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The Effect of RPG Maker Mobile Learning Model in Learning English

^{1*}Afief Fakhruddin

²Abdur Rasyid

^{1,2}Universitas Majalengka

Majalengka, Indonesia

[*afieffakhruddin@unma.ac.id](mailto:afieffakhruddin@unma.ac.id)

abdurrasyid87@unma.ac.id

Abstract. The aimed of this research was to measure the effect of application (RPG) MakerMV. This research belongs to experimental research and quasi experimental design. It described about the effect of using of the application. The research methodology was a quantitative method. The population of this study was one Class XI students from MA Siti Khadijah, and the sample was twenty students or two classes throughpurposive sampling. The research result showed that this application were very effective and very easy to use.The researcher concluded that the experimental group through this application in the right way. The average percentage of student activity is 75.6%, which is included in both categories.The experimental group had higher score (429) after learning English vocabulary using direct method than control group (274). The conclusions of this study was RPG Maker mobile effective in the teaching learning English. This study recommended to use this application in teaching english. The application help students to follow the lesson.

Keywords: Learning Application, RPG Maker MV.

Introduction

Language is the most important tool of communication in daily life. Communication is one of the ways to interaction between people. Language can help people to deliver a context to another person. Learning English is essential for today's generation to adapt to global communication, literature, media, and work in the present and future (Marzulina et al., 2021).

According to Brown (1994:7, states that learning is acquiring or getting of knowledge of a subject or a skill by studying, having experience or instruction. Meanwhile, Wichadee (2005), states that teacher's approaches in traditional classrooms do not produce active recipients and result in fossilized language learning on students because teachers usually play an important role in teaching

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learning process. Based on theory above, it can be explained that learning can improved student's ability by following every lesson and students focuses in every instruction to enhance their skill in English.

According to Michael, and Modell, (2003) states that in order to be an active learner in higher education, each student expects to be treated as an adult learner who has some right over the learning ambience in the form of asking questions and clearing of doubts. Based on theory above, it can be explained that learning practice can influence students in every aspect English skill. The students will be able to use English skill in daily life because the result of taching learning will be permanent.

Teaching learning English have their aspects especially mastering English skill. The students need to use their ability to learn the skills one by one. The students should focuses during teaching learning processes. According to Sequeira (2021) states that learning can be considered as change that is permanent in nature because change is brought into students by a teacher through techniques like developing specific skills, changing some attitudes, or understanding specific scientific law operating behind a learning environment.

The lecturers have to prepare a variative teaching methodology during learning activity, teaching methodolgy can influence into students creativity and their interest in the lesson. According to Michael, and Modell (2018) in order to be an active learner in higher education, each student expects to be treated as an adult learner who has some right over the learning ambience in the form of asking questions and clearing of doubts.

In the teaching learning English, the students find many dificulties during practices. The students have to be able to engage the skills and use the language for communication. This is inline with Mitra; cited by Pond & Rehan (2008) states that students expect to have ownership over the learning session.

According to Coffield, (2013), the quality of teaching and learning is often compromised due to lack of constant up-gradation in knowledge on the subject or issue. We agreed with this sentiment, since we have witnessed first-hand that innovation and continuous learning is the primary way to ensure success in teaching. It means that the function of language is a medium of communication and interaction. One of the important aspects of communication is the use of words.

However, being a master of English, especially for University students, who are going to be the subject of this research, remains a utopian ideal, something unreachable in terms of school semester periods, yet in terms of years on which "truly English teaching learning process" does exist. This indicates on the other side that mastering English is not something impossible but something challenging. It is like the ability of University students where some of which is in a higher level, and some others in a lower level of English.

Multiple higher education research explored that the inclusion and equity in teaching and learning resulting in policy makers and scholars have been discussing the importance of widening participation in tertiary education (e.g., Bradley & Miller, 2010). As a result, the students' can comprehend their lesson as the result of their learning. The English lecturer usually uses some techniques in teaching English, and one of the techniques is a using technology in English language learning.

Based on the description above, the researcher is interested in conducting a research about the Effect of RPG Maker Mobile Learning application in Learning English. The purpose of this research were to know how to use this application during teaching learning processes, to know students' result after using this application.

Method

Leedy and Ormrod (2010:95) state that quantitative researchers seek explanations and predictions that will generalize to other persons and places. Based on theory above, it can be explained that quantitative method is research type through numerical data to measure students competence and ability in learning. According to Melissa and Goertzen (2017:12), quantitative research methods are used to collect and analyze data of the research that were presented numerically. Based on theory above, it can be explained that the data analyze through statistical pattern to get the result. According to White and Sabarwal (2014:2), states that the quasi-experimental method is a method that was used as a comparison between the two groups. Both the experimental group and control group. This tells us that the important characteristic of experimental research is that investigators deliberately control and manipulate the condition.

Ross (2006:1.3) explains that experimental research is used in settings where variables defining one or more causes can be manipulated in systematic fashion in order to discern effects on other variables.

The method of this research was quantitative research. According to McKay (2006:6), quantitative research typically begins with a research question or hypothesis that is quite specific. This denotes that quantitative research generates statistic through the use of large scale survey research, using methods such as tests and questionnaires to get precise reason.

Findings and Discussion

Pre test

The pre-test was conducted before applying the application. Both groups of control and experiment were given the same material and they were asked to accomplish the test individually in 90 minutes. There were some forms to display the question items in the English test. The types of question items for pre-test are multiple-choice, sets and matching items. The multiple-choice was consists of 30 items; sets consist of 10 items and matching items consist of 10 items. After giving pre-test, the basic knowledge of the two groups could be measured.

After conducting the pre-test activity, the researcher used application in the experimental class in teaching learning processes. Students were taught twice a week for experimental group through the application as an alternative way of teaching English.

Post-test

After the experiment activity, the next activity was conducted the post test. The researcher conducted the test for the experiment and control group. Students were asked to do the test in 90 minutes. After that their answer sheets would be analyzed.

The results of this research were about the effect of mobile learning RPG maker MV in learning English, during the teaching learning activity in the

experimental and control classes had similar activity including exercise for students. The difference was experimental class used mobile learning RPG Maker MV, and in control classes through lecturer explanation.

The researcher used N-Gain to get the score through mobile learning RPG maker MV application in the experimental class, and the score of the control class, in table 1 below.

Tabel 1. Descriptive Statistics N-Gain

	N	Minimum	Maximum	Mean
N gain experiment	37	.30	.75	.6180
N Gain Control	33	.00	.39	.1053

From the table above, it can be seen that the score of pre-test of the experimental group was minimum score N-Gain of 0.30, a maximum score N-Gain of 0.75 and an average score N-Gain 0.61 with medium criteria. It means that implementing mobile learning RPG Maker MV in English learning was in the medium category. Meanwhile, in the control class had a minimum N-Gain of 0.00, a maximum score N-Gain of 0.39, and average score N-Gain of 0.10 in low category.

Therefore, there was significant effect of using this application for learning, it can be seen from score improvement for each group. The score for experimental class (429) was higher than the control group (274). The table showed that pre-test score between two groups were almost equal before using the application. After implementing the application, the experimental class was more higher score than that of the control group.

From the result above, implementing mobile learning RPG maker MV in the experimental class was effective rather than through lecturing in the control class. The application helped the students to understand the lesson. It can be seen from students' interest during learning processes. Based on previous research that the application was one of multimedia programme and animation to make interesting situation in teaching learning process.

Students' improvement English learning ability data came from the pre test result, the post test was held after implementing the application, and the data analyzed used statistical data. The result of analyzing students' improvement score presentag in the table 2 below.

Table 2. Students' English learning ability percentage eachs indicator aspect

Aspect Indicators	Control			Experiment		
	Averages	%	Category	Averages	%	Category
1	10.3	51	deficient	15.2	76.5	good
2	10.3	51	deficient	14.6	73.2	fair
3	10.3	51	deficient	14.8	74.60	fair
4	10.3	51	deficient	15.3	75.68	good
5	10.3	51	deficient	14.7	74.2	Fair

Based on the table 2, English learning ability indicator in the control class was 51 % the score represent of the low category, on the other hand, in the experimental

class indicators was 76, 5% in the good category. Meanwhile, the indicators aspect in setting strategy and tactics was 74, 2% in a fair category. From the explanation above, it can be explained that the improvement of students' English learning ability in the experimental class was improved. The application gave good effect to students during learning activity. Students focused to the application and following every instruction during exercises. The post test score described how the application help students to enhance their english skill.

The researcher measured the hypothesis in teaching learning activity, the researcher used statistical formula sample T test SPSS 20 for windows. The results sample T test in the table 3 below.

Tabel 3. Independent samples T test Independent sample test

	Levene's test for equality of variances		t-test for equality of means						
	F	Sig	f	df	Sig (2 tail ed)	Mean differences	Std Error differences	95 % confidence	
								lower	Upper
equal variance assumed	22.713	.000	11.986	73	.000	22.700	1.901	19.009	25.950
variances not assumed			11.728	43.079	.000	22.700	1.941	18.878	26.718

Based on the result from table three, it can be showed that t-count result was 11.986 meanwhile t-table (0.005;93) was 1.663, so it can be explained that t-count was higher than t-table. It means that the result showed how significant result between the experimental class and the control class after using this application. This application made learning activity more variatif, and students followed every steps to use application during the learning. From the explanation above, It can be stated that the use of this application helped students more focuses to the lesson and the application was effective in teaching learning English. Based on the data above, it can be concluded that the improvement of students' English learning ability in the experimental class was better than the control class, it can be seen from the score. It happened because the content of this application

help students to follow and use the application for learning activity. Students were able to answer during exercise through this application, and students were easy to find out every meaning from the sentences

Conclusion

After conducting and gathering the data, the researcher concluded that using application RPG maker MV gave significant effect to students' English learning ability into medium category. Implementing this application in teaching learning improved students' interest in English and help students to enhance their ability in English. It can be seen from the mean score of experimental class, the students had 75 received by the experimental class. Meanwhile, in the control class got mean score 51. The students' response in implementing this RPG maker MV in English learning was in good category with the score around 2100.

Based on conclusion above, the author recommended to use the application for teaching learning process. The application helped students to understand every material during learning process.

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