Role-Playing Video Games and Informal Reading Learning: A Narrative Inquiry Study

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Article Info	Abstract
	This research aims to explore players' reactions to role-playing video games in the context of self-regulated learning, particularly in the field of reading. The study seeks a response to self-regulated learning within the context of extensive reading in video game role-playing games. The participants in this study included four college students from different universities, and one graduated vocational high school student. Qualitative research methods were employed, utilizing narrative inquiry through written and oral interviews with open-ended questions. This study's findings reveal that all participants provided diverse, predominantly positive responses. The players demonstrated an awareness of the importance of analyzing tasks prior to execution, monitoring and carrying out tasks, and evaluating completed tasks. Furthermore, including dialogues, journals, and character backgrounds in the games helped sustain player engagement and motivation in extensive reading. Therefore, these findings suggest that role-playing games can effectively support self-regulated learning, particularly in the context of extensive reading.

Artikel Info	Abstrak
	Penelitian ini bertujuan untuk mengeksplorasi reaksi pemain terhadap video game role-playing dalam konteks pembelajaran yang diatur sendiri, khususnya dalam bidang membaca. Penelitian ini mencari respon terhadap pembelajaran yang diatur sendiri dalam konteks membaca ekstensif dalam permainan peran video game. Partisipan dalam penelitian ini terdiri dari empat mahasiswa dari universitas yang berbeda, dan satu orang siswa sekolah menengah kejuruan. Metode penelitian kualitatif digunakan, dengan menggunakan penyelidikan naratif melalui wawancara tertulis dan lisan dengan pertanyaan terbuka. Temuan penelitian ini mengungkapkan bahwa semua peserta memberikan tanggapan yang beragam, sebagian besar positif. Para pemain menunjukkan kesadaran akan pentingnya menganalisis tugas sebelum pelaksanaan, memantau dan melaksanakan tugas, dan mengevaluasi tugas yang telah diselesaikan. Selain itu, memasukkan dialog, jurnal, dan latar belakang karakter dalam permainan membantu mempertahankan keterlibatan dan motivasi pemain dalam membaca ekstensif. Oleh karena itu, temuan ini menunjukkan bahwa permainan peran dapat secara efektif mendukung pembelajaran yang diatur sendiri, terutama dalam konteks membaca ekstensif.

I. INTRODUCTION

Literacy refers to a person's capability to both read and write (Banik & Kumar, 2019). Furthermore, the concept of literacy develops into several parts as explained by Kapur (2019), which include computer, vernacular, digital, visual, school, media, health, emotional, cultural, and moral literacy. As time progresses, the concept of literacy has evolved, encompassing multiple aspects. Additionally, digital literacy has become increasingly important, enabling individuals to effectively choose the information they seek. In the context of digital literacy, according to Spires et al. (2019), digital literacy pertains to numerous methods of reading and writing in digital format across various types of media.

Aligned with Tokarieva et al. (2019), in current times social media, ICT, mobile technologies, and applications are being utilized more frequently for communication, interaction, and developing social skills and innovative learning environments. Over the years, there has been a consistent evolution in the study of innovative learning environments, including exploring video games in education. According to information gathered from Google Scholar, the number of studies on the relationship between video games and education exceeded ten thousand last year. Among these studies was an examination of self-regulated learning through using digital games.

Generally, video games serve as a form of entertainment for players. According to Halbrook

et al. (2019), video games are a form of amusement that appeals to a broad audience and can have diverse impacts on a person's welfare. Over time, video games have also changed to have several genres, according to Doherty et al. (2018), most common genres of video games are action, adventure, role-playing, first-person shooter, and strategy. Within the vast array of video game genres, this research will specifically concentrate on the role-playing games (RPGs) genre, as stated by Sarbini et al. (2018), role-playing game is a game genre in which players are required to follow a pre-established storyline to complete the game. The game presents a predetermined storyline and the difference in the final outcome lies in the challenges presented to the players to accomplish the missions within the game. Indirectly video games especially in the role-playing games (RPGs) genre will require players to learn independently.

In line with independent learning, this is in line with self-regulated learning process by Zimmerman (2000), it explains that the self-regulated learning (SRL) model exhibits a systematic arrangement consisting of three distinct phases: namely, the forethought phase, the performance phase, and the self-reflection phase. According to Frazier et al. (2021), on the forethought phase the processes and choices of specific learning strategies are driven and influenced by goal setting, task analysis, strategic planning, and motivational beliefs. Next the performance phase the predetermined actions are carried out in conjunction with the process of self-monitoring. Self-regulation techniques and strategies are utilized to sustain engagement, motivation, and effective task completion. Last in the self-reflection phase, during the phase of self-reflection, the task performance is evaluated, and self-assessment of both achievements and shortcomings is recorded.

Also, according to Opdenakker (2022), self-regulated learning is a complex concept that encompasses multiple dimensions, describing learners as proactive, purposeful, strategic, and introspective individuals. They engage in activities such as planning, monitoring, regulating, and reflecting on various aspects, including cognition, motivation, emotions, and behavior, all to achieve their objectives.
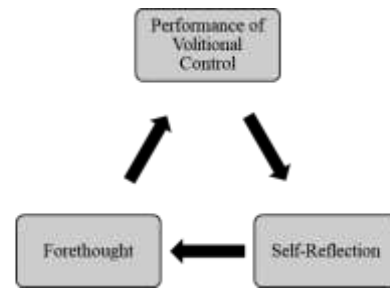
Gambar 1. Cyclical phases of self-regulation (Zimmerman, 2000)

In addition to promoting self-regulated learning, role-playing games also foster a continuous engagement with the dialogues and narratives they present. This deliberate approach consciously enables players to derive enjoyment from the story while actively reading all the literature within the role-playing games they participate in. This direct emphasis on reading in role-playing games (RPGs) bears similarities to the concept of extensive reading, as defined by Day & Bamford (1998), which involves an independent reading of substantial amounts of material for information or pleasure. In this research, the researcher wants to investigated how playing role-playing games (RPGs) can assist players in self-regulated learning in reading and in what ways extensive reading in role-playing games (RPGs) promote players engagement and motivation in self-regulated learning in reading.

II. METHOD

This qualitative study focused on employing a narrative inquiry. According to Barkhuizen et al. (2014), narrative inquiry as research method allows a combining research and storytelling, either by utilizing stories as research material or by employing storytelling as a means to analyze data or present research outcomes. In this study, the researchers used interview as a method with oral storytelling, while player's language learning experiences can be interpreted and presented orally. Furthermore, to achieve data triangulation, the researcher also uses a narrative frame a data collection technique in this study. Additionally, the results of the study were documented by the researcher and then verified with the participants through a process known as member checking. This was done to ensure that the results accurately reflected the perspectives and experiences of the participants.

Moreover, data were selected and interpreted in qualitative data using thematic analysis proposed by Dawadi (2020). The participants were consisting four male college students that

from various universities who are currently sitting in second semester into eight semester, and one male graduated from high school also every participant have experience of playing diverse role-playing games.

Table 1. Participant Charateristics

No	Initials	Year	Playtime in a day	Age
1	TP	2	4 hours a day	20
2	MAA	1	6-8 hours a day	20
3	AS	0	2-24 hours a day	19
4	RA	4	3-5 hours a day	22
5	FA	4	2-5 hours a day	23

III. RESULT AND DISCUSSION

A. Result

There are two general patterns of findings from this study, which consist of the players' responses. The findings will be presented here.

1. Player's responses on Role-Playing Games (RPGs) on Self-Regulated Learning in area of reading

In this study, the following are a number of responses from players regarding role-playing games (RPGs) on self-regulated learning in the reading area. Through a narrative framework provided by the researcher, the results of the five players show how their responses and activities are carried out in self-regulated learning in the reading area, especially when they are playing role-playing games (RPGs) video games. Before the players gave responses regarding self-regulated learning in the reading area, particularly when playing role-playing games (RPGs), the researcher asked about the players' background and their experiences with playing role-playing games (RPGs) and what they could use after they played role-playing games (RPGs) in the reading context.

(After playing an RPGs game, it is truly helpful, especially for reading, because the story provided by the RPGs can assist in understanding the plot, dialogue, translation, and messages conveyed within the game. In addition to comprehending the story, it can also aid in discovering unknown words during reading. Beyond the context of reading, RPGs games also contribute to paying attention to one's surroundings, learning vocabulary, impro-ving listening skills, and problem-solving). After knowing the background of the players, it can be said that they think that

playing role-playing games (RPGs) can assist them for their self-regulated learning them especially in extensive reading.

2. Player's Response on forethought phase

In this section, the five players have distinct responses while also sharing similarities in self-regulated learning within the context of reading when playing role-playing games (RPGs). Specifically, they all engage in analysis before taking any action in the game. These results can be seen through the narrative frame below.

Table 2. Players' Narrative

No	Initials	Responses
1	TP	Before starting to play RPG games, I usually perform some analysis, such as reading details around the quest area in chapters (sections), in order to achieve a goal, such as locating a missing person. However, before executing the plan based on the initial analysis and to achieve the goal, I typically formulate a plan, such as finding useful items for the quest.
2	MAA	Before starting an RPG game, I typically perform some analysis, such as examining specific events or chapters, to achieve goals like obtaining rewards. However, before executing the plan derived from my initial analysis, I usually formulate a strategy, such as forming a party with friends and engaging in activities together.

Similar to the responses provided by the two previous players regarding their perspective on the forethought phase, the remaining three players identified as FA, AS, and RA also shared similar views. They all acknowledged the importance of conducting an analysis prior to gameplay. However, what is particularly intriguing about these three players is their distinct approaches to analysis. For instance, FA stated that he performs an analysis by studying the weaknesses of previous enemies to develop effective strategies for defeating them. AS, on the other hand, emphasized the significance of understan-ding the mechanics and gameplay procedures of the role-playing games (RPGs) he intends to play. Lastly, RA

expressed a preference for reading game reviews through online forums before engaging with the RPG game of interest.

3. Player's Response on the performance phase

After conducting an analysis before playing role-playing games (RPGs), the players exhibit both diverse responses and shared similarities during the performance phase. While engaged in tasks within an role-playing games (RPGs), the five players continually monitor the ongoing process and employ various strategies or adaptations to successfully accomplish their assigned tasks. The following presents the results of the narrative framework, displaying the responses of the two players during the performance phase as they re-monitor their task activities in the role-playing games (RPGs) they are playing.

Table 3. Players' Narrative

No	Initials	Responses
1	AS	When starting a task or executing my planned actions, I regularly review the processes involved, such as character leveling, relic searching, and skill level improvements. If the plan fails, I adapt by exploring alternative approaches, such as changing the character I am using and enhancing their abilities.
2	RA	When I commence a task or execute my plan in the game, I regularly review and assess my progress. This includes evaluating my performance in completing missions or quests within the game. If my review indicates that my initial plan is not yielding the desired results, I adapt my tactics by employing alternative strategies or changing my approach.

Moving on to the performance phase, the responses of three out of the five players exhibit both similarities and differences in their approaches to task execution and activity monitoring. For instance, MAA, when undertaking a task in an role-playing games (RPGs), meticulously monitors the task by identifying any shortcomings in the program's activities. In contrast, TP reviews the activities performed within the tasks taken in role-playing games (RPGs) to

monitor their progress. Lastly, FA adopts a monitoring approach that involves rechecking the equipment used, ensuring its efficiency for the tasks undertaken.

Moreover, to maintain motivation, each of the five players has their own methods to stay motivated and complete tasks within the role-playing games (RPGs) they are playing. The following is the result of an interview response from two of the five players who gave their explanation so that he remains motivated and completes the tasks in the role-playing games (RPGs) that has been taken.

Table 4. Players Interview Responses

No	Initials	Responses
0	Questions	"When you are in the middle of a quest and it suddenly fails, do you have your own method to stay motivated and evaluate the situation?"
1	RA	"Sometimes I use different methods, such as employing alternative items or adopting a different approach style."
2	MAA	"Yes, sometimes I employ trial and error. Additionally, I perform crosschecks and thoroughly examine all the items and weaknesses of the bosses or obstacles."

4. Players response on the self-reflection phase

In this section, the players will share their responses regarding the self-reflection phase. Here, the five players demonstrate that after completing a task, they all promptly evaluate the mission they have undertaken. The players exhibit diverse responses, including conducting evaluations to assess their accomplishments upon completing missions, seeking methods to enhance the strength of their characters, identifying areas to revisit in search of hidden items, and evaluating strategies and gameplay to enhance productivity and efficiency. The following is a detailed response from two player, explaining the evaluation activities they carried out based on the narrative framework provided by the researcher.

Table 5. Players' Narrative

No	Initials	Responses
1	MAA	Finally, upon completing a task in an RPG game, I typically evaluate the areas where my characters may be lacking and consider ways to strengthen them.
2	AS	Finally, upon completing a task in an RPG game, I engage in evaluations that involve revisiting and rereading the quests I have accomplished. This allows me to reflect on my performance, analyze the outcomes, and identify areas for improvement.

5. Players response on what ways does extensive reading in Role-Playing Games (RPGs) promote players' engagement and motivation in the process of self-regulated learning

In this section, players provide their responses on the ways in which extensive reading in role-playing games (RPGs) promotes player involvement and motivation in the process of self-regulated learning. Through the interviews conducted, the five players shared their individual methods of fostering their involvement and motivation through extensive reading in the self-regulated learning process. These methods include reading character lore to delve deeper into the story, perusing journals, engaging in side missions to gain additional perspectives on the role-playing games (RPGs) being played, watching videos while reading subtitles, visiting websites that provide explanations about the role-playing games (RPGs), and exploring the backgrounds of bosses or the origins of locations within the role-playing games (RPGs). The following is a response to interview answers from the two players.

Table 6. Players Interview Responses

No	Initials	Responses
0	Questions	"When engaging with RPGs games, it is common to encounter extensive reading requirements, such as exploring lore, dialogues, and storylines. Could you elaborate on your personal strategies to maintain motivation while reading through these textual components?"
1	TP	"To mitigate the potential monotony of extensive reading, I often engage in side quests within the game. These side quests not only compel me to revisit and reread certain conversations and dialogues, but they also introduce captivating additional storylines."
2	FA	" Typically, I tend to engage in farming mechanisms; however, when it comes to reading, I often explore the lore associated with bosses or places that particularly captivate my interest."

Based on the aforementioned findings, it can be concluded that the five players exhibited a common pattern in self-regulated learning within the realm of reading role-playing games (RPGs). Specifically, they all conducted an initial analysis of the role-playing games (RPGs) they were about to play or were currently engaged in. Additionally, they actively monitored their activities and tasks throughout the gameplay, followed by a subsequent re-evaluation of the tasks or activities they had undertaken within the role-playing games (RPGs).

Despite engaging in similar activities to facilitate self-regulated learning, particularly in the context of reading, it is worth noting that the players involved in this research employed their own distinct approaches. In the section dedicated to players' responses regarding what ways does extensive reading in role-playing games (RPGs) enhances player involvement and motivation in the self-learning process, it can be concluded that the five players each possess their own methods to foster and sustain player motivation in the self-regulated learning process. These methods include revisiting dialogue exchanges, exploring character, place, or boss lore, engaging in simultaneous watching or listening while reading subtitles, and visiting websites that offer game-related information pertinent to their current gameplay.

B. Discussion

In this study, the players' responses, as depicted in the narrative frames, exhibited a

positive inclination. Although the players' responses varied, they acknowledged the significance of conducting a thorough analysis prior to commencing an role-playing games (RPGs). Also, in line with Zimmerman (2000), it is evident that player's, upon entering the forethought phase, develop an understanding of the significance of conducting an analysis prior to engaging in or executing a task. In line with research conducted by Toh & Kirschner (2020), experienced players indicated a heightened awareness of contextual elements during gameplay, encompassing distinct game characteristics, the physical surroundings in which they engaged, and the impact of these factors on their goal establishment, tactical decision-making, and progress evaluation.

Then in line with the research conducted by Filho (2019), The individuals participating exhibit a self-assessed, autonomous, and proactive nature, and they take the initiative to construct their knowledge. Moreover, during the performance phase, the analysis of the narrative frames demonstrated the players' awareness of the importance of monitoring their actions and tasks to effecttively anticipate and address future challenges. Additionally, the players exhibited personalized approaches to sustaining motivation throughout task completion.

Also, this in is line with Zimmerman (2000), it is observed that when players transition into the performance phase, they demonstrate an understanding of the crucial role played by monitoring their actions and assessing the tasks accomplished. This awareness enables them to anticipate and effectively overcome challenges. Moreover, to sustain their motivation and successfully accomplish the task, players employ personalized strategies, such as exploring alternative methods or cross-referencing their work. This is in line with She et al. (2023), Learning adaptability is connected to self-regulated learning (SRL), and academic motivation and self-management play a partial and sequential role in mediating this connection.

Furthermore, during the self-reflection phase, the players' responses, gathered through researcher-conducted interviews, revealed their distinctive approach to evaluation. Notably, they employed various methods, ranging from task repetition and retracing task locations upon completion to revisiting mission details and conducting analyses of the outcomes achieved. Also, this is in line with Zimmerman (2000), during the self-reflection phase, players demonstrate their reflective capabilities through various approaches. These include reiterating tasks, revisiting assignment locations, reviewing mission specifics, and analyzing the outcomes attained. Then in line with Reinhardt (2019), it had been found that the interactive quality inherent in games is intricately linked to the provision of feedback. Through the conveyance of positive, neutral, or negative feedback, games not only acknowledge the player's actions but also engender a sense of interactivity.

Then to answer the question what ways does extensive reading in role-playing games (RPGs) promote players' engagement and motivation in the process of self-regulated learning. Based on the insightful findings obtained from interviews conducted with the players, the researchers have identified distinct strategies employed by individuals to enhance engagement and motivation in the context of self-regulated learning through the utilization of role-playing games (RPGs). To foster a sense of engagement, players employ distinct methods to immerse themselves in the game they are actively participating in, particularly in the domain of extensive reading. Also, this is in line with Zimmerman (2000), one such approach involves engaging in continuous monitoring and reviewing all the activities they have undertaken, thereby re-evaluating the completed tasks. Also aligned with research that conducted by Sholichah et al. (2022), the developed educational game utilizing RPG elements has been demonstrated to effectively enhance students' motivation for learning, leading to notable improvements in their overall engage-ment and enthusiasm for the educational content.

Moreover, to sustain players' motivation during extensive reading in role-playing video games (RPGs), individuals employ persona-lized strategies tailored to their unique preferences and goals. This is particularly noticeable in the context of extensive reading. Notably, one of these strategies involves attentively engaging with the in-game dialo-gue, delving into the intricate backgrounds of characters, locations, and formidable adversaries. Additionally, players maintain their motivation by actively reading subtitles

while watching game-related videos and by seeking out online resources that provide comprehensive information about the specific games they are immersed in. Also, this is in line with Zimmerman's (2000), players transition into the performance phase, they assume responsibility for actively controlling and monitoring their activities, aiming to sustain high levels of motivation and engagement throughout the gameplay experience.

Also, this aligned with Yuriananta et al. (2019) the focus of this research and development study revolves around the creation of a learning media tool aimed at enhancing game-based reading comprehension for novice BIPA (bahasa Inggris bagi penutur asing) students. Notably, the final validation outcome from the BIPA (bahasa Inggris bagi penutur asing) experts revealed an impressively high score of 98.44%, confirming the product's strong feasibility and suitability for implementation. Based on findings, it can be inferred that role-playing video games have the potential to facilitate self-regulated learning, particularly in the context of reading.

Players actively perceive that they are guided by their own role-playing games (RPGs), commencing from initial analysis, followed by performance monitoring, and sustaining player motivation and engagement through self-reflection and self-evaluation, influenced by the challenges and features presented within role-playing games (RPGs). Moreover, role-playing video games (RPGs) serve as a catalyst for fostering player motivation and active involvement in self-regulated learning, specifically pertaining to reading skills. This is facilitated by the plethora of in-game activities that players can engage in, such as revisiting dialogues, delving into the narratives of diverse characters, locations, or formidable adversaries, and accessing informative resources affiliated with the games being played.

IV. CONCLUSION AND SUGGESTION
A. Conclusion

Based on the study's findings, it becomes evident that players, despite expressing divergent viewpoints, exhibit awareness of and acknowledge the supportive role played by role-playing video games (RPGs) in facilitating self-regulated learning. Additionally, these RPGs effectively stimulate player participation and motivation owing to the diverse range of activities embedded within them.

B. Suggestion

Further research is necessary to address the limitations of this study, which was constrained by a small number of participants. Conducting a larger-scale study with a more diverse participant pool would enable a deeper understanding of the topic. Additionally, conducting longitudinal studies would be beneficial to provide more comprehensive insights and data.

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