

CHAPTER V

CONCLUSION

This chapter presents the conclusion of the current study, as well as suggestions for further research. In addition, the researcher also put the research limitations and implications in this chapter. The conclusion, suggestion, and every idea were based on the findings and discussion of this research and related to the use of adventure-based games in learning.

5.1 Conclusion

This research was carried out to describe how adventure-based games can support the narrative text learning process of EFL students. Observation, focus group discussion, and interviews were carried out to fulfill those research aims, using Bruner's scaffolding model as a framework which revealed that the implementation of adventure-based games has a positive impact on students' narrative text learning process. Adventure-based game is proven to be able to provide support as an active and interactive learning platform in this study, which has a positive impact on students' learning. Students were shown to be able to understand the text more easily by using adventure-based games as a learning source or text. Furthermore, adventure-based game is proven to be able to support students in understanding and comprehending narrative text elements by providing many features as a scaffold measure, such as visual aids, dynamic gameplay, contextual cues, multi-sensory aspects, and many others useful features.

5.2 Limitations of the Research

Despite the thorough planning and a lot of consideration in this study, it seems there are still some unfortunate challenges in carrying out this research. The limitations were presented in the following list:

First, there is a lack of literature regarding the use of adventure-based games that can support the current research, especially regarding the game “Adventure with anxiety”

Second, there were a lot of technical problems when the observation was conducted, such as difficulty in entering the game, lack of devices, and limited internet connection. This caused the effectiveness of the learning process reduced and not as smooth as expected, resulting in disruptive situations and a lack of focus in students.

Third, the participants and the time were limited due to some unfortunate circumstances, which affected the depth and reliability of the data.

Lastly, this research was carried out using the qualitative method, which cannot provide whether there is a significant change in students’ academic results and improvement in their skills or not.

5.3 Research implications

Based on the result of this study, the first implication of this study is to spread awareness on how the use of games can benefit the learning process as it was beneficial in many aspects. Hence, educators are highly recommended to implement games or at least a game aspect in their teaching method, considering the benefits that games can offer. Furthermore, the teacher should also have to carefully choose the type of game that will be implemented in the learning process, as it can produce a different outcome. They need to consider the learning material, students’ interests and student’s capabilities. This research also implies that for teaching narrative text, adventure-based games that are heavily influenced by engaging stories like the game “Adventure with anxiety” are effective to be used as learning sources, especially in active and interactive learning strategies.

5.4 Suggestions

While this study provided a detailed insight into how adventure-based games can support narrative text learning, there are several limitations to it. Considering the result of findings, discussions, and limitations, the researcher came up with several suggestions for future research, which are:

1. Future research may use a quantitative method or mixed-method of research so that it can provide and validate data using statistical analysis on whether games have a significant change in students' academic results and improvement in their skills or not.
2. Future research may use another type of adventure-based game to explore this rarely developed subject on a larger scale, in order to enrich the existing literature regarding the use of games in learning. It also needs to be more considered to make sure the game that is used can be accessed easily by all participants to avoid unforeseen circumstances.