

**STUDENTS' EXPERIENCE IN LEARNING ENGLISH
THROUGH DIGITAL GAME-BASED LANGUAGE LEARNING
(DGBLL): A NARRATIVE INQUIRY**

**By
MUHAMMAD RAIHAN FADILLAH**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2026 AD / 1448 AH**

**STUDENTS' EXPERIENCE IN LEARNING ENGLISH
THROUGH DIGITAL GAME-BASED LANGUAGE LEARNING
(DGBLL): A NARRATIVE INQUIRY**

An Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

By
Muhammad Raihan Fadillah
220101030653

**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
BANJARMASIN
2026 AD / 1448 AH**

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I, the undersigned, Muhammad Raihan Fadillah, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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The writer,

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Muhammad Raihan Fadillah



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Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

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Ketua Program Studi Tadris Bahasa Inggris menerangkan bahwa mahasiswa dengan identitas berikut:

Nama : Muhammad Raihan Fadillah
NIM : 220101030653
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Ketua Program Studi
Tadris Bahasa Inggris



Afifah Linda Sari

Melayani Lebih Baik, Lebih Baik Melayani

APPROVAL

Title : Students' English Learning Strategies through Digital
Game-Based: A Narrative Inquiry
Name : Muhammad Raihan Fadillah
SRN : 220101030653
Faculty : Tarbiyah and Teacher Training
Program : Undergraduate Study (S-1)
Department : English Language Education
Academic Year : 2022
Place/Date of Birth : Tanah Laut/30th April, 2004
Address : Jl. Al Fatah RT/7A RW 003, Karang Taruna, Pelaihari

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Banjarmasin, 22 May 2026

Advisor



Dr. Rahmila Murtiana, M.A
NIP. 197107302005012004

Acknowledged by
Head of English Language Education Study Program
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,

Rahmawati Lina Sari, M.Pd
NIP. 198711102015032004

VALIDATION

Title :. Students' Experience in Learning English through Digital Game-Based Language Learning (DGBLL): A Narrative Inquiry

Muhammad Raihan Fadillah (220101030653) has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Wednesday

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UIN Antasari Banjarmasin



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ABSTRACT

Fadillah, Muhammad Raihan. 220101030653. *Students' Experience in Learning English through Digital Game-Based Language Learning (DGBLL): A Narrative Inquiry*. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dr. Rahmila Murtiana, M.A, 2026.

Keywords: English learning strategies; Digital Game-Based Language Learning; DGBLL; Narrative Inquiry; Digital Games

This study explores students' experiences and English learning strategies through Digital Game-Based Language Learning (DGBLL). Using a qualitative approach with a narrative inquiry design, this research investigates how students describe their experiences in using digital games for English learning and what strategies they employ to improve their English language skills. Data were collected through observation and interviews with two English Education Department students at UIN Antasari Banjarmasin. The findings reveal that digital games created enjoyable, motivating, interactive, and low-pressure learning experiences. Digital games such as Duolingo, Quizizz, Kahoot, Bamboozle, Quizlet, and RPG games helped students develop vocabulary, grammar, listening, speaking, reading, writing, pronunciation, and communication skills. The students also employed cognitive, metacognitive, social, and affective strategies, including guessing meaning from context, using translation tools, repeating exercises, monitoring progress, discussing with friends, managing anxiety, and building confidence. However, several challenges were also found, including technical problems, difficulty understanding English content, and anxiety or competition. This study highlights that digital games are not only used for entertainment, but can also become meaningful learning spaces when students use them actively with appropriate strategies and clear learning goals. The findings offer useful insights for students, lecturers, institutions, and future researchers in integrating Digital Game-Based Language Learning into English language learning.

ABSTRAK

Fadillah, Muhammad Raihan. 220101030653. *Students' Experience in Learning English through Digital Game-Based Language Learning (DGBLL): A Narrative Inquiry*. Skripsi. Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Dosen Pembimbing: Dr. Rahmila Murtiana, M.A, 2026.

Kata kunci: Strategi belajar bahasa Inggris; *Digital Game-Based Language Learning; DGBLL; Narrative Inquiry; Digital Games*

Penelitian ini mengeksplorasi pengalaman mahasiswa dan strategi belajar bahasa Inggris melalui *Digital Game-Based Language Learning (DGBLL)*. Dengan menggunakan pendekatan kualitatif dan desain *narrative inquiry*, penelitian ini mengkaji bagaimana mahasiswa menggambarkan pengalaman mereka dalam menggunakan digital games untuk belajar bahasa Inggris serta strategi yang mereka gunakan untuk meningkatkan kemampuan bahasa Inggris. Data dikumpulkan melalui observasi dan wawancara dengan dua mahasiswa Program Studi Tadris Bahasa Inggris di UIN Antasari Banjarmasin. Hasil penelitian menunjukkan bahwa digital games menciptakan pengalaman belajar yang menyenangkan, memotivasi, interaktif, dan tidak terlalu menekan. Digital games seperti *Duolingo, Quizizz, Kahoot, Bamboozle, Quizlet, dan RPG games* membantu mahasiswa mengembangkan *vocabulary, grammar, listening, speaking, reading, writing, pronunciation, dan communication skills*. Mahasiswa juga menggunakan strategi kognitif, metakognitif, sosial, dan afektif, seperti menebak makna dari konteks, menggunakan alat penerjemah, mengulang latihan, memantau perkembangan, berdiskusi dengan teman, mengelola kecemasan, dan membangun kepercayaan diri. Namun, beberapa tantangan juga ditemukan, seperti masalah teknis, kesulitan memahami konten bahasa Inggris, serta kecemasan atau kompetisi. Penelitian ini menunjukkan bahwa digital games tidak hanya digunakan sebagai hiburan, tetapi juga dapat menjadi ruang belajar yang bermakna ketika mahasiswa menggunakannya secara aktif dengan strategi yang tepat dan tujuan belajar yang jelas. Temuan ini memberikan wawasan yang bermanfaat bagi mahasiswa, dosen, institusi, dan peneliti selanjutnya dalam mengintegrasikan *Digital Game-Based Language Learning* ke dalam pembelajaran bahasa Inggris.

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A handwritten signature in black ink, appearing to be 'Rini' or similar, with a stylized flourish at the end.

Writer

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