

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

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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.