

CHAPTER V

CLOSURE

This section explains the conclusion, limitations of the study, and presents suggestions based on what has been presented above.

A. Conclusion

To explore and develop the potential of non-educational digital games as an effective and efficient media for teaching English, this study entitled “*The Utilization of Non-Educational Digital Games in EFL Lessons*” was conducted using content analysis by investigating 10 published studies from the past five years that examine the use of non-educational digital games as instructional media in EFL classroom settings. Presented through a qualitative descriptive approach, the researcher has outlined the findings and discussed the relevant aspects in depth. The following are the conclusions drawn by the researcher in response to each research question stated at the beginning of the study.

1. Utilizing Non-Educational Digital Games

Instructional activities involving non-educational digital games can be categorized into three phases: pre-teaching, on-teaching, and post-teaching. In the first phase, teachers must select an appropriate game to be used as the media and design a lesson that aligns with both the chosen game and the students' learning needs. The second phase begins with an introduction to the media, followed by the gameplay itself. During this stage, students are given clear goals to accomplish within the game, serving as guidance to direct their engagement. The final phase

consists of evaluation or reflection on the on-teaching stage, helping students consolidate what they have experienced and learned. These steps represent the foundational procedure in integrating non-educational digital games into EFL classrooms and serve as a basic requirement for teachers intending to implement this approach.

During the on-teaching phase, specifically, non-educational digital games offer a high degree of flexibility depending on the nature of the game. It is in this stage that teachers are expected to exercise creativity in crafting meaningful learning experiences that enhance students' language skills through interaction with the game content. In conclusion, by following these phases as the basis of lesson design, it will help teachers to utilize non-educational digital games in the EFL classroom.

2. Impact on Students

The studies analyzed in this research indicate noticeable improvements in students' English proficiency after participating in lessons that incorporated non-educational digital games. The effects produced by this media often elicited more positive responses compared to traditional instructional tools. Several factors contributed to this outcome, including increased student motivation and engagement due to the novelty of the medium, its interactive nature, and its emphasis on student-centered learning. These factors serve as effective stimuli that ultimately lead to enhanced student achievement.

3. Challenges to Utilizing in Indonesian Educational Context

To implement this media effectively in Indonesia, several key challenges must first be addressed—namely, issues related to infrastructure and human resources. Infrastructure limitations stem from the lack of sufficient hardware capable of operating the games intended for use as instructional media. Additionally, unstable and unevenly distributed internet access across regions presents a critical barrier to implementation. In terms of human resources, the challenges lie in the limited pedagogical and digital competence of teachers, which affects their ability to design creative and engaging lessons using digital games. Furthermore, resistance to technological integration remains prevalent not only among teachers but also among students. Unless these issues are resolved, the use of non-educational digital games in education cannot reach its full potential and may even produce negative outcomes.

B. Suggestion

Based on the result and conclusions, the suggestions that the researcher can provide are:

1. For the Teacher

This study has outlined the fundamental steps that teachers must follow if they intend to use non-educational digital games as instructional media. However, it is crucial to emphasize the importance of selecting games that align with the students' proficiency levels and the intended learning objectives. Based on the findings presented in this research, it is expected that teachers can optimize the learning outcomes when implementing this type of media.

2. For other researchers who want to conduct similar research

Research in this area is still relatively limited compared to the extensive studies on educational digital games in classroom settings. As demonstrated in this study, non-educational digital games possess great potential as learning media, yet they remain underexplored and underutilized. Future researchers are encouraged to address the limitations identified in this study, especially the lack of comparative analysis between non-educational and educational digital games. While many studies have already compared non-educational games with traditional media, often yielding favorable results for the former, a more balanced comparison is necessary to fully assess their effectiveness and practicality in language education. There are also some limitations found in the studies, such as the lack of variation in lesson goals, the narrow scope of the research, and the focus on only one specific game title. Future research is encouraged to explore these aspects and find solutions to the remaining challenges.