

HIGH SCHOOL STUDENTS' PERSPECTIVE ON USING DUNGEONS & DRAGONS FOR ENGLISH SPEAKING PRACTICE

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Abstract: This study explores the potential of using Dungeons & Dragons (D&D) as a media for teaching English speaking skills among high school students. The primary objective is to understand students' reactions and responses when D&D is incorporated into their English learning curriculum. Through a series of observations, questionnaire and Interview, students participated in D&D campaigns designed to stimulate verbal communication, critical thinking, and collaborative storytelling. The findings reveal that students exhibited increased engagement, and a positive attitude towards using this unconventional method for learning English. This research aims to shed light on the effectiveness and student perception of gamified learning tools in language education, offering insights for educators seeking innovative approaches to language instruction.

Keywords: *Dungeons & Dragons; English language learning; high school education.*

INTRODUCTION

One of the four fundamental English language skills is speaking, which is essential for interacting with others. It is the ability to interact with people in natural settings. People must learn how to speak English correctly because it is the primary language used by the majority of people on the earth (Ayuningtyas, Wulandari, and Yana, 2019). However, learning to speak English can occasionally be difficult because it is not the major language used in Indonesia.

According to (Hammer, 2010) Students must grasp three aspects of the language when learning English: pronunciation, grammar, and vocabulary, and vocabulary being the mandatory skills to learn, with a lot of vocabulary we can learn a lot of word to use in our English-speaking skills, then. As stated by (Muklas, 2017) that in speaking process, people just wanted to shared one information, from one to another, and by mastering those three aspects, this is in line with

what (Oflaz, 2019) has stated that it is required for students to master Pronunciation, grammar and vocabulary in order for students to started to speak English language.

Roleplaying, according to (Harmer, 2010) is a simulation of an activity or a condition from a real-life condition that the person must act for, Harmer (2010) asserts that in order for students to learn English well, they must understand pronunciation, grammar, and vocabulary. Muklas (2017) and Oflaz (2019) both emphasize how crucial it is to grasp these elements in order to communicate effectively. According to Harmer (2010), role-playing is mimicking real-life situations or actions, and it can be very beneficial for language learning. Dungeons & Dragons (D&D) is an entertaining approach to introduce role-playing into language instruction..

Students are asked to evaluate other people's attitudes, in the sense of taking on the roles of other people who may or may not have characteristics

similar to their own, and luckily the researcher have the perfect way to make roleplay more interesting we can set a fantasy world to make the class atmosphere more immersive using a game called Dungeons & Dragons.

Popular tabletop role-playing game Dungeons & Dragons encourages imaginative play and cooperative storytelling. In a fantastical setting, players assume the roles of various characters and participate in a variety of tasks that call for cooperation, problem-solving, and communication. The game can be "homebrewed" or modified to better improve the educational process.

Integrating Dungeons and Dragons (D&D) into English language teaching presents a compelling approach to enhancing students' spoken English skills. D&D offers an immersive and engaging learning experience, capturing students' attention and fostering active participation through role-playing, storytelling, and problem-solving activities. This contextualized use of language in the game environment encourages students to communicate in English as they interact with peers, describe actions, negotiate strategies, and make decisions collaboratively. The collaborative nature of D&D promotes teamwork and critical thinking, requiring students to articulate ideas, express thoughts, and engage in dialogue, thereby improving language fluency and complexity. Moreover, D&D facilitates error correction within the context of gameplay, offering immediate feedback that reinforces language learning in a relevant and meaningful way. The motivational aspect of D&D as a fun and rewarding activity further encourages students to invest in language practice. Additionally, D&D exposes students to diverse cultural elements embedded in the game, fostering cultural awareness and empathy alongside language acquisition. Beyond language skills, D&D cultivates essential lifelong skills such as problem-solving, decision-making, creativity, communication, and collaboration, contributing to students' holistic development and readiness for future academic and professional endeavors.

On a contrast with the known previous studies on D&D by (Adams, A. S., 2013) with the title "Needs met through role-playing games: A fantasy theme analysis of Dungeons & Dragons. Kaleidoscope: A Graduate Journal of Qualitative Communication Research", that study is more focused on the social aspect with D&D and not enough focus on the perspective of the player, and

more on their friendship and teamwork.

A study about D&D conducted by several researcher, one of them are Scriven, P. (2021), with the title "From tabletop to screen: Playing Dungeons and Dragons during COVID-19" founds that mixed attitudes among players towards remote play, with negative sentiments due to the loss of in-person socialization. However, groups continued remote play to maintain social connections, indicating D&D's significant social function beyond gaming. The study suggests potential areas for future research in this domain, next for example by Adams, A. S. (2013) with the title "Needs met through role-playing games: A fantasy theme analysis of Dungeons & Dragons. Kaleidoscope: A Graduate Journal of Qualitative Communication Research" founds out that D&D chained-out fantasy themes related to democracy, friendship, extraordinary experiences, and ethics. Not surprisingly, these themes resonant within Western rhetorical visions and work as legitimizers during public address and mass media messages.

This study looks into how utilizing Dungeons & Dragons can help high school students become more fluent in English speakers. It primarily seeks to address the following questions: "How do students react when D&D is included in their instruction for speaking English?", "To what extent do they believe it has improved their speaking skills?", High school students took part in several D&D sessions to find answers to these problems. After that, qualitative data regarding their experiences was gathered through surveys, interviews, and observations.

To achieve these objectives, a series of D&D sessions were conducted with high school students, followed by observation, Questionnaire, and Interview to gather qualitative data on their experiences. The findings from this study will provide valuable insights for educators and researchers looking to incorporate gamified learning tools into language education, ultimately contributing to the development of more engaging and effective teaching strategies.

METHOD

This study employed a qualitative methodology to learn what high school students thought about using Dungeons & Dragons (D&D) as a language learning aid. The participants were drawn from the English Club extracurricular activities at "Earth House" High School. They represented a diversity of genders, ethnicities, and language competency levels and varied in age from 15 to 17. Prior to participating, each child provided their informed

consent, and it was completely voluntary.

To achieve the answer of first question of this research “How do students react when D&D is included in their instruction for speaking English?” the researcher will utilize Observations, Throughout the D&D sessions, Researchers conducted systematic observations during the D&D sessions, documenting student interactions, participation levels, and verbal exchanges using field notes.

Researchers would look through field notes from systematic observations of Dungeons & Dragons (D&D) sessions using qualitative methods like theme and content analysis. Field notes documenting student interactions, participation levels, and verbal exchanges would be transcribed and categorized. Thematic analysis can be used to identify recurring patterns, such as usual interaction types (cooperative vs. competitive) and common linguistic exchange types (instructive vs. narrative). Content analysis would include quantifying some elements, such the frequency of specific interactions and types of linguistic exchanges. In order to determine which students are central or peripheral, it would be necessary to analyze the balance and dynamics of verbal exchanges, assess engagement levels in order to determine active and passive participants, and look closely at interaction patterns.

The information would give a general picture of the interaction patterns, levels of involvement, and spoken conversations when it was condensed and strengthened by particular examples from the field notes. This qualitative method would provide insights on group dynamics and student behavior, increasing engagement and inclusivity in subsequent D&D sessions.

And for the next question for this research, how will we achieve the answer of “To what extent do they believe it has improved their speaking skills?” is by utilizing, Questionnaire and Interviews, After the final session, students completed a survey consisting of closed and open-ended questions to capture their reactions and perceptions of using D&D as a learning tool. The survey covered engagement, enjoyment, perceived improvement in speaking skills, Semi-structured interviews were conducted with a subset of students selected through purposive sampling. These interviews focused on personal experiences, specific challenges faced during the sessions, and suggestions for improvement.

Qualitative analysis was used to review the interview transcripts and the open-ended survey questions. Important topics and categories were

discovered in order to better comprehend students' experiences and perceptions, as advised by Vasileiou et al. (2018). The two primary objectives of the analysis were to code the data and search for patterns in engagement, language use, and overall efficacy.

RESULTS AND DISCUSSION

“How do students react to the use of D&D in their English-speaking learning?”

After observing the student's reaction and their interactions and write the results of the observations, It was found that about 70% of students continued to play D&D after school with great engagement and enthusiasm with the researcher. Students responded overwhelmingly positively to the introduction of D&D into English-speaking classrooms, demonstrating greater interest, zeal, and absorption in the language-learning process. In addition to aiding in language acquisition, D&D encouraged cooperation, problem-solving, and artistic expression.

In addition, the researcher found that students occasionally become lost in their thoughts. To prevent this, the "Dungeon Master" had to modify the roleplay to keep it engaging. These adjustments were successful because the students almost immediately rejoined the roleplay and carried on with excitement; nearly 70% of them listened to the Dungeon Master to carry on the roleplay.

What are their perceptions of its effectiveness in improving their speaking skills?

In response to a study, seven students expressed that the game had a significant positive impact on their ability to speak English. It was thought that the game's participatory nature and need for verbal communication were particularly beneficial. The three primary ways that students' language skills improved were by engaging with non-player characters (NPCs), learning new vocabulary, and negotiating with the DM. (Dungeon Master).

“Is this game (D&D) engaging?”

“Yes it was” -Lin

“Very Engaging” -Charlie

“What do you think makes D&D able to be used as English speaking learning media?”

“The use of new vocabulary” -Ceylon

“The interaction between player and NPC (Non Player Character)” -Rosa

"Bargaining with the DM (Dungeon Master)" - Zane

So according to all the questionnaire The Researcher has gathered, According to survey responses, students thought that learning English through D&D was interesting and fun. Response like "The use of new vocabulary" (Ceylon) and "Very engaging" (Charlie) demonstrate how well the game creates an immersive learning environment. Overall, students thought that D&D was a very useful instrument for honing their English-speaking abilities, and many attributed their good experiences to the game's immersive and captivating elements. The survey results and observations are consistent with the body of research on the advantages of role-playing games in the classroom, emphasizing how D&D can improve language acquisition through interactive and cooperative activities.

CONCLUSION

The results of Adams (2013) are supported by this study, which emphasizes the many advantages of integrating Dungeons & Dragons (D&D) into language-learning settings. The significance of D&D in meeting social needs and encouraging group communication is emphasized in both studies. Although Adams (2013) concentrated on the social features of D&D gaming in a leisure setting, our study goes beyond this to show that D&D can be a very powerful instrument for language acquisition.

We discovered that students' active engagement in D&D sessions led to a considerable improvement in their English-speaking abilities through observations and questionnaire replies. This implies that D&D functions as a platform for language acquisition that is dynamic and immersive, promoting social interaction, cognitive growth, and communicative abilities in addition to being a recreational activity. Publication in the journal. In extending our comparison to Adams (2013), we acknowledge the broader implications of our findings within the educational realm. While Adams (2013) highlighted the social dynamics and group communication inherent in D&D gameplay, our study delves deeper into its pedagogical value, particularly in the context of language.

By integrating D&D into English-speaking learning environments, we not only observed the fulfillment of social needs but also witnessed tangible improvements in students' linguistic

proficiency. This suggests that D&D serves as more than just a recreational activity; it becomes a dynamic and immersive platform for language acquisition, fostering not only social interaction but also cognitive and communicative skills development. Therefore, while both studies underscore the significance of D&D in fulfilling social needs and promoting group communication, our research extends this framework by demonstrating its potential as a powerful educational tool, enriching language-learning experiences and outcomes. Future research should look at the long-term effects of D&D education on language acquisition as well as potential applications in other academic domains. In educational settings where English is the primary language, teachers can create engaging and effective lesson plans that enhance students' language proficiency and overall academic development by implementing D&D.

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