

APPENDICES

Appendix I Translation of Al-Qur'an

No.	Name of The Surah	Indonesia	English
1.	Surah An-Nahl (16:125) أُدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ	“Serulah manusia kepada jalan Tuhanmu dengan hikmah dan pelajaran yang baik dan berdebatlah mereka dengan cara yang baik. Sesungguhnya Tuhanmu Dialah yang lebih mengetahui tentang siapa yang tersesat dari jalan-Nya dan Dialah yang lebih mengetahui orang-orang yang mendapat petunjuk.”	“Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord knows best who has strayed from His way, and He knows best who is guided.”

Appendix II. Google Form Sheet

Questions	Participant's Response
1. Have you ever used digital games for learning English? ☐ Yes ☐ No	
2. Where do you usually use digital games for learning English? ☐ Inside the classroom ☐ Outside the classroom ☐ Both inside and outside the classroom	
3. How often do you use digital games for learning English? ☐ Frequently ☐ Quite frequently ☐ Rarely ☐ I have only used them once	
4. Please mention the digital games or platforms you use for learning English. Inside the classroom: (e.g., Kahoot, Quizizz, Bamboozle, Quizlet) Outside the classroom: (e.g., Duolingo, Wordwall, etc.)	
5. How long have you been using digital games for learning English? (For example: since which semester or since what year?)	

Appendix III. Observation Sheet

Date	Time	Class	Activity Observed (Teacher and Students)	Analysis
Friday, February 6, 2026	08.30– 10.10	23 C	The lecturer introduced the course, explained the game rules, divided the class into two groups, and used Bamboozle as the learning medium. Throughout the activity, the lecturer guided the game, encouraged students to read and translate the questions before answering, and provided feedback and additional explanations. Students actively participated in the game, discussed answers with	The observation showed that the implementation of Bamboozle created an interactive and engaging learning environment. Students demonstrated active participation, collaboration, and enthusiasm throughout the lesson. The lecturer's guidance and feedback helped students remain focused on understanding the learning materials while practicing their

			peers, collaborated in reading and translating questions, and responded positively to the feedback and scores.	English skills, rather than merely playing the game.
Friday, February 6, 2026	10.20– 12.00	23 A	The lecturer explained the course introduction and game procedures, divided the class into two groups, and facilitated learning through Bamboozle. During the activity, the lecturer guided the gameplay, asked students to read and translate each question, provided immediate feedback, and gave additional explanations after each	The observation indicated that integrating Bamboozle into classroom learning encouraged active participation, peer collaboration, and positive engagement. Students appeared motivated and confident in completing the learning tasks, while the lecturer's continuous guidance and feedback supported both their

			task. Students actively answered questions, discussed with classmates, participated in reading and translating activities, and responded enthusiastically to the feedback and scores.	understanding of the lesson and their English language development.
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Appendix IV. Research Instruments

Research Instrument for RQ 1:

No.	Interview Questions	Participant's Response
1.	What do you know about Digital Game-Based Language Learning (DGBLL)?	
2.	When did you first use DGBLL in learning English?	
3.	How often do you use digital games for learning English?	
4.	What kinds of digital games do you usually use to learn English?	
5.	What types of digital games do you prefer for learning English, and why?	

6.	How do you usually interact with digital games while learning English (e.g., solo play, collaboration, exploring game narratives)?	
7.	How do you feel when learning English through digital games?	
8.	What motivates you to continue using digital games for learning English?	
9.	In what ways do digital games help you improve your English skills (e.g., vocabulary, grammar, speaking, listening)?	
10.	Can you share a specific example where a digital game helped you understand an English concept better?	

11.	What difficulties do you face when learning English through digital games?	
12.	How do you overcome these difficulties?	
13.	How does your experience with digital games compare to traditional learning methods?	
14.	What would you change or improve about using digital games for English learning?	
15.	Do you think your skill level is low or high after learning to use Digital Game-Based Language Learning (DGBLL)? Then, what impacts and benefits have you experienced so far	

Research Instrument for RQ 2:

No.	Interview Questions	Participant's Response
1.	How do you usually learn new vocabulary or grammar while playing digital games?	
2.	Can you describe a time when you used problem-solving skills to understand English in a game?	
3.	Do you set specific goals when using digital games for learning English? If so, what are they?	
4.	How do you plan your learning activities when using digital games?	
5.	How do you track your progress or measure your improvement while learning through games?	

6.	What do you usually do when you do not understand words or instructions in a game?	
7.	How do you interact with other players when playing English-based digital games?	
8.	How does playing with others help you learn English better?	
9.	How do digital games help you stay motivated in learning English?	
10.	Have you ever felt anxious about making mistakes in English while playing games? How do you deal with it?	

11.	What strategies do you use to stay confident when using English in games?	
12.	What game features (e.g., rewards, levels, challenges) help you stay engaged in learning English?	
13.	How does the feedback provided by digital games influence the way you learn English?	

Appendix V. Research Letter



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Nomor : B- 748 /Un.14/III.1/PP.00.9/05/2026 04 Mei 2026
 Sifat : Penting
 Lampiran : 1 (Satu) Berkas
 Hal : Mohon Izin Riset

Yth. Kepala UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
 Kota Banjarmasin

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : MUHAMMAD RAIHAN FADILLAH
 NIM : 220101030653
 Program Studi : TADRIS BAHASA INGGRIS
 Fakultas : Tarbiyah dan Keguruan
 Alamat : JL. AL FATAH RT.07A RW.03, KARANG TARUNA, PELAIHARI, TANAH LAUT.
 No HP : 082159236194

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas kinerja dan Pelayanan.

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb

Banjarmasin, 04 Mei 2026

Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. Ahmad Salabi, S.Ag., M.Pd.
 NIP 197212112008011009

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan

Appendix VI. Research Completion Letter



**KEMENTERIAN AGAMA
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SURAT KETERANGAN SELESAI RISET

Nomor: B-177/Un.14/III.1/PP.00.9/05/2026

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin menerangkan bahwa:

N a m a	: Muhammad Raihan Fadillah
NIM	: 220101030653
Fakultas	: Tarbiyah dan Keguruan
Jurusan	: Tadris Bahasa Inggris

adalah benar yang bersangkutan telah selesai melakukan penelitian/riset penyusunan skripsi pada Jurusan TBI sejak (05 Februari 2026 - 05 April 2026) dengan judul:

**“STUDENTS’ ENGLISH LEARNING STRATEGIES THROUGH DIGITAL GAME
BASED: A NARRATIVE INQUIRY”**

Demikian agar diketahui dan dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 26 Mei 2026
Ketua Prodi,




Afifah Linda Sari

Melayani Lebih Baik, Lebih Baik Melayani

Appendix VII. Photograph



Appendix VIII. Consultation Schedules and Notes

CONSULTATION NOTES

Name of Advisor: Dr. Rahmila Murtiana, M.A

No.	Day/Date	Notes	Signature
1.	Tuesday, 09 December 2025	Revise Chapter I, Clarify the background of study. State the research gap clearly. Adjust the title with the research focus.	<i>Mila</i>
2.	Thursday, 29 January 2026	Improve research questions. Improve objectives of the study. Fix significance of the study. Improve definition of key terms.	<i>Mila</i>
3.	Monday, 16 February 2026	Revise Chapter II, Add theories of English learning strategies. Add theories of Digital Game-Based Language Learning. Strengthen previous studies.	<i>Mila</i>
4.	Monday, 02 March 2026	Improve citation writing. Use APA 7th edition format. Check in-text citations. Fix reference list consistency.	<i>Mila</i>
5.	Monday, 30 March 2026	Revise Chapter III Clarify research design. Determine research participants. Fix data collection techniques.	<i>Mila</i>
6.	Thursday, 16 April 2026	Fix research instruments. Revise interview questions. Improve observation sheet. Adjust instruments with research questions.	<i>Mila</i>
7.	Monday, 18 May 2026	Organize interview results. Determine themes and sub-themes. Prepare participants' quotations. Arrange findings based on research questions.	<i>Mila</i>
8.	Thursday, 21 May 2026	Revise Chapter IV findings. Relate discussion to theories in Chapter II. Improve academic writing structure. Correct quotation format.	<i>Mila</i>

CURRICULUM VITAE

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 - a. ESA Antasari Banjarmasin (2022-2023)

Banjarmasin, 22 May 2026



Muhammad Raihan Fadillah