CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestion of the research. The conclusion is arranged from the research question, while the suggestions present the recommendation for further research and related parties.

5.1 Conclusion

This research focuses on the correlation between playing role-playing games and students' reading comprehension of narrative text. Referring to the findings and discussion on the previous chapter, it was found that there was a strong relationship between playing role-playing games and students' reading comprehension of narrative text. The correlation coefficient was 0.687 which is indicates that students who often play role-playing games seems to get better score in narrative text comprehension. The average of participants' frequency in playing role-playing games in this research was 8.77 hours per week. It is classified as often to play category. Furthermore, their reading comprehension of narrative text was classified as excellent category. The average score was 83.84. In spite of the difference score of two variables achieved by the participants, the overall correlation was categorized as strong relationship. Is also in line with Fraenkel et al (2012, p. 340) who state that "Only a correlation of .65 or higher will allow individual predictions that are reasonably accurate for most purposes".

There are some factors that contribute to the correlation between the variables. The similarities of the structures and elements in role-playing games and narrative could affect the result of this study. Interest and attitude of the participants with the topic also become one of the factors. Furthermore, the result of the research shows that playing role-playing games could bring some positive effects to the players.

Finally, statistics result in this research shows that there is a positive strong relationship between playing role-playing games with students' reading comprehension of narrative text.

5.1 Suggestion

After drawing the inferences, there are several suggestions that hopefully can give the constructive idea to the readers especially for English teachers and future researchers.

As concluded on the previous section that there is a positive strong relationship between playing role-playing games with students' reading comprehension of narrative text. Role-playing games can be used by the teachers as a media to teach narrative text, it could help students in comprehending narrative text. However, teachers need to supervise the students while they are playing. It is in order to prevent the students from the negative effect of playing video games and validate that the students get something to learn while they are playing.

Furthermore, further researchers can focus on the implementation of role-playing games to improve students' reading comprehension of narrative text. Additionally, the further researchers can also investigate the correlation between playing role-playing games with students' reading comprehension of narrative text more depth to reinforce the result of this research and find out the better result.