

CHAPTER V

CLOSURE

A. Conclusion

This study discusses and investigates students' experiences and English learning strategies through Digital Game-Based Language Learning (DGBLL). This study aims to explore how students describe their experiences in using digital games for English learning and what strategies they employ to improve their English language skills while engaging with digital games. This research used narrative inquiry as the research design, and the data were collected through observation and interviews with two participants. The results of this study are based on two research questions.

1. The first finding shows that students described their experiences in using digital games for English learning positively. Digital games were experienced as enjoyable, motivating, interactive, and low-pressure learning media. Through Duolingo, Quizizz, Kahoot, Bamboozle, Quizlet, and RPG games, students could practice vocabulary, grammar, listening, speaking, reading, writing, pronunciation, and communication skills. Digital games also provided immediate feedback through scores, rewards, levels, and leaderboards, which helped students reduce anxiety, increase motivation, participate actively, and build confidence. In addition, DGBLL gave different benefits based on students' initial English skill levels. P1

used digital games to expand and deepen her English ability, while P2 used digital games to build basic English ability, improve vocabulary, reduce boredom, and increase confidence. Therefore, DGBLL can provide positive learning experiences according to students' needs, proficiency, and personal learning conditions.

2. The second finding shows that students employed several English learning strategies while engaging with digital games. These strategies included (1) cognitive strategies, such as guessing meaning from context, using translation tools, repetition, and practicing vocabulary or grammar through game features; (2) metacognitive strategies, such as setting learning goals, monitoring progress, and using scores or feedback to evaluate mistakes; (3) social strategies, such as discussing answers with friends, working in teams, asking for help, and communicating with other players; and (4) affective strategies, such as managing anxiety, maintaining motivation, building confidence, and viewing mistakes as part of the learning process. Therefore, students did not only use digital games for entertainment, but also as a learning space to practice, monitor, and improve their English skills.

B. Suggestions

Some significant recommendations that the researcher has made based on the findings are as follows:

1. Lecturers

Lecturers are suggested to use digital game-based learning appropriately in English learning. They need to choose digital games that are suitable for the learning objectives, students' English levels, and the language skills that need to be improved. Lecturers are also expected to provide clear instructions, direct feedback, and additional explanations, so students can connect the game activities with English learning goals.

2. Students

Students are suggested to use digital games actively and independently as English learning media. Digital games can help students enrich vocabulary, practice grammar, improve listening and speaking skills, and build confidence. Students are also encouraged to apply learning strategies such as repetition, note-taking, guessing meaning from context, discussing with friends, using translation tools wisely, and evaluating their mistakes.

3. Institutions

Institutions or study programs are suggested to support the implementation of DGBLL by providing adequate facilities, such as internet access,

projectors, digital devices, and a supportive learning environment. The institution can also encourage the integration of technology and game-based learning as one of the variations in English learning.

4. Future Researchers

Future researchers are encouraged to explore students' experiences and English learning strategies in DGBLL by involving participants from different universities, educational levels, or English proficiency levels to obtain more diverse perspectives. Future studies may also examine how different digital game platforms, such as educational games and commercial games, influence students' learning strategies and learning experiences in various learning contexts.