Article

Learners' Motivation to Speak English Through Role-Playing Games

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Abstract

This research aimed to explore the role of Role-Playing Games in students' speaking motivation and how they maintain it. It is because in this era, video games, particularly Role-Playing Games (RPGS), have gained significant popularity among young generation. Recently, even in the academic field, video games' effect on motivation to learn English has received considerable attention among researchers. However, motivation in speaking English through role-playing video games, particularly focusing on college students, remains an underexplored area of research. Therefore, the researcher decided to conduct research on "Learners' motivation to speak English Through Role-Playing Games." Two research questions were raised: 1) How do Role-Playing Games (RPGs) motivate learners to speak English? 2) How to maintain a learner's motivation to speak English when playing Role-Playing Games (RPGs)? Guided by Self-Determination Theory by Edward L. Deci and Richard Ryan, this research employed descriptive qualitative methods. The research participants were English Language Education Study Program (ELESP) students of Sanata Dharma University, who were carefully selected using purposive sampling. The data was collected using in-depth interviews with five interviewees. The researcher analyzed the data using thematic analysis, which includes transcription, coding, and interpretation of the collected data. The result showed that role-playing games can motivate learners to speak through interaction between players, the existence of goals, and positive feedback from peers. Furthermore, staying curious and remembering the goal can maintain learners' motivation to always speak English when playing games. This research offered valuable insights for learners and educators which might be useful for future education.

Keywords
Motivation, Role-Playing Games (RPGS), Speaking

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INTRODUCTION

Nowadays, media and technology are developing rapidly. Both of them play a crucial role in human's lives. One of the most popular media that has become very popular among the young generation is video games. Video games captivate the young generation with interactive and immersive yet fun experiences. It is an undeniable fact that video games have positive effects in the education sector, particularly in language acquisition (M. Alshabeb, 2024). Lately, video games' effect on motivation to learn English has received considerable attention among researchers. This is because games offer dynamic environments where students can actively practice and enhance their English-speaking skills while having fun. Besides having fun, games can also bring a lot of ideas (Horban & Maletska, 2018). Therefore, the effect of video games and how they affect students' motivation to speak English is worth investigating.

Role-playing games are the most popular genre in recent years. It creates digital environments in which players can take on different roles, engage in dialogues, and solve challenges, all of which demand effective communication in English to progress within the game. When players play video games, especially role-playing games, interaction is inevitable. Horban & Maletska (2018) stated that some researchers emphasize interactivity, specifically interaction between players, as the most prominent characteristic of video games. Interactions that occur can be interactions between players or interactions with in-game characters. To put it simply, players are not only required to listen but also to speak. This activity definitely can engage players in fostering language acquisition, especially in speaking.

According to Zagal & Deterding (2018), the term "role-playing games" is used by various communities and play styles to describe activities and objects that involve creating and acting out characters in a fictional world based on established rules. Defining things operationally and contextually is crucial. It is because there are a lot of communities (scholars, designers, gamers, et cetera) that discuss the definition of "role-playing games," and every of them has different practical ends (Zagal & Deterding, 2018). In this study, role-playing games refer to one of the major genres of video games where the players assume the roles of characters in a fictional setting. In her book, The Functions of Role-Playing Games, Bowman (2010) stated that a real role-playing game should include three key components: a storytelling experience shared among multiple players, a well-structured game system, and a leveling system for the players to track their progress. Examples of RPGs are Black Myth Wukong, Grand Theft Auto V, Genshin Impact, Wuthering Waves, The Witcher, et cetera.

Interaction and communication are an integral part in the process of acquiring a second language. Several studies have shown that video games provide an interactive and engaging environment that can develop communication skills (Winaldo & Oktaviani, 2022). It becomes important for players to understand their mission and communicate effectively with other players (Ebrahimzadeh, 2017). According to (Guebba, 2021), speaking is the physical realization of abstract ideas, concepts, and assumptions existing in the human schema, which later will be transformed into sounds and utterances that form meaning. Everyone accepts speaking as an essential language-

communication skill especially for students (Goh & Burns, 2012). communicating in meaningful real-world conversation not only requires more than accurate pronunciation of sounds, words, and sentences based on a language's rules, but also involves in using them in a socially appropriate way (Hughes & Reed, 2016). In Genshin Impact, for instance, this game provides a co-op mode that allows players to join other players' worlds to play together. Most of the Role-Playing Games (RPGs) are story-based games which provides immersive story within the game. This is very important because Astuti & Chakim (2023) in their research found that the use of digital storytelling can significantly enhance learners' speaking abilities in English class.

When playing together, players usually use English to communicate. Consequently, it is important for learners to have motivation to communicate in English. Hayikaleng et al. (2016) shared that motivation is considered as a crucial aspect to lead students to succeed in their English learning. Several studies have found that there is a correlation among playing games and motivation to speak, suggesting that interactive and enjoyable activities can significantly boost learners' willingness to practice English. This increased motivation can lead to better speaking skills and overall language improvement. In the learning and teaching process, motivation is considered the most pivotal aspects. Alizadeh (2016) defines motivation as the factor that guided people's action and influencing their desire to repeat certain behaviors or avoid them. In this research, motivation refers to students' willingness to speak English regularly when playing Role-Playing Games (RPGs). Motivation is necessary for achieving the goal of learning (Purmama et al., 2019). Muñoz-Restrepo et al. (2020) stated that motivation is the most prominent factor in the enjoyment and success of learning any subject.

The researcher thought that the research on the students' motivation in speaking English through role-playing video games is worth investigating. Apart from being relevant to this modern era, the selection of this research topic can also fill some of the gaps of previous research. Related to methodological gaps, most of the previous research about similar topics was using quantitative methods. In this research, the researchers used quantitative methods to gain deeper understanding about the topic. Then, college students also under researched in this topic, previous research mostly discussed about high school students. Therefore, researchers tried to invite college students as research participants. Different research participants might lead to different results.

Two research questions were raised: 1) How do Role-Playing Games (RPGs) motivate learners to speak English? 2) How to maintain a learner's motivation to speak English when playing Role-Playing Games (RPGs)? This research was conducted to know how Role-Playing Games (RPGs) affect learners' motivation to speak English and how to maintain their motivation to speak English when playing video games, especially among college students at Sanata Dharma University. This research can be an inspiration for the young generation. So, they can utilize games as learning media to practice speaking. It is also hoped that this research can provide recommendations for teachers regarding teaching designs and strategies.

LITERATURE REVIEW

1. Theoretical Framework: Self-Determination Theory

One of the grand theories in the field of motivation is Self-Determination Theory (SDT). This theory was discovered by American psychologists named Edward L. Deci and Richard Ryan in 1985. The basic idea of Self-Determination Theory is intrinsic and extrinsic motivation (Deci & Ryan, 1985). Self-Determination Theory (SDT) focuses on identifying elements that increase or hinder intrinsic motivation, autonomous extrinsic motivation, and psychological well-being, making it highly applicable to academic settings (Ryan & Deci, 2020). The broad framework of SDT covers six sub theories: basic psychological needs theory (BPNT), Cognitive Evaluation Theory (CET), Organismic Integration Theory (OIT), Causality Orientation Theory (CST), Goal Content Theory (GCT), and Relationship Motivation Theory (RMT) (Ryan & Deci, 2019)

From the SDT perspective, fulfilling basic psychological needs is vital for wellbeing, motivation, and work performance (Ryan & Deci, 2019). According to Deci and Ryan in their research, basic psychological needs theory states that people are intrinsically motivated and feel a state of well-being when their fundamental psychological needs for competence, relatedness, and autonomy are all fulfilled. These three needs are considered very essential in humans' communication. Autonomy refers to a sense of belonging and the need for self-originated behavior. Competence relates to a person's need to be successful, flourish, and feel effective in pursuing the objectives (Ryan & Deci, 2000). Last, relatedness concerns establishing strong emotional bonds and a sense of belonging with important people such as father, mother, lecturers, or friends (Urhahne & Wijnia, 2023).

According to Deci and Ryan, as stated in Urhahne & Wijnia (2023), Cognitive Evaluation Theory (CET) explains the influence of the social environment on motivation, specifically intrinsic motivation. The theory believes that individuals' cognitive assessment of external rewards impacts their perception of intrinsically motivated actions (Urhahne & Wijnia, 2023). Rewards that are perceived as control will weaken motivation, particularly intrinsic motivation, while rewards that provide positive informational feedback will strengthen self-initiated action (Ryan & Deci, 2000). This principle is particularly relevant in the realm of educational gaming. Applying Cognitive Evaluation Theory (CET) can shed light on how video games influence students' intrinsic motivation in learning or speaking English. Thus, understanding Cognitive Evaluation Theory (CET) can serve as a guiding framework to nurture students' motivation and enhance students' language acquisition journey.

Goal Content Theory (GCT) was invented with a purpose to seek the answer on how the content of certain objectives or goals can lead to different outcomes which will affect humans' wellbeing and way of behaving (Ryan & Deci, 2000). Ryan & Deci (2000) explained that a goal pertains to "what" individuals aim to achieve through their actions (e.g., exercising to stay healthy). In contrast, motivational regulation emphasizes the "why" behind their behavior (e.g., following a doctor's advice). Gillison et al., as stated in Gunnell et al. (2014), expressed that the content of the goal is vital to

predicting behavior and wellbeing. To put it simply, this theory underscores the importance of aligning the goals of playing video games in language learning with students' personal goals and aspirations. Having a goal and achieving it can motivate students in their learning journey.

Some previous research showed that RPGs, particularly online role-playing video games has very positive impact to the students' English speaking and communication skills (Horowitz, 2019; Toufik & Hanane, 2021; Rudis & Poštić, 2018). Video games motivate students to learn languages (Persson & Richtoff, 2022). However, there is limited research that discusses the effect of online Role-Playing Games in students' motivation to learn English skill, particularly in speaking. Below the researchers will explore similar research that has been conducted before, to construct the empirical problems and state the novelty of the research.

2. Previous Studies: Role-Playing Games in Relation to Motivation and Language Acquisition

Horowitz (2019) conducted research related to video games and willingness to communicate among college students. Horowitz hypothesized that there is a significant correlation among the cumulative time college ESL learners spent playing online multiplayer video games in English and their willingness to communicate (WTC) in English classrooms and their level of Similar research has been conducted before by Horowitz in 2019. communicative anxiety. The methodology of this research is a quantitative method with 76 college students in Puerto Rico who were taking elementary and intermediate ESL courses and also playing online multiplayer video games. The researcher used two questionnaires with statistical analysis which were performed by SPSS. The results of the research were in line with the researcher's first hypothesized. It showed that there is a statistically significant positive relationship between cumulative time spent playing online multiplayer video games and WTC and CA level English in the classroom. The researcher suggests further research to explore the future influence of different types of video games.

In another similar research, Albaqami (2022) investigated the role of playing video games in mastering English language. The researcher used quantitative approach with questionnaire as the research instrument. Interestingly, the questionnaire was distributed to parents of children. It contains questions related to their perception of their children's willingness to use language that they want to learn, as well as students' self-confidence, their anxiety in speaking the language, and communicative competence in English. The findings indicated that video games provide a secure environment for foreign language learners to confidently and enthusiastically practice their communication skills. The results suggest a statistically significant relationship between online video games and confidence, motivation, and anxiety.

Some gaps can be investigated from the research that has been carried out previously. This research related to the topic where the subjects are college students is still limited. The difference in research subjects might lead to new findings and different results. Then, the method used by previous research mostly used questionnaires. In this

study, the researcher tried to use interviews to get a deeper comprehension of what students feel. Studies on similar topics are rarely conducted in Indonesia. To answer Horowitz (2019) suggestion, the researcher tried to use other types of games. Previously, Horowitz used MMORPGs which is a Massive Multiplayer Online Role-Playing Game. In this research, online RPGs (Role Playing Games) were used.

RESEARCH METHOD

This research focused on how Role-Playing Video Games (RPGs) affect students' motivation to communicate using English. Qualitative research is the most relevant method to investigate this topic, as it seeks to understand the world from the perspectives of those living in it (Hatch, 2002). Therefore, to carry out this study, a descriptive-qualitative study was applied. This method was chosen because it allows deep examination of students' motivation within the context of RPGs. Descriptive qualitative is a method that explains the phenomenon of the subject of research, behavior, perception, motivation, and action (Moleong, 2021). The use of this method was based on compatibility and suitability with the research. Employing a descriptive-qualitative approach enabled the researcher to gain a deeper comprehension of the subject matter. The use of this method ensured compatibility with the research questions. Consequently, the research outcome was in the form of words and sentences, not numbers (Saleh et al., 2017). In essence, this methodology allowed for a detailed exploration of how RPGs impact students' motivation to communicate in English, offering insight that may not be achievable through other research approaches.

In the research that using qualitative approach, validity and credibility of the data is crucial. According to Joppe as cited in Noble & Heale (2019), validity refers to how well a research study accurately represents or measures the ideas it is investigating, while credibility refers to the trustworthiness and believability of the research. One of the most effective ways to check the validity and strengthen the data's credibility is to use triangulation. According to Denzin, as cited in An Introduction to Triangulation by Hales (2010) stated that there are four types of triangulations: theory triangulation, author (investigator) triangulation, method triangulation, and data triangulation. In this research, the researcher used data triangulation. In this triangulation, the researcher uses a variety of data sources. The combination of those two methods, theories, or observers in research can minimize the biases arising from the use of a single method, theory, or observer and are overcome (Noble & Heale, 2019). Therefore, to avoid the researcher bias, this research used triangulation, which is interview and questionnaire.

This research was conducted at Sanata Dharma University, Yogyakarta. The research participants are students of the English Education Study Program of Sanata Dharma University, from batch 2020 – 2022 cohorts. The selection of these participants because of the relevance of study's objectives. Besides, the researcher has access to conduct research with the participants. The researcher is a student at Sanata Dharma University. Furthermore, to minimize potential biases, the researcher employed reflexivity, regularly reflecting on the assumptions. Some requirements must be fulfilled by the participants: first, the participants must have played a Role-Playing Video Game (RPGs) and second, the participants must have finished speaking class. These

requirements were selected to ensure that participants had a certain level of familiarity with both gaming and English language learning contexts, especially on speaking. This facilitated a more targeted investigation of the research topic Furthermore, the data collection for this research took place from October - November in Campus 1 Sanata Dharma University.

Data collection involved a questionnaire and in-depth interviews. The questions on the questionnaire were extracted from the Self-Determination Theory (SDT). Consist of four open ended questions that tried to explore students' experience in playing RPGS. The questionnaire also contains consent for the participants. Thirty-one participants filled out the questionnaire, and five were selected for interviews. Both the questionnaire and interviews were conducted in Indonesian to ensure clarity and comfort. Purposive sampling was used to select participants with relevant insights. In this sampling method, the researcher only interviewed people who the researcher thought had the required information and were willing to share it (Kumar, 2010). After identifying interviewees through questionnaire responses, participants were contacted via WhatsApp.

For the interviews, the researcher conducted an in-depth one-on-one interview, with semi-structured style. In-depth interview is a one-on-one dialogue with an interviewer to discover some aspects of personal information about and from the interviewee (Roller, 2020). Semi-structured interview is flexible and adaptive to the responses from the interviewees, meaning that the researcher is not strictly leaning to the set of questions (Andalib, 2024). This type of interview allows the researcher to explore the topic deeper. It is also supported by the amount of time, which is around 30 minutes each, allowed flexibility and follow-up questions. This method followed the guidelines on saturation and participant engagement as outlined by Bekele & Ago (2022). There are ten questions in the interview and all the questions are open ended, extracted from the Self-Determination Theory (SDT). Before the interview, the researcher gave verbal consent to the interviewee. To ensure and protect the participants' privacy, the researchers decided not to show their names. Instead, the researchers used numerical pseudonyms or pseudonymization with numerical identifiers such as "participants 1, participants 2, …, participants 6". The researcher also gave a brief introduction about the material before the interview began. The tool used by the researcher was smartphone, to record the interview.

After all the data were obtained, the researcher tried transcribing the audio recordings of the interviews into textual form with the help of AI named transcribe.ai. To ensure the accuracy and credibility of the data transcribed, the researcher did a member checking by asking for confirmation from the interviewee. After member checking, the researcher then coded the data, which was a crucial phase involving the identification of recurrent keywords and ideas gathered from the interviews. This coding process allowed for the systematic organization of the data, facilitating a more accurate analysis. After that, the researcher categorized the ideas, making the analysis more structured and easier. This step provided a framework for understanding the diverse perspectives and themes emerging from the data. Categorization was also crucial in guiding the interpretation process. Finally, the researcher interpreted the ideas according

to the theories to answer the research questions. The data analysis was using a step by step stated by Creswell & David Creswell (2017). The coding process was done manually by the researcher without tools. Last step is to translate the findings from *Bahasa Indonesia* to English. To increase accuracy, the researcher worked with the second researcher, which is a lecturer and bilingual expert. In conclusion, data analysis involves organizing, sorting, classifying, coding, and categorizing information to derive findings aligned with the research focus or questions to be addressed (Saleh et al., 2017).

FINDINGS AND DISCUSSION

In this chapter, the focus shifts to the research data and findings that were extracted from a qualitative investigation into the students' motivation to speak English after engaging in Role-Playing Games (RPGs). The data was obtained from in-depth and face-to-face interviews with five interviewees. These interviews intended to provide rich insights about how Role-Playing Games (RPGs) influence learners' motivation to communicate in English and how they maintain their motivation to speak English. The result and discussion of the research question will be explained below.

1. Role-Playing Games (RPGs) Motivate Learners to Speak English

This part is intended to answer the first research question, "How do Role-Playing Games (RPGs) motivate learners to speak English?" Through this qualitative research, the researcher found 3 (Three) ways in which Role-Playing Games (RPGs) can influence and motivate learners to speak English. Through this qualitative research, the researcher found 3 (Three) ways in which Role-Playing Games (RPGs) can influence and motivate learners to speak English.

To make the discussion easier, the researcher divided the data into 3 (Three) big topics: 1) The need for interaction, 2) The existence of goals to be achieved, and 3) Feedback in online communication inside video games. Furthermore, each topic will be discussed in detail to provide a comprehensive understanding of the findings and their implications for English language learning in speaking and RPGs engagement. Those three essential points are described as follows:

1.1 The Need for Interaction

As human beings, people need to interact with other people. Basic Psychological Needs, one of the branches of Self-Determination Theory, explains what humans actually need in their social lives. There are three basic human needs: relatedness, competence, and autonomy, those three things make humans intrinsically motivated and experience well-being (Urhahne & Wijnia, 2023). One of the aspects is "relatedness" which involves forming intimate emotional bonds with others and feeling a sense of inclusion among important people, such as family, educators, or peers, which drives the desire for social interaction. Good interaction can increase motivation.

In online video games, interaction and communication are the most fundamental aspects that cannot be separated from the players. Most players use English to communicate since it is an international language. Players can talk to other players

orally through in-game voice calls or third-party applications. The need for interaction affects players' motivation to speak.

> "Through interaction, the game becomes more fun instead of playing alone. It also can enhance gaming experience especially when we talk to more experienced players." (Participant 5)

A similar thing was also said by participant 4:

> "In my personal opinion, the need for interaction motivates me to speak because sometimes there are some events or things that need other people to participate" (Participant 4)

All the interviewees agreed that the desire and need to communicate orally with other Role-Playing Game (RPG) players motivates them to speak, especially using English as international language. From the participant's response, interaction can foster a sense of community among players. Furthermore, communicating with other players can create a supportive environment where players can learn from each other and improve their skills collaboratively. In other words, it makes a practical environment in which to speak. This case is a concrete example of "relatedness" and proves that the need for interaction with other people motivates learners to speak English. This is also aligned with Diobi & Nashruddin (2023) who stated that there are four causes why learners communicate with other people. First is to maintain communication, second is to express a certain intention, third is to master language competence, and last but not least is to master certain forms of strategic competence.

1.2   The Existence of Goals to be Achieved

Every video game has an objective or goal that players should complete. However, in the Role-Playing Game (RPGs), each player's goal or objective might differ. Deci and Ryan, on Vansteenkiste et al. (2004), stated that people pursue different goals, leading to considerably different outcomes. Goal Content Theory explains that there are two kinds of goals: Intrinsic Goal and Extrinsic Goal (Vansteenkiste et al., 2004). An intrinsic goal is a goal related to personal satisfaction, while an extrinsic goal is a goal associated with an external reward or assessment. Every player has their own reason for achieving their goal. In order to reach their goal, some players need the help of other people.

> "Everyone has their own objective; that is exactly my motivation to speak. To achieve my objectives in the game, I have to speak and interact with other players." (Participant 1)

For example, some people want to beat bosses to level up their characters; other people prefer to grind items to strengthen their characters, and some people who just want to casually explore the map and solve puzzles in order to get the prizes. The variation of the goal and the need to accomplish the goal led to communication.

> "Yes, there is a goal. For example, I want to solve a puzzle that I don't know, so I asked my friend how to decipher the puzzle and get the prizes." (Participant 3).

This is one example of an external goal. In order to get the prize and achieve the goal, players need to interact with other players. Communication between players once

again is inevitable. The other interviewee said that:

> "My goal is to defeat the enemy, of course, I have to communicate so it can help to coordinate our movement easier." (Participant 1)

From the interview, the existence of a goal or objective can motivate players to speak to other players. In addition, effective communication allows players to share knowledge, seek help, overcome challenges more efficiently, and make it easier to achieve the goals.

1.3 Feedback on Online Communication Inside Video Games

Communication happens when two or more people talk to each other, so it is not one-sided. When people, in this case players, reply to the other's speech is called feedback. Clearly, besides language input, learners also need feedback from other people in the form of questions, comments, repetitions, confirmation checks, requests for clarifications, and reformulations (Goh & Burns, 2012). Feedback is essential in today's workplace, especially for nurturing talent, improving morale, fostering a bond team, solving problems, and enhancing overall performance and profitability (Stone & Heen, 2015). Similarly, in the world of education, feedback plays a crucial role in the student's learning since it has a powerful influence on their motivation, for this case in speaking English. According to Stone & Heen (2015), feedback may take various forms, ranging from structured to casual, explicit to implicit, straightforward to intricate, and easily recognizable to subtly nuanced, that you are not sure what it is.

Communication in video games is definitely not a one-sided thing, it involves to-way interaction. The conversation guaranteed to happen, so the player could practice their speaking. So, the opportunity for learners to get feedback is widely open. However, what kind of feedback motivates players, so they always engage and continue to talk with other players?

> "Mostly positive, RPG games have a healthier environment than competitive games, it's more friendly. I'd be very pleased if I received positive feedback because it makes me want to talk more." (Participant 5)

Most of the interviewees said that they gained some positive feedback while playing online Role-Playing Games (RPGs). According to a book by Ryan & Deci (2019), positive feedback and praise are sometimes called "verbal rewards." Verbal rewards can take many forms, for example, "good game" or "you did a great job." Even when the player makes a mistake, other players still give positive feedback, for example, "It is okay" or "This enemy was a difficult one, never give up." It proves that positive feedback affects players' motivation to speak and talk with other players.

One of the interviewees has a good point that can be a good tip for players to communicate. He said that:

> "The feedback we get is initially from how we behave first, if we speak politely in a good way they must have good feedback too." (Participant 3)

Positive feedback enhances intrinsic motivation (Ryan & Deci, 2019). Based on the Cognitive Evaluation Theory (CET) by Deci & Ryan, the social environment affects intrinsic motivation of the learner. Besides, one of the points from Basic Psychological

Needs is relatedness-supportive feedback. In short, if learners get good feedback, it will boost their motivation to learn. This also happens in speaking. Recognizing how positive feedback boosts player motivation highlights the need for a friendly and supportive gaming atmosphere.

2. Motivational Blocks and How to Maintain Motivation to Speak English

This part is to answer the second research question "How to maintain a learner's motivation in speaking English when playing a Role-Playing Games (RPGs)?" It is an important point because, after discussing "How do Role-Playing Games (RPGs) motivate students to speak English?" Learners have to know how to maintain their motivation to speak English while playing video games. In other words, those research questions complement one another.

It can make things easier to find a solution by knowing learners' motivation problems, which is related to the next topic on how to maintain learners' motivation in speaking. Therefore, a further description containing two big ideas are as follows: 1) Motivational blocks in speaking English; 2) How to maintain motivation to speak English. The coherent explanation is expected to provide clarity for the reader. The two essential things are discussed as follows:

2.1   Motivational Blocks in Speaking English

In the learning process, learners without a doubt often encounter challenges. The challenges are not always academic problems or related to the skill they want to acquire. Sometimes, they face a motivational block problem. Based on the Self-Determination Theory, motivational blocks can be classified into two categories. The first one is intrinsic and the second is extrinsic motivational blocks. Intrinsic motivation blocks is a problem that comes from inside (internal) of the learners that may hinder their motivation to speak. On the other hand, extrinsic motivational blocks arise from outside (external) factors that may also hinder the learner's motivation to speak, it can be from their uncomfortable environment or their speaking partner. Recognizing what things can obstruct students' motivation is crucial, so it can be useful to overcome it.

However, based on the interview, almost all the interviewees did not feel the motivational blocks.

> "No, I don't feel it (Motivational blocks), I just talk about what I want to talk. I never got ashamed of my speaking skills because I have a supportive and talkative environment, even sometimes they correct my grammar or pronunciation, and I thank you for that." (Participant 2)

> "Just talk! If you have to speak English, then why not?" (Participant 1)

Most of the interviewees felt confident and did not feel anything that hindered their motivation to speak. It is because they talked to their friend after all. There was no judgment or assessment like in the class. However, there were some interviewees who experienced motivational blocks.

> "What hinders my motivation to speak is my insecurity. I felt shy to start a conversation and I was afraid that my friends wouldn't be able to understand what I was talking about. That was my biggest fear." (Participant 3)

2.2   Maintaining Motivation to Speak English

It is crucial to maintain motivation to speak. Online Role-Playing Video Games and gaming communities can become a good authentic environment to speak English. Surrounding learners with English media and English speakers can help reinforce their language skills, especially in speaking. Playing RPG games is a daily activity, especially for learners who love playing video games which means they also have a daily practice of speaking English. Consistent practice is key to language improvement. Each interviewee has their own way of maintaining their motivation to speak which all of them are interesting.

> "Curiosity is a key for me to always speak English because I stay curious, especially about the game, I have a lot of topics to talk about." (Participant 5)
> "Since I set the language and server in English, I could talk with foreigners. It motivates me to always speak English by hearing their conversation so I can catch up with them." (Participant 3)

The participants' insights shed light on the various motivations driving learners to speak English while engaging in Role-Playing video games. Whether fueled by curiosity, the desire to communicate with foreigners, or the pursuit of in-game objectives, maintaining active English-speaking practice remains essential.

Besides player interaction, Role-Playing Video Games provide a lot of things that can help learners to improve their speaking skills. Players can still learn to speak English even without talking with other players by engaging through these features. Role-Playing Games come up with rich stories and dialogues, so they can trigger learners' speaking and even listening skills. The narrative structures in RPGs can serve as effective tools, promoting critical thinking and engagement in educational settings (Saraswati et al., 2023).Role-Playing Video Games such as Genshin Impact and Honkai: Star Rail often require players to make decisions based on dialogue options, which encourages players to understand and engage with the language.

> In-game dialogue, for example. I often imitate the way the character speaks. I also like to read the story aloud, because I feel that I got a better understanding of the story. (Participant 5)
> When I find unique or catchy words, I often spell them out loud. Sometimes I had a spontaneous reaction like "Oh My God!" related to what happens in the game. (Participant 1)

Through a simple thing they did without realizing it, learners already learn to speak English. It is effective because students don't feel like they are learning; in fact, they are learning a lot. With a supportive and fun environment, learners feel unburdened when learning something, in this case learning to speak English. It is a very good way to learn English.

The research showed that playing video games, especially Role-Playing Games (RPGs), can motivate learners to speak English. According to the data interview, participants mostly agreed that by playing Role-Playing Games (RPGs), they can engage in conversation with other players. One of the interviewees said that through interaction, the game becomes more fun and can enhance the gaming experience

especially when talking to more experienced players. Additionally, theoretical analysis using some of the theories from Self-Determination Theory (SDT) suggests that playing RPGs with other people can fulfill learners' needs, especially for relatedness. The environment or surroundings play a major role in learners' motivation because through positive feedback, learners can get a sense of competence which will motivate them to speak. This is evidenced by one of the data that learners felt a sense of belonging while interacting within the game environment. Therefore, the research concludes that RPGs are a powerful tool in motivating learners to practice and improve their English skills, especially in speaking.

CONCLUSION

The first question was "How do Role-Playing Games (RPGs) motivate students to speak English?" First through interaction or communication between players. One of the points of basic psychological needs by Deci & Ryan emphasizes the relatedness which is the urge to interact with others. This social interaction could provide a natural environment for learners to speak English. Second, the presence of goals or objectives can motivate learners to speak English. To seize their goal, learners need other players to help. Hence, communication between players once again is inevitable. The third point was the power of feedback in communication. Feedback is an essential point in communication. From the interview, it shows that good feedback can motivate learners to speak English more. Therefore, the second research question raised was "How to maintain a learner's motivation in speaking English when playing a Role-Playing Games (RPGs)?" Remembering the goal, staying curious and choosing the right community/environment to play games can also play a significant role for learners to always speak English. In conclusion, Role-Playing Games (RPGs) can motivate learners to speak through interaction between players, the goal of playing games, and feedback from peers / other players. Remembering the goals, staying curious, and choosing the right environment help them to maintain their motivation to speak.

The researcher aware that there are some limitations in this research. Such as the number of participants that was relatively small because of time limitation. However, several recommendations can be made for future research. The different game genres could be explored such as MMORPG (Massive Multiplayer Online Role-Playing Game, MOBA (Multiplayer Online Battle Arena), FPS (First Person Shooter), Sport games and others could provide valuable insights into how various gaming experiences impact language learning not only in speaking but also in listening, reading, and even writing. Additionally, increasing the number of participants in future studies may lead to a more comprehensive understanding of the phenomenon. Using another method is also highly recommended, for example, to use a speaking test to prove whether their motivation to speak in English has a good impact on their grades. Ultimately, this research contributes to the existing body of knowledge in English Education and underscores the importance of continued inquiry into motivation in speaking English. Educators could incorporate role-playing activities into the curriculum to create engaging, goal-oriented learning environments that mimic the motivational dynamics of Role-Playing Video Games (RPGs). The researcher hopes that this research will have a benefit to the reader and can

enrich their knowledge, especially those who are interested in the field of English education.

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