward. The teacher evaluation was about grammar, generic structure, content and spelling and content.

The last point from this focus of the study is students' achievement. Based on the observation in the class, doing interview with the English teacher as well as the documentation required the data, the researcher got the data.

The teacher used some aspect in giving the value. The aspect was from students' courage, writing ability in the term of student's grammar, generic structure, vocabulary and spelling. The English teacher said that the ability of the students became more increased from the first meeting until now. They felt confident in writing. They could use an appropriate vocabulary and considering grammar used.

The second sources in getting the data was from documentation. The researcher got the evidence in data sheets and certificate for students' assessment. Students who took this grade could be further improved. It was also supported by the students' value that is owned by the English teacher. The calculating for average students' value describing RPG Final Fantasy was 82. The criteria of value were satisfactory. Based on the results of the data from observation, interview and documentation above, it could be concluded that the learning students' outcomes was increased than before. It could be proved on the students' value and their writing skill that they can get fresh idea and an appropriate vocabulary and consider in grammar used.

Concerning the preparation that the teachers have in teaching writing English at SMPN 2 Purwoasri. The teacher should have the syllabus or lesson plan before they teach writing English at SMPN 2 Purwoasri. Based on the role in teaching process, the first time and the first thing that the teachers must have before teach in every subject is lesson plan. So the

teachers' preparation in teaching writing English at SMPN 2 Purwoasri is enough.

The material that the teachers use at SMPN 2 Purwoasri to teach writing narrative text is good because it is related with the students' need in their level. Moreover, in teaching process the teacher must have the schedule to make them easy and get the goal from their teaching. The teaching writing English processes at SMPN 2 Purwoasri run well by the teachers desire and experiences. The method that the teacher use at SMPN 2 Purwoasri is good, because study about language, we not only study it in the theory, but we must be able to write it well by integrated all aspect. Based on the media that the teachers use at SMPN 2 Purwoasri is enough, because they use RPG to promote the students' ability in writing English, but they must try another media such as: card, song, movie and the others media to make the different situation in teaching writing English.

The teachers' evaluation in teaching writing English is good. It is because the teachers always give the students' evaluation in writing English in every meeting, so the teachers can see the progress from their students' ability in writing English every day. By using the form evaluation in teaching writing English above, this is can make the students more motivated in learning writing English. And the teacher also can correct their way in teaching writing English.

Based on the finding that the researcher got from the test of 30 students in 8-F, 1 student has very good category in writing English, 24 students have good category and 4 students have enough category.

Conclusion

The conclusion of this research is based on the research focuses of the research the teachers' preparation in teaching writing English at SMPN 2 Purwoasri is the English teacher have mission in their teaching writing English. In the implementation of teaching writing at SMPN 2 Purwoasri process like in the other school. There is pre-teaching teaching learning process where the English teacher gives the material orally and sometimes

by writing in whiteboard and power point, then the last was post teaching. It is enough for the post teaching. The English teacher asks the students to make conclusion and give the reward for the best performant in evaluation.

The evaluation is given test. It is done after the English teacher gives the material. Relating to this explanation, the teaching writing's evaluation at SMPN 2 Purwoasri especially in 8-F. Students' writing achievement after teaching using RPG is more increased. They feel relaxed and more enthusiastic in doing the writing. It's also seen from the students' value and their skill in writing English with an appropriate vocabulary and grammar used. After joining the writing class in 8-F by using RPG, it can be said that their achievement is very good.

Practically, this research is expected to give advantages for all the reader. It also recommends to the course, the English teacher, students, researcher and further researchers.

The researcher recommends for the English teacher that in teaching writing, he has to make a scoring rubric for giving the value for the students. It also makes improvements in the learning process. Then in the teaching process, it recommends to the students not to be late for entering the class because it will disturb the teaching process time. The second, language without practicing is nothing. So, even the students have graduated from this course, they have to use and practice their language in daily life. In order to the language will not be forgotten.

It also recommends the researcher to make a set of learning, such as: syllabus, lesson plan, an appropriate media, and the technique the evaluation. So, the teaching process can run enjoyable. This researcher believes that this research has not been perfect yet. It hopes that his research can give contribution who deals with similar problem.

References

- Colby, Re. & Colby, Ri. 2008. A Pedagogy of Play: Integrating Computer Games into the Writing Classroom. *Computers and Composition*. 25/3: 300-312.
- Ball.1997. *Definition of narrative*. Accessed from <https://books.google.co.id> on November,28, 2018
- Genette. 1990. *Definition of narrative*. Accessed from <https://books.google.co.id> on November 28, 2018
- Harmer, Jeremy. 2004. *How to Teach Writing*. England: Longman.
- Hitchen. Dracen. 2009,p.16. *How to play games*, <https://www.academica.edu>
- Pardiyono. 2007. *Pasti Bisa! Teaching Genre-Based Writing*. Yogyakarta: Andi
- Papastergiou, M. (2009) Exploring the potential of computer and video games for health and physical education. *Computer and Education* .53/3: 603-622.