How RPG (Role Play Games) Impact Players' English Ability

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ABSTRACT

In today's digital era, playing games is no stranger to people all over the world. Especially for young subjects. RPG (Role Play Game) is one of the most played games by gamers from all over the world. Because having a good story is one of the most important things in this game. The reason is, the players have to interact with the NPC (Non Player Character). English is the only language they interact with. Plus the players always play with players from other countries. Considering that the players interact a lot using English, it makes them unknowingly learn language skills and language components. This study aims to describe and interpret the players' experience in playing RPG and its relation to learning language skills and language components that they learn while playing, as well as revealing how English skills can influence the emotions of the players. Phenomenological research is the type of research used. This type of research is in accordance with the topic used, because it helps researchers in finding the essence or meaning of RPG and its relationship with the players' English learning. There were three participants involved in this study. The three participants are players who have a lot of experience in playing RPG games, and have high playing skills so that researchers get detailed answers and explanations about their experiences in playing. The results of this study indicate that there are many interactions in English carried out by the players. Like listening to and reading instructions, expressing ideas and feelings by speaking or writing them, the players accidentally learn English. In addition, the player's English skills.

Keywords: *Online Game, Role Play Game , Players English Impact.*

Introduction

In today's modern era, technological advances are so rapid. So many media offered by technology, especially in the field of learning. It can be seen today, in learning the main language, English, one can learn it by self-taught or self-study. Especially among teenagers, things that are currently rampant, namely playing games can be one of the areas for learning English. Addiction to playing games online or offline today can not be denied anymore at the age of teenagers. In all, researchers estimate that seven hundred million people, or 44 percent of the worldwide online population, play online video game (Takahashi 2013). It can be seen from the expert's statement, playing games today has been around the world.Role-playing games are able to provide a fun and motivating environment for teaching certain subjects. Computer games, formerly referred to as PC-based games are software artifacts that combine multimedia and other computing technologies such as networking to enable the game player to experience goal directed play in a virtual environment. Role-playing games is a game in which the participants assume the roles of an avatar (fictional characters) and collaboratively follow and/or create stories. In other words, RPG's allow students to assume the role of a character in the game world and to determine the actions of their characters based on the characterization. There are games for almost any other genre of film or literature, including humor, adventure, and cyberpunk, not to mention many which are more specialized. While most of the role play games are separate game systems with their own sets of complicated rules, some games can be ported to various genres using the same basic set of rules. There are a lot of games that have been playing. Most of the games played by teenagers today use English. Based on personal experience when playing games, the researchers got the results that when playing online games there was an increase in English. Therefore, the researcher in this case is interested in seeing the effectiveness of the role playing game, especially in games that contain or use English on one's English language skill to English ability.

Review Related Literature

Defenition of Role-Play Games

Nizak (2011) has stated that the game is one of the tools that can be used as a way to carry out knowledge transformation to children. Therefore, when someone plays a game, it means that it is not limited to a game that can entertain or engage in meaningless

joyful activities, but more than that, a game that is played by anyone will have an educational meaning, even without being realized by the person who is doing it.

According to Azhar (2011), the application of RPG (Role Playing Game) that will guide players actively digging information to enrich knowledge while playing. Based on the experts above, the researcher can said that in a game, there should be a fun thing that always make someone entertain and enjoy. But, not only to entertain theirself, by role play game they laso get a benefit for theirself such as they would be more concentrate, focus and also get a spirit to face an obstacle or problem. However, in this case, specially for the English learners, they might be to enhance their english ability because most of game that they are play use English language. They could be get more vocabularies or practice their reading and speaking ability through the game even when they become an avatar of the game.

The Nature of Role Play Games

The first is RPG game should be distinguished from Language Role Plays, Classroom Dramas, and other more commonly employed classroom language learning exercises which teachers attending the conference may be more familiar with. RPG game are games played on a tabletop with pencil, paper, dice (often polyhedral), and a large dose of imagination (unlike the more usual language role plays which are acted out before a class, these games are non-performance oriented). Players can be divided into two types: the referee (commonly called a Game Master or GM) and the players. The GM creates a scenario which he then sets in motion by explaining the situation to the players who have created Player Characters (PCs) to interact with one another and theGM's characters (Non-Player Characters or NPCs) during the game. Following a set of rules or guidelines, players determine the success of their actions by rolling dice and consulting tables. Sometimes players will use miniature figures placed upon the tabletop to represent themselves in the game.

Basically, RPGs are Interactive Stories in which the GM furnishes the basic plot elements (often based in fantastic or heroic genres) and the players shape the narrative through their actions within the context of the game. The game is played through the verbal interchange of the players, making it ideal for language learners.

In RPGs, the concepts of winning and losing do not exist. The goal as a player is to "help to create a story and to have fun. You may give your character other goals, but the success of your character does not determine any sense of winning or losing. Like life, it's

not so much whether you win or lose, but how you play the game" (Stratton, What Is Role-Playing). Players (as PCs) don't compete against one another; they cooperate in fighting the monsters or overcoming other obstacles created by the GM. They also play against chance (the dice) and a standard of excellence (as Terri Toles- Patkin noted that "it is considered bad form to hang back during the fighting and push your way to the front when the treasure is distributed").

John Eric Holmes, associate professor of neurology at the University of Southern California School of Medicine and one-time editor of the Dungeons & Dragons Basic Set RPG rule book, sees the GM's duties as providing "an interesting game. Not too easy -- the characters should feel a sense of danger and lurking menace --but not too difficult -- the characters should be able to swagger through much of their world with firm knowledge that they are heroes" (Holmes, 93). In other words, players tend to be primarily interested in the success of the characters that they create, GMs in the success of the game (Dayan, 1222).

RPGs can be found which are suitable for play in almost any genre. Most are based upon fantasy or heroic literature. Many are based upon films or books. Teachers who choose to use RPGs in their classroom may wish to develop games from any of these basic more common genres or to experiment with other types as they see fit:

a.   Space Adventure

This is a Science Fiction genre most often based in the far future. Characters are often space travelers who have adventures while traveling across the galaxy. Isaac Asimov's novels, Douglas Adams's Hitchhiker's Guide to the Galaxy books, some of the novels of Janet Morris, the Star Wars films by George Lucas, the Star Trek films and television series, and others. (Games: Buck Rogers, Legacy, MegaTraveller, Ringworld, Space 1889, Star Frontiers, Star Trek, Star Wars, Traveller, and others.)

b.   Spies and Superspies

This is a genre based upon the secret agent. The most famous example of the genre is probably Ian Fleming's James Bond-007 books which have been made into several films. Other examples include Robert Anton Wilson's Illuminatus novels, the In Like Flint films, the Get Smart television series, and the Man From U.N.C.L.E. television series.(Games: James Bond, Ninjas & Superspies, Top Secret SI, and others.)

c.   Horror

This genre is different from Sword and Sorcery or Fantasy in that it pits regular/normal people against supernatural or fantastic creatures . Bram Stoker's Dracula

is the classic archetype for this game genre, as well as Mary Shelley's Frankenstein. Almost anything by Edgar Allen Poe fits here. The Chthulhu stories by Howard Philips Lovecraft have inspired many of the RPGs in this genre. While chiefly part of the action/adventure genre of films, the Indiana Jones movies can be considered as part of this genre, albeit loosely. The Ghostbusters films are good examples of humorous stories in the genre. Naturally, almost any book or movie involving vampires or werewolves falls into this category. (Games: Bureau 13, Call of Cthulhu, Chill,Ghostbusters, Indiana Jones, Werewolf, Vampire, and others.)

Language Learning Benefits of Role Play Games

Role playing has several beneficial language learning characteristics which Gillian Porter Ladousse has effectively described in her useful introduction to the topic, Role Play. Many of these characteristics are also present in tabletop RPGs. It should be noted that role play and RPG activities are not limited to language practice as language learning certainly is also taking place during the games (Ladousse, 9). For RPGs to be effective in this way, they should be part of what Ladousse calls thatc ategory of language learning techniques sometimes referred to as low input - high output the teacher-centered presentation phase of the lesson is very short. Role-Playing activities offer opportunities for real use of the language. Although they are more often used in many English for Special Purposes courses, they can be used with general classes too at any level (Mugglestone, 115).

One thing for certain, however, is that, used properly, these kinds of activities are usually very effective in engendering a lot of animated conversation and communication on the part of the students. The main reason for this is that the hypothetical situation presented emotionally charged.

As outlined in Cardwell's Role-Playing Games and the Gifted Student, there are several language and non-language based learning skills developed directly when students become involved with RPGs. According to Cardwell, these include but are not limited to Following Directions, Vocabulary, Research, Independent/Self- Directed Study, Planning, Choice/Decision Making, Mental Exercise, Evaluation,

Cooperation/Interaction, Creativity/Imagination, Leadership, Problem Solving, Critical Thinking, Predicting Consequences, Figural/Spatial Reasoning, Taking Other Points of View, Asking Questions, Ethics, Prioritizing, Interrelated Learning, and Continuity of Learning (4-6). There is also some evidence to suggest that role-

playingmethods facilitate attitude change, increase self- concept, and produce behavioral change (Swink & Buchanan, 1179).

Along with developing language skills and other related skills as noted above, because RPGs are language-centered communication games, they have a definite positive effect on student socialization skills which are central to RPGs where much of the game depends on a common perception of the information presented to the players by the (Toles-Patkin, 5). One player characterized the games he most enjoyed playing as having strong social/negotiation elements: The games we love have a certain amount of diplomatic negotiation going on. A player tries to influence the outcome of the game by interacting with other players (Shaw, 128).

For students who create their own adventures, instead of relying upon published source material, the act of doing so helps then become better thinkers and writers. This is because a scenario requires internal logic, a balance that is the very condition of collective involvement. Sociologist Daniel Dayan characterized the standards for good RPG campaigns thus: "The fictional background or universe must be relatively convincing and may call for some amount of historical validity, but it is defined less in terms of historical realism than by the consistency of its imagined features". Similarly, many claim that the game offers an outlet for those with adventure fantasies of their own and teaches them about problem-solving, leadership, and survival (Toles-Patkin, 9). Whether students are playing in scenarios created by their classmates or using pregenerated modules, RPGs have a strong curiosity appeal which Patricia Mugglestone called the one "primary motive relevant to every teaching-learning situation, whatever the status of the target language, whatever type of course is being followed, whatever the learner's nationality, age, and level of language proficiency, whether he is a volunteer or conscript learner" According to Mugglestone, "projects appeal to the curiosity motive if their content is interesting to the learner and if the learner is allowed to develop the project in his own way". This certainly describes the typical RPG activity.

Method

The research is qualitative research using phenomenology design. It is used to understand the phenomenon by seeks to study phenomena that are perceived or experienced by the participants. The aim of qualitative approaches is to offer description, interpretation and classifications of naturalistic social contexts Invalid source specified**.** According to Creswell (2008), defines qualitative research methods as an approach or

search to explore and understand a central phenomenon. To understand the central phenomenon, the researcher interviewed the research participants or participants by asking general and rather broad questions. Information is then collected in the form of words or text. This collection of information is then analyzed. From the results of the analysis, the researchers then describe it with the studies of other scientists made previously. The final results of qualitative research are stated in the form of a written report.

Finding and Discussion
Research Findings

In this chapter, there will be answer to the research question which is "How RPG games impact on a player's English ability?". In answering the question, the researcher find out with the individual experience of the three participants is presented in this section. The whole will be described in every participant's experience on below:

a. Player 1' Individual Lived Experience

These are the first participants of this study. His name is Arlin. He is 21 years old. He is a college student. He has been playing RPG games since he was in middle school. He has good English which can be seen from his interview sessions. He can speak fluently and convey his ideas clearly. He could also understand questions easily.

There are also RPG games online or commonly called MMORPG (Massively Multiplayer Online Role-Playing Game), he used to play with foreigners in every game and he mainly used English to communicate. He has good English so he never found any difficulty in communicating using English however the communication problems would come from the receiver it's because the other players don't understand him when he talks.

"untuk saya sendiri, saya tidak mengalami kesulitan. Tapi masalahnya terkadang mereka tidak mengerti apa yang saya katakan. Jadi, masalahnya bukan dari saya tapi dari pemain lain"

"for myself, I don't have any difficulties. But the problem is sometimes they don't understand what I'm saying. So, the problem is not from me but from other players"

Playing this game individual skill is the main aspect that the players should have.

Having bad English will not influence the game as long as they understand the rules and know how to play. So, there is no relationship between players' level and English mastery.

"Saya pikir jika setiap orang memiliki keterampilan individu yang baik, saya pikir tidak masalah jika kita tidak berbicara satu sama lain…"

"I think if everyone has good individual skills, I think it's fine if we don't talk to each other…"

Arlin' confidence in playing RPG game would increase if he had good English. His ability to communicate using English would be very helpful when he became the team leader. As a leader he needed to have good English communication skill.

"Ya. Karena biasanya leadernya adalah orang yang bahasa Inggrisnya bagus dan kadang saya ambil bagian leadernya"

"Yes. Because usually the leader is the one with good English and sometimes I took the leader part"

Playing RPG game also affected Arlin language acquisition. This game affected his English skills and components. According to him, this game improved his daily language or any terms related to this game. Moreover it affected his writing skill because he mostly used chatting to communicate and also his listening skill since he used to play with players who had good English. His ability to create a sentence and understand what the addressee said was also improved.

"Ya. Tapi saya tidak menyebutnya peningkatan tapi ya seperti rata-rata. Hanya sedikit perbaikan"

"Eehh..itu meningkatkan bahasa sehari-hari dan bahasa game saya. Tidak terlalu banyak perbaikan.

"Mungkin menulis. Karena saya banyak menulis (ketika bermain game)"

" Terkadang, keterampilan mendengarkan juga sedikit meningkat lah karena

terkadang saya bermain dengan orang-orang dengan bahasa Inggris yang sangat bagus, ketika mereka berbicara menggunakan mikrofon mereka, mereka berbicara dengan sangat baik dan saya mendapatkan beberapa hal baru dari mereka (pengucapan)

"Yes. But I don't call it improvement but yeah like average. Just slightly improvement"

"Eehh..it improves my everyday language and game language. Not really much improvemen"

"Maybe writing. Because I do write a lot (when gaming)"

"Sometimes, listening skill is also slightly improved lah because sometimes I played with people with really good English, when they speak using their microphones they speak really good and I get some newthings from them (pronunciation)"

b. Player 2's Individual Lived Experience

The second participant was Annas. He is 27 years old. He is an employee. He had been played RPG Games for 9 years. He did not play RPG Games since he graduated and found a job around a year ago. He used good and very understandable English when I interviewed him. He could get the point of the questions then gave clear and broad explanation He also has good vocabulary and grammar mastery.

As stated before that he used to play with foreigners in every game, the language that he used to communicate was English. In communicating with foreigners sometimes he found some difficulties related varied accent used by them which was difficult to understand and made him annoyed. Moreover, he also found difficulties in grammar. Some of the players had bad grammar which made other players hard to understand them. In order to solve those problems he used symbols or directions.

"Kadang-kadang. Setiap negara memiliki aksennya sendiri dan pemahaman setiap orang tentang tata bahasa dasar berbeda. Terkadang entah karena tata bahasa atau aksen yang membuat kita sulit memahami apa yang ingin mereka katakan…"

"Sometimes. Every country has their own accent and everyone understanding of basic grammar is different. Sometimes either because of the grammar or accent that made us hard to understands whatthey're trying to say…"

Interaction shared an important role in this game and it sometimes affected Annas's emotion. He said that good interaction would lead to good result. Annas did many interactions during the game. Spoken interaction was dominantly used by him. He interact mostly when he wanted to regroup or recooperation. The time when he could interact using good English which make the game ran smoothly he would feel proud of himself. So, good interaction affected the end or the result of the game and also his emotion.

"Sangat penting. Komunikasi yang lebih baik akan menghasilkan hasil yang lebih baik. Sangat sering. Secara verbal dan nonverbal. Verbal lebih dominan"

"Very important. Better communication will lead to better result. Very often. Verbally and nonverbally. Verbal is dominant"

Having long experience playing this game evidently improved Annas's English mastery and increased his instrumental motivation. His vocabulary was significantly improved since he played this game. Moreover, from the four skills speaking skill was dominantly increased compared to others since he did more interaction using microphone instead of chatting. Besides that, his ability to arrange a correct sentence was also improved. It was not only because he acquired them through playing but also they were helped by a group of players called 'Nazi-Grammar' who always correcting players' grammtical errors. He also learned how to pronounce words and understand what the speakers' say through listening to other players from different countries that use different accents. Related to motivation that he got from this game he admitted that having good English would make him more confident in playing this game and it influence his performance as a player.

Sepertinya skill speaking saya meningkat, karena saya lebih banyak menggunakan speaking daripada writing.

"Saya pikir ya. Ada orang-orang tertentu, dan kami menyebutnya tata bahasa nazi karena mereka selalu mengoreksi tata bahasa orang. itu menjengkelkan tapi agak berguna. Dan kami juga mempelajari berbagai aksen dan bagaimana memahami bagaimana mereka menghasilkan kata-kata.

"I think my speaking skill increased, because I used speaking more thanwriting"

"I think yes. There are certain people, and we called them nazi-grammar as they always correcting people's grammar. it's annoying but it kind of useful. And we also learn various accents and how to understand how they produce words"

c. Player 3's Individual Lived Experience

Nopan was the last participant. He has just graduated from one of universities in Parepare. He is 26 years old. He had been played RPG Game for 3 years. He has quite good English. He could explain his ideas clearly using pretty good English yet he still struggles in speaking, however I could understand him. Nopan had many experiences in playing this game. Nopan had played this game since three years ago. In a day he spent around three hours to play with 3 or 4 games. Spending three hours or more in a day for three years to play this game gave him chances to play with foreigners. According to him he used to play with foreigners every time he plays. English was the language that he used to communicate with his foreign mates. When he needed to communicate using English he sometimes faced some difficulties. He admitted that he did not have good English and sometimes there were some other players who had bad English too which disturb the interaction process. His main problem was in grammar and vocabulary. These problems made him feel difficult to deliver his ideas or express his emotions. He solved it by searching the meaning of those difficult words in online dictionary. The communication problems usually affected his emotion. He would feel annoyed when he faced these language difficulties.

"Saya mengalami banyak kesulitan. Karena bahasa Inggris saya tidak terlalu bagus. Dan ada satu atau dua pemain yang memiliki masalah yang sama juga…"

"I have many difficulties. Because my English is not so good. And there are one or two players who have the same problem too…"

Nopan believed that interaction was very important in this game and it influenced his emotion. According to Nopan in order to make a good plan and strategy he needed to interact with his partners. He interacted during the whole game for example when he needed to initiate to do war or even when he wanted to express his emotion. He mostly

conducted written interaction compared to spoken. There was a time when he was able to interact using good English which affected the process of the game. When it happened he felt proud of himself. In the opposite, he would feel frustrated when he ruined the game because of his communication problem because he could not express his idea or his plan clearly and understandably. So we can say that it is necessary for him to interact during the game to set the strategy and plan. Furthermore, his ability to interact using English would affect the process and the result of the game and also his emotion.

"Ya. Terkadang saya merasa bangga pada diri saya sendiri ketika saya dapat berbicara bahasa Inggris dengan baik"

"Yeah. Sometimes I feel proud of myself when I can speak English well"

Nopan had played this game for about 3 years and he spent at least 3 hours a day to play and it affected his language acquisition. He also played with foreigners and interacts with them using English. The effect of this condition was that he unconsciously acquired some language skills and language components. Nopan stated that he found his English was improved because of this game. He did not learn much English from other sources since he had never taken any English courses. From the four skills listening, reading and writing were improved. Furthermore, his ability to pronounce words, to use suitable words, and to understand what his partners say were also improved. He acquired those abilities through interaction that he did during the match. So, from his 3 years experience in playing RPG Game Nopan had improved his language mastery through interaction that he conducted in this game.

Tentu saja. Sebenarnya saya hanya belajar dari game online. Saya tidak pernah belajar dari kursus.

"Mungkin saat kita berbicara menggunakan chat atau lisan dan ehhh… saya harus mencari kata-kata dari Google terlebih dahulu agar saya tahu bagaimana mengekspresikan diri atau ide saya"

"Mungkin mendengarkan. Karena ketika pasangan saya berbicara menggunakan mikrofon, saya dapat mendengar apa yang mereka katakana…"

"Tentu saja. Karena belajar dari pasangan saya. Saya melihat bagaimana mereka

menggunakan kata-kata ketika berbicara…"

"Hanya sedikit"

"Of course. The truth is I learn only from online game. I never learnfrom course"

"Maybe when we speak using chat or spoken and ehhh I have to search for the words from Google first so that I know how to express myself ormy idea"

"Maybe listening. Because when my partners speak using microphone I can hear what they say..."

"Of course. Because learn from my partner. I see how they use the words when speak…"

"Just a little"

Nopan believed that he would be more confident in playing if he could speak using good English since communication with teammates is needed when he played. In the opposite, he would be frustated if he faced difficulties in expressing his thoughts and ideas using English because according to him it would ruin the game. Moreover, he concluded that English mastery would influence his performance; the team would be able to build good cooperation thenachieved good result. So, he argued that it is important to have good English in playing RPG Game

"Tentu saja. Jika saya memiliki bahasa Inggris yang baik, saya akan lebih percaya diri dalam bermain…"

"Of course. If I have good English I will be more confident in play…"

The interview showed that Nopan defined RPG Game as a well-known Multiplayer online battle arena game. He mentioned three important things in playing RPG Game; mastering the rule, good individual skill, and great teamwork. Nopan had played RPG Games for three years. He had started to play   since 2013 until 2016. He could play four or five games or three to four hours a day. He also mentioned that he used to play with foreigners in everygame. He used English to communicate with his partners during the game. Lack of grammarand vocabulary became his problem when talk in English with his partners. It would disturb the process of communication. When he faced that difficulty he would open online dictionary to found out the meaning.

Related to English mastery, he believed that having good English would improve his confidence in playing which brought out great performance. He also added that teamwork is a very important aspect in this game so that conducting good communication or interaction would be very helpful to build good cooperation with partners. Having good communication would influence his emotion. He would be proud when he had good performance because he could communicate with his teammates using good English. However, he would feel frustrated when he ruined the game because of misunderstanding happened during the game.

According to Nopan, he had never learned English outside of school. He believed he could communicate using English since he played this game. For example, because mostly he communicated through writing during the game he felt that his listening, reading, and writing skills were improved. Besides, his ability to pronounce words, to choose proper vocabulary in sentences, and to understand the addressee had developed too. Finally, Nopan stated that English mastery would affect his motivation. He would be more confident when he could communicate fluently that would bring out good cooperation. The result was they might win the game easily.

Discussion

In this session, the researcher showed some research results that have been done before and then compared with this research. There were some researches related to this research that can be seen below:

One of the results obtained in this study was that one respondent said that there was an increase in English in terms of writing skills, which was also supported by one of the opinions of previous researchers, namely Rakimahwati. in his research said that the students showed a strong relationship between aspects of image recognition, reading words, finding the same letters to improve children's reading skills using interactive RPG games.

This study proves that there are some respondents who say that from the experience of playing RPG games, they already know a lot of vocabulary. This is a form of improvement or knowledge that can be obtained from playing this game. One of the factors that support this research is the results of research from (Prihandini et al., 2022)

who said the use of the English language reflecting some characters in online games has given a deep impact on the awareness of English vocabulary in a child. The words sound interesting, are used repeatedly, and are easily spoken up have made him doesn't find many difficulties to catch them up. Analyzing the word classes of English vocabulary comprehended is the way to obtain the answer.

From the results of this study, we can also see some of the advantages of playing RPG games, one of which is the importance of learning English. From several opinions, respondents said that the importance of English both in games and in communication between players from various countries had a very personal impact on each one. the influence of the excitement of playing games also depends on how players understand the vocabulary in the game. this is also supported by (Derakhshan & Davoodi Khatir, 2015) who say that different studies revealed that games are beneficial in vocabulary learning because they enhance students' ability to memorize words, encourage students' interaction, improve their communication skills and enhance students' motivation. Games also can help teachers to create contexts in which t he language is useful and meaningful.

In this study, we can see that when using RPG games it is important to be able to speak English because in this RPG game the respondents said that they usually play with foreigners in every game. In addition, individual skills are also a major aspect when playing the game. Therefore communication can run well when using this RPG game.

This research also proves that in this RPG game the listening skills of the respondents also increase so that respondents who are not very fluent in English understand what foreign players are talking about, it also has a good impact on the respondents themselves because in this case interaction with foreign players has good performance.

Conclusion

Based on the findings and discussion in the previous chapter, the researcher has come to the following conclusions:

The results of this study varied widely, some said that it was important to understand English vocabulary because it made them understand the path or how to play the game. Some say that English is very important in interactions between players between countries. not only that, but players also have the potential to be able to play abroad because of the games and language lessons they get.

The opinions of respondents who said that only a few English lessons or only a few were improved were purely from them only focusing on the fight. they do not attach much importance to communicating with outsiders or making friends. This is common among gamers who have been in the game they are interested in for a long time. One of the things that attract players to learn English is the presence of one of the players who have above average English skills, which skills are also acquired in RPG games that have been played for years. and this is also proof that pure RPG game players learn English without taking English courses.

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