DIGITAL GAMES USED BY ENGLISH TEACHER OF JUNIOR HIGH SCHOOL 1 GEDANGAN SIDOARJO

THESIS

Submitted in partial fulfilment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English

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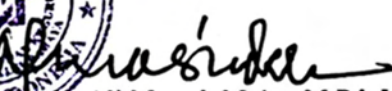
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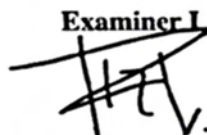
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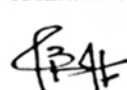
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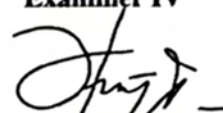
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ABSTRACT

Sadlianingrum, Cici Dwi. (2020). *Digital Games used by English teacher of Junior High School 1 Gedangan*. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University. Advisor I : H. Mokhamad Syaifudin, M.Ed, Ph.D, Advisor II : Hilda Izzati Majid, M.A

Keywords—*English Language Teaching, Digital Games, Challenge in Teaching using DG.*

English Language Teaching (ELT) in Indonesia since it was introduced has not run pretty well. Several methods have been tried to boost the English language teaching development in Indonesia. Then, the ELT grows faster during the growth of the technology. Technology is deemed capable of being used to develop the ELT, digital Games as the one of the technology looked as the new hope for the English teacher to engage the students to learn English by the easier way. The objectives of this study are to investigate kinds of digital games used by junior high school teachers in 1 Gedangan for teaching English and to describe the teacher's challenges in using digital games English language teaching process. This study takes place in Junior High School 1 Gedangan as it is known that this school used digital games for ELT. This research uses Qualitative as design, to get the data the researcher uses a quantitative instrument that is questionnaire and interview. The result of the study showed that there are 9 digital games used by the teacher which are divided into two categorized educational games and entertaining games. The games are kahoot, duolingo, diner dash, etc. During the use of the digital games the teacher found some challenges that are internet connections, students' learning motivation, students' English competence, the less facility, limited time, and the lesson material.

ABSTRAK

Sadlianingrum, Cici Dwi. (2020). *Digital Games used by English Teacher of Junior High School 1 Gedangan*. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University. Advisor I : H. Mokhamad Syaifudin, M.Ed, Ph.D, Advisor II : Hilda Izzati Majid, M.A

Kata Kunci—*Pembelajaran Bahasa Inggris, Permainan Digital, Tantangan Pengajaran dengan Permainan Digital.*

Pembelajaran Bahasa Inggris (ELT) di Indonesia sejak diperkenalkan belum berjalan dengan baik. Berbagai metode telah dicoba untuk mendorong perkembangan pengajaran bahasa Inggris di Indonesia. Kemudian, ELT tumbuh lebih cepat seiring dengan perkembangan teknologi. Teknologi dianggap mampu digunakan untuk mengembangkan ELT, Digital Games sebagai salah satu teknologi tampak sebagai harapan baru bagi guru bahasa Inggris untuk mengajak siswanya belajar bahasa Inggris dengan lebih mudah. Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis permainan digital yang digunakan oleh guru sekolah menengah pertama di 1 gedangan untuk pembelajaran bahasa inggris dan untuk mendeskripsikan tantangan guru dalam menggunakan permainan digital dalam proses pengajaran bahasa inggris. Penelitian ini berlangsung di SMP Negeri 1 Gedangan karena diketahui bahwa sekolah ini menggunakan game digital untuk ELT. Penelitian ini menggunakan desain kualitatif, untuk mendapatkan data peneliti menggunakan instrumen kuantitatif yaitu angket dan wawancara. Hasil penelitian menunjukkan bahwa ada 9 game digital yang digunakan guru yang terbagi dalam dua kategori game edukasi dan game menghibur. Permainan tersebut antara lain kahoot, duolingo, diner dash, dll. Selama menggunakan permainan digital guru menemukan beberapa tantangan yaitu koneksi internet, motivasi belajar siswa, kemampuan bahasa Inggris siswa, fasilitas yang kurang, waktu terbatas, dan materi pelajaran.

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LIST OF ABBREVIATION

DG   : Digital Game

ELT   : English Language Teaching

CLT   : Communicative Language Teaching

CBL   : Computer Based Learning

PKG   : Pemantapan Kerja Guru

EFL   : English for Foreign Language

ICT   : Information and Communication Technology

CHAPTER I

INTRODUCTION

This chapter will explain the background of the topic from the research, about the research objectives of the study, the significant, scope and limitation, and also the definition of key terms. Those points are written by the researcher below.

A. Background of Study

English language teaching in Indonesia has been starting in 1967 in line with the judgment of the Educational minister[1]. Indonesia has been using English starting from colonization era then English language teaching has grown rapidly in Indonesia. English language is formally taught in Indonesia as a foreign language which means Indonesian do not use English as their daily language like the second language does. English becomes so important in concert that it becomes the lingua franca. Someone would be able to communicate with people from different countries with different languages when they speak in English.

The main reason that makes English is important is that English is the international language so it will make it easier to communicate with

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[1] F. Suharjati, "History of Teaching English as a foreign Language in Indonesia", *DEIKSIS,* Vol. 02 No. 03, September 2010.

most people around the world. Michael Carrier[2] says that English is becoming a lingua franca that gathers people. He believed that English opens the access to create opportunities for mobility and education, English also can support economic growth through international trade and help people to have international communities. Because of the Important English, people start teaching and learning English.

English language teaching in Indonesia has grown in more than 70 years. The development of English Language Teaching in Indonesia has not run very well, there are many challenges of its development, in 1985 as written by Florentina Suharjati the historian of English Language Teaching, that there was a PKG approach (Pemantapan Kerja Guru) for junior high school was launched. The motto of this approach is "From the teacher, by the teacher, and for the teacher" which is a truly radical motto. The teachers at that time enjoyed this approach then it made the students could not improve themselves and could not be creative.[3]

Therefore many researchers tried any efforts to improve ELT in Indonesia, many methods and approaches had been tried to encourage the improvement of ELT in Indonesia. There are some method to teach English based on the book written by Jack C Ricard[4], those are The Audio-lingual Method, Total Physical Response, The Silent way, Community

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[2] H. Coleman, - Danny Whitehead. "Teaching English". Heywel Coleman (Ed). *Dreams and Realities: Developing Countries and the English Language,(UK : English Development book, 2011)*

[3] F. Suharjati, "History of Teaching English as a foreign Language in Indonesia", *DEIKSIS,* Vol. 02 No. 03, September 2010.

[4] Jack C. Richard – Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (Melbourne: Press Syndicate of University of Cambridge, 1999)

Language Learning, Suggestopedia, Communicative Language Teaching, etc. The methods used by teachers to teach English in Indonesia as mentioned before, seem to have not solved the problem, the students'

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English skills do not improve much, in order to make students improve their skill, Marcellino in his research wrote about the continuing challenge of English Language teaching in Indonesia. He wrote that English language teaching at 2008 had not given good impact for students' development, even when they used several methods to improve students' English skill include Competency Based Learning (CBL) which is similar with CLT approach[5].

The efforts done by the researcher of improving ELT in Indonesia underwent advancement. In 2010, as noted by Rose Senior[6], concept of English teaching changed from "From the teacher, by the teacher, and for the teacher" became "class-centred teaching". This concept encouraged students and teachers to be more creative in the process of teaching and learning English. Students could improve their skill and teachers had not been the main point of learning but became the mediator for the students. The ELT's improvement supported by the teachers performing, the teachers in Indonesia became more professional, Based on the research by Grace I. Yuwono, there were some reasons of teachers' professionalism, first because of the teaching rewards, second because of the knowledge of

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[5] M. Marcellino,'English Language Teaching in Indonesia: A continuous challenge in Education and cultural Diversity', *TEFLIN Journal,* 19, no.1 (2008), pp.57-69

[6] Rose Senior, "A Socio-pedagogic Theory of Classroom Practice to Support Language Teacher Development in Asia". *Asian EFL Journal*. Vol 12. No 03, 2010, 164-180

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teaching profession, third because of English teachers' career progression, etc.[7].

Beside using method and teaching technique, teachers utilise media and teaching tools in the process of English Language Teaching (ELT). The last decade there were many studies investigating the way to improve students' English among the English for Foreign Language (EFL) and English for Second Language (L2) learners in an easy and fun way. A lot of media could be used to improve learners' English skill. One of the media was digital media. Digital media nowadays became the famous media among several teachers to improve their students' English Skill, this was in line with the statement from Tuti Hidayati that deal with the complexity of Indonesian ELT, Information and Communication Technology (ICT) integrating in English Language Teaching and learning was important, by the research she has done in 2016 she state the integration of ICT will make students role more active in the class and let the students get more authentic learning materials[8].

Digital media is proven effective for teaching and learning English. In this research the researcher will focus on digital games used in ELT. Study by Tom A.F Anderson[9] experimented with the practice of

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[7] Grace Ika Yuwono and Lesley Harbon,' English Teacher Professionalism and professional development: Some common Issues in Indonesia', *The Asian EFL Journal Quarterly,* 12, no.3 (2010), pp 145-163

[8] T. HIdayati, "Integrating ICT in English Language Teaching and Learning in Indonesia". *JEELS.* Vol.3 No.1, May 2016, 38-62

[9] Anderson, T., Reynolds, B., Yeh, X. *Video Games in the English as a Foreign Language Classroom.* National Central university, Taiwan.

interactive games to expand the vocabulary of the students indicates that students believe that they will learn English by means of a course using video games. Furthermore Nahid Shahriarpoura[10] In her study, she argues that interactive games increase learners' incentive to learn, thereby moving the path against rote learning to substantive learning. Using digital games are of the variables that allow learners to be more inspired and excited in learning. Like the additional research by Florence W. M. Yip[11] showed that the experimental group in the post-test statically outperformed the control group. Online learning supplemented with the interactive educational games was usually preferred by students in the experimental community to traditional activity-based lessons. Those studies take place in university.

Study by Hossein Aslanabadi[12] look a student of kindergarten as a place of his research, this kindergarten is in Iran, the result of the research showed that in the mean vocabulary test, satanically relevant differences score in favour of the research community for post-application study. Sara Jalali, Masoumeh Dousti[13] investigated the effect of computer educational games on Iranian elementary learners' grammar and vocabulary gain and

[10] Nahid Shahriarpoura, *. Z. (2014). On the Effect of Playing Digital Games on Iranian Intermediate EFL Learners' Motivation toward Learning English Vocabularies . *International Conference on Current Trends in ELT* , 1738 – 1743 .

[11] Yip, F. W. (September 2006). Online vocabulary games as a tool for teaching and learning English vocabulary. *Educational Media International, 43*, 233–249.

[12] Aslanabadi, H. (2013). The Effect of Games on Improvement of Iranian EFL Vocabulary Knowledge in Kindergartens. *International Review of Social Sciences and Humanities, 6*, 186-195.

[13] Jalali, S. (2012). Vocabulary and Grammar Gain Through Computer Educational Games. *GEMA Online™ Journal of Language Studies, 12*, 4.

the result of the study prove that computers have a significant role in motivating learners' involvement in the learning process. Another study examined the relationship between out-of-school digital gameplay and in L2 english vocabulary measures and grading outcomes and the finding showed that Gameplay aligned more directly with vocabulary test score than indicator vocabulary drawn from essay, Pian Sundqvist.[14]

Even though digital gaming has proven effective in enhancing the skills of English learners, particularly English vocabulary, such studies are not well known. These researches only analysed in case the games are successful or unsuccessful to develop the vocabulary of the students , no one at all from the previous studies investigated the kinds of digital games used by the English teacher. Among the studies above, this study has a significant difference which focuses on the game analysing that used by the English teachers and the challenges of using it.

Junior high school 1 Gedangan applies the digital games for teaching English. Digital games become the teaching tool which are used by the English teacher. The result from this study will add information to people about digital games. So, one of the objectives of this study is to investigate the kind of digital games used by English teachers and investigate the challenge of using them.

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[14] Suundqvist, P. (2015). out-of-school digital gameplay and in-school English Vocabulary outcomes.

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B. Research Question

1. What are digital games used by English teacher of junior high school 1 Gedangan to teach English?

2. What are the teacher's challenges in using digital games for ELT?

C. Research Objectives

According to the research questions above, two objectives are mentioned bellow from this study are described:

1. To investigate kinds of digital games used by junior high school teacher in 1 Gedangan for teaching English.

2. To describe the teacher's challenges in using digital games for English language teaching process.

D. Significance of the Study

The researcher hopes that this study has some significance:

1. Theoretical Significance

a) Considering that digital games are part of teaching English media, this result of the study will be beneficial for the students to help them find the suitable digital media for improving their vocabulary using digital games, moreover for other teachers. The outcomes of this study will bring benefit to add their teaching media for a better teaching way. Kind of games that had been mentioned by the teacher will give the information to other teachers.

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b) The outcomes o f this study can be a guide to other researchers conducting research on a related subject such as whether the games used by English teachers in Sidoarjo are effectives to improve their English skill such as reading, writing, listening, and speaking.

2. **Practical Significance**

a) The outcomes of this research would provide the English teacher with knowledge on the relevant interactive games to develop the vocabulary of the students.

b) The result of this study will provide an overview and idea of what English teachers should use and prepare to make their students improve their vocabulary using digital games based on the curriculum and face the challenges of using digital games.

c) The result of this study will provide the students' favourite game who likes to play the English game. So that the students can play games while learning English vocabulary.

E. **Scope and Limitation of the Study**

The researcher here writes about the scope and limitation of this study.

1. Scope of The Research

Scope of this research is about the applicable digital games that can be used to teach English. This research is focused on analysing the kind of games used by English teacher in Junior High School 1 Gedangan, then investigating the challenges in the way of using

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digital games experienced by the teacher. The research is done in state junior high school in 1 Gedangan. To analyse the data, this research used some theory about good characteristics of digital games. The first theory is from John V. Dempsey that he wrote 5 points of good criteria, the second theory is from Mei and Yu-jing, they wrote also 5 points of good criteria of digital games, other theories of good games' criteria are J. Paul Gee he wrote 16 points of good digital games' criteria and Kurt Squire that wrote 3 points of good games' criteria. Those points mentioned above are concluded by its similarity, then it is used to analyse the data.

2. Limitation of The Research

The limitation of the study is this study only focuses on the digital games, those games are used to teach English which may be not famous to the students, this study does not analyse whether these available games are interested enough for the students for improving English vocabulary or even in improving Other English skills like reading, speaking, listening and writing.

F. Definition of Key term

The researcher in this part writes about the definition of key term. There three definition, ELT, Digital Games, and Challenges.

1. ELT

English Language Teaching (ELT) is an activity to teach students both second and foreign languages about English in all aspects such as

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grammar, listening, speaking, and reading. ELT formally is found in educational places like school and English Course. In this study, ELT is activities of teaching and learning between teacher and students by using digital tools in order to improve students' English skill. ELT in this study also about the activities in using digital games for engaging the students and increasing student's learning motivation in junior high school 1 Gedangan.

2. **Digital Games**

Digital game is a program in which in pursuit of its objectives, one or more players make decisions by manipulating game object and resources[15]. In this study digital game is an educational technology-based game used to improve students' English Language skill that is used for junior high school students, and digital games in this study is a place for teachers to put the students in the learning process using online or offline learning fun applications that are available and able to interest the students.

3. **Challenge**

Challenge that is written in Collins dictionary is about something difficult to do or to solve. Challenge also means the invitation of doing something similar with battle or to dare someone. In this study, challenge is the problems which are faced by the teacher in using digital games for teaching English to the students. Challenge in this study is

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[15] M. Overmars, "*Game Design in Education*". 2004

found during English teacher of junior high school 1 Gedangan do the

process of English language teaching

CHAPTER II
REVIEW AND RELATED LITERATURE

In this chapter will explain about the theories of the expert in digital games and related to this study. The theories from the expert will be used as a base guideline to conduct this study. This chapter will also explain the previous studies that have been conducted by other researchers that have similar topics with this study.

A. Theoretical Framework

In this part of subheading, the researcher writes about some theory from the expert as the base reference for this study.

1. Digital Games

Based on Longman dictionary, digital means using a system in which information in the form of numbers, usually ones and zeros is registered or sent out electronically. Digital displays an image or moving image with the sound.

Game is an activity or sport usually involving skill or knowledge which has a fixed rule the player will win or lose. Games are an organized event that can be played for everyone (Collins dictionary). Games for more than a decade showed the increasing number of game users.

After showing that game users did increase for more than a decade, digital games were then used for education. Digital games in education

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is used as a teaching tool for teaching students in all grades. In language teaching games are also known as a teaching method that is a Game-Based Learning method. Based on a book of the collection from some of the articles[16]Digital games are believed to be a powerful way to teach students language, because good games can create talk and text both in the game and outside of it.

In a mini observation done by the researcher before taking research of this study, the researcher got the information that digital games are not only gotten from the platform or application of digital game itself but digital games can also be gotten from the educational learning platform like Kahoot. Kahoot is known as a learning application but it also contains games, kahoot is an application called game-based learning. As stated by Rizki Rima Sari[17] In her undergraduate thesis, Kahoot is a model of application of technology in teaching and learning which adapts the principle of game into teaching and learning and called as game-based learning. So, any platform that contains or adapts game context can be called as digital games.

2. **Genre of Digital Games**

Most students accept that computer games have been part of their lives since the digital age. Begoña Gross[18] compose a study

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[16] H. Reinders, *"Digital games in language learning and teaching".* UK: PALGRAE MACMILLAN, 2012.

[17] R. R. Sari, An Undergraduate Thesis: "*Kahoot Application in Teaching and Learning English in Junior High School"*. (Banjarmasin: Universitas Islam Negeri ANtasari, 2020) 18.

[18] (Gross, 2007)

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paper on the style of the interactive games. The types of the digital games are:

Role-playing games, action games, fighting games, adventure games, simulation, strategy games, and sport games are the types oI'm9f digital games. Action games are about the games which are the first kind of digital games. There are many firstly digital games about action games. Role playing games are about imitating games of people. The third is fighting games, fighting games is such games include combat against machine-controlled characters or those controlled by other players.

Fourth game is an adventure game, the adventure game is about the game which brings the player in a condition to explore something in order to finish the mission in a virtual world. Then, simulation games, to accomplish a specific objective, the player must succeed in some simplistic reconstruction of a position or situation. The sixth game is strategy game is a game in order to encourage a player to formulate an acceptable plan to achieve an objective, these games simulate a historical or fictional scenario. The last game is sport games, this game known as a game based on sport

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Other experts Polona Caserman[19] and friends write the genre of game in general two versions : serious game or educational games and Entertainment game.

3. Advantages of using Digital Game in ELT

Studying is not all about the serious and no happy situation. Studying has lots of activities that can be done. In other words, teachers may bring happiness and laughter in the class to motivate students one of the ways is using games. In way with Mania[20] that said there are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the languages class. It means that the game is used for break activity of learning and teaching activity.

2. They are motivating and challenging. It means that, by playing games, students will be motivated to push their limit in order to be the winner.

3. It takes a lot of time to learn language, games assist students to make and maintain the learning effort.

4. In different English skills like speaking, writing, listening, and reading, games provide language practice.

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[19] P. Caserman, "Quality Criteria for Serious Games: Serious Part, Game Part, and Balance". *The Leading eHeart Publisher*. Vol. 1, April 2020. 4-31

[20] Mania, M.M, "*The effect of using educational games on the students' achievement in English Language for the Primary Stage".* 2011-2012

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5. They encourage students to interact and communicate. It means that games take the students to a group work where they have to connect with each other.

6. They create meaningful context of language use. It means that when students / game users play the game, they can talk and it will improve their communicative skill.

4. Criteria of good Digital Games for ELT

Good impact on learning vocabulary for students by using digital games, teachers is better to acknowledge the game used for English language teaching ELT to prevent the students from having a bad impact, realising that the great number of digital games are not acceptable as teaching tools. John V. Dempsey[21] write the some pattern of good digital game those are;

1. The game needs to be fairly easy to play. Good games is an activity of learning and teaching process

2. It can cheaply adapt and be reprogrammed.

3. It must have some recognizable ability, if modified, for educational use.

4. The game also must be distinct from the other games in its classification.

5. The games need to be built so that a single player can play it.

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[21] Dempsey. J.v., "Instructional Applications of Computer Games". (Paper presented at the Annual Meeting of the American Educational Research Association, New York, April, 1996) 8-12

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Mei and Yu-jing in their research as cited in Mania Moayad's article writing[22] add the criteria of good digital games. They wrote several important points to choose digital games.

1. A game must be more than just fun. A good game may provide an activity more than just make the player happy but can make the player learn.

2. The good digital games should implicate "friendly" competition. It will make the player interested to play it because friendly competition means the competition can be played by all players.

3. Digital games should keep the students interested. A good game always takes the players' interest to play it.

4. A game should encourage students to focus on the use of language. A good game makes the students not only learn to play but also learn to communicate with other players or between computer and the player by its instruction.

5. A successful digital game should give learners the opportunity to learn, practice or review unique language materials.

Adding the game selection criteria, the game expert J. Paul Gee[23] also give several criteria of good game those criteria are:

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[22] Mania M. M, " The Effect of Using Educational Games on the Student's Achievement in English Language for the Primary Stage" 2012

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1. Identity. Good video games capture players by way of identity.

2. Interaction. Good video games should be able to have the interaction with the player.

3. Production. Good video games make the player as the producer from the lowest level of the game.

4. Customization. Good games let the player customise their type of game that fits them.

5. Risk Taking. Good games encourage players to take risks in aid to make them learn.

6. Agency. Good games let the player be the owner over what they are doing.

7. Well-order Problems. Good games give the test in every level of game that is suitable with the player.

8. Challenge and strengthening. Good games deliver a range of difficult issues to players.

9. "Just in Time" and "On demand". Good games always give verbal information to the player that make them interested either "just in time" that is when the player will use it and need it or "on demand" that is when the player needs it and ready for it.

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[23] Gee, J. P. What Video Games Have to Teach Us About Learning and Literacy. New York: Palgrave/Mac millan, 2003.

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10. Situated meaning. Good games always situate the meanings of words in terms of the actions, image, and dialogues.

11. Pleasantly Frustrating. Good games may bring problems in order to make the player learn in a challenging way.

12. System Thinking. Good games take the player in the situation individually or group then the game encourages the player to think systematically.

13. Explore, Think Laterally, and Rethink Goals. Good games bring the player to explore more and think before doing to achieve the goals.

14. Smart tools and distributed knowledge. Good games provide the smart tools to help the player achieve the goals in the way of giving the knowledge.

15. Cross-Functional Teams. Good games especially in group games have to make the player play games in group by their specialty.

16. Performance before competence. Good games offer skill to bring the player to perform the best they are.

Another expert Kurt Squire in his book also writes several criteria of good digital games[24] as reviewed by Rebecca P. and Albert D. Ritxhaupt, those are:

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[24] Rebecca P., Albert D.R, "Book Review : Video Games and learning: Teaching and participatory Culture in the Digital Age". *International Journal of Gaming and Computer-mediated Simulation.* Vol. 6 No. 1, January-February 2014, 80-82

1. A good game is fun, insightful and makes that player interested.
2. Digital games are the result of collaboration between designer and the player.
3. It provides social interaction, group working, and inspires creativity.

From those criteria of good digital games presented by games' expert used for learning language, the researcher can summarize the criteria for good digital games:

1. Digital games should simply be played and fun.
2. It may let the player freely program their own type of game.
3. Should have unique things and be different from other games.
4. A good digital game should give players the identity to build their confidence.
5. It should have tools to interact and give feedback to the player.
6. Good digital game should have potential to build the player's thinking system and distribute the language.
7. It can be played by a single or group player.
8. It should involve friendly competition means that the challenges must be equal to the game level.
9. The game should keep students' interesting

10. It should encourage students to focus on languages used "just in time" and "on demand.

11. Games should give students a chance to learn, practice, and review specific language from the challenging level of games.

12. Good digital games encourage students to take risks to explore more their ability.

The criteria written above are the criteria that will be used by the researcher as the theory to analyse the data. The criteria are chosen because those criteria cover all of the expert's criteria of good game for teaching students and those criteria are felt to be able to analyse the many kinds of games the teacher used to teach.

5. Digital games in English Language Teaching

Digital games get different kinds of tools along with era changing. Digital games are first known from the video game then computer games, until now games can played offline even online, it brings the player interest to play and they can interact with other people from over the world using the games.

Digital games used in ELT take the researcher interest to use it as a research topic. In a book with the title digital games in Language learning and teaching, there is much research united in this book. Digital games are seen as a potential tool to engage students and encourage interaction in target language. The author from this book wrote that all the researchers of DG for ELT agree that successful games are in line with a successful teaching program.

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Michael Thomas, as cited in this book, said that games can contribute to successful English language learning, because games place the students in a situation they want to study the language. Mark Peterson added that if digital games integrate essential learning, digital games can have a significant effect on students, such as teamwork, competitiveness, a need for good learning to enhance feedback and meta-awareness of gameplay mechanics.

There is no research about the most frequently used digital games in ELT. But, based on Google resource from Fluentu.com[25], there are sixteen online games to practice English that can be used by the students, those are:

1. The Grammar of Doom from GameZone,

   Is an adventure-style game where the player can explore a treasure in an old temple.

2. Word Shake

   Is the game where the player will make words from 16 jumble letters.

3. Fluent U

   Fluent is an entertaining English video then it becomes the online game for practicing English. The player will practice to talk like a native by role playing the character from the video.

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[25] Brandon Harville – Francisco J. Vare. "Online Games for practice English", (https://www.fluentu.com/blog/english/online-games-to-practice-english/, accessed on December 30, 2020)

4. Beat the Keeper

   Is the game that the player will play a kind of quiz about the sports, every player answers correctly, the character will shot a goal.

5. ESL Crossword Puzzle

   This is a game for English language learners to improve their vocabulary.

6. Freerice

   Is a game seemingly like a vocabulary quiz, the players have to find the synonym of the words given.

7. Quiz Your English App

   This game is a grammatical game, the player has to log in to the game then they can play with people around the world.

8. Lovatts Free online Trivia

   This game is about world fact quiz, unfortunately this game can be played for advance learner.

9. Know Word

   Know word is a game to improve reading skill. The player take in a game to read in a minute then they have to answer the questions.

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10. Proof it

This game is engage the player to be careful to find the mistake. The player is given 10 sentences and they have to find the mistake from the sentence.

11. "Scrabble" Online

Scrabble online is also a kind of puzzle word game. There are several differences that make this game different.

12. Call of Duty

Call on duty is an action game, the player may not find any English learning material here but there is chat room and voice chat. It aims to take the player in speaking, writing and reading practice.
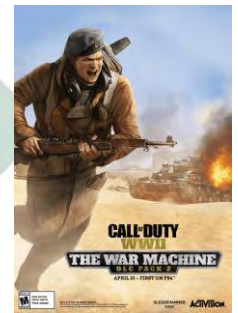
13. Languages of Legends

This is the same as the game before, this is an adventure game and this game also brings the layer to speaking, reading and writing practices.

14. VR Chat

This game is about group chat. Which the players discuss about the word they will build in the game.

15. Duolingo

Duolingo is the learning game for increasing the word bank of the students. The students can hear and practice to speak.

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16. Word Connect

Word Connect is kind of the word puzzle game. The player play

to make the word by connecting the letter.

So, those are the names of digital games that can be utilized by the

teacher for teaching English.

6. Teacher's Challenges in Using Digital games in ELT.

The utilization of digital games brings the learning process becomes

more interesting for the students and the teacher, but there are always the

challenges for the teacher to teach English with the digital game. The

research form M. Assegaf Baalwi[26] investigates the teacher's challenge in

using digital tools for teaching. The first challenge is about the minimum

knowledge from the teacher in operating IT or digital apps for the teaching

process. The second challenge is about the ineffective explaining way to

the students.

The third challenge is the less time for meeting offline between teacher

and students. The fourth challenge is the unstable internet connection

between both teacher and students. The fifth challenge is the limited time

for teaching. The sixth challenge as the last challenge written by the writer

is about the additional cost to internet quota. As addition, the research

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[26] M. Assegaf Baalwi, "Kendala Guru Dalam Proses Pembelajaran Online selama Masa Pandemi Ditinjau Dari Kemampuan Information Technology (IT) guru". *Lintang Songo: Jurnal Pendidikan.* Vol. 03 No. 2, Agustus 2020, 38-45

from Erwin Sawitri and friends[27] state another challenge faced by the teacher, the challenge is about lack of existing infrastructure in the school to support activities that use technology.

B. Previous Study

In this second subheading of this chapter, it will show the previous studies similar with this research. There are many study experiences using digital games for teaching English.

Digital games are available in the play store for mobile phone users. Digital games in the play store can be free and can be prepaid. Not all Digital games that are available in the play store can improve the students' vocabulary. Research by Y. Kamal and D.S. Cici[28] found that from 20 educational digital games in the play store only 58, 20% fit to the curriculum 2013 for teaching seventh grade students. The result does not mean that the digital game in the play store is bad for being tools in ELT.

There are a large number of researches similarly discussing the use of digital games for ELT but most of the teachers used digital games for increasing students English language skill in an easy way. Lots of the researchers found that digital games encourage the students to improve their language skill.

[27] E. Sawitri, M. Sumiati Astiti, Y. Fitriani. "HAmbatan dan Tantangan Pembelajaran Berbasis Teknologi Informasi dan Komunikasi". *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas Palembang.* Mei 2019. 202-213.

[28] Y. Kamal, D.S. Cici, "The Suitability of Word Games for teaching English Vocabulary Based on Curriculum 2013". *Educational and Curriculum Application.* Vol. 1 No. 2, 2018.

One of the research is from Nahid S. and Zahra K.[29]. The research talks about how to motivate students in learning English language, which the main problem for learning English is in vocabulary mastering. It told that vocabulary mastering often was done by memorising many words, it seemed so boring for the students who did not like and got problems in memorising words. The way to make them interested is using digital games. The teenagers nowadays mostly play digital games in their daily life. It is the opportunity for the teacher to give new teaching methods for the students. From these research, L.A.Noire was the game that was used as the tool for the research and the result showed that students are more interested in studying English and improving their vocabulary.

Another research which tells about the use of digital games is from Ali Derakhshan and Elham D. Khatir[30] In this research talk about the impact of using educational digital games in order to attract students' attention in learning English. This research proves that digital games used for learning English do increase students' interest and increase students' memorising skill, this will influence the students' vocabulary word bank. Teachers and students who applied digital games in the classroom for improving students' vocabulary will be effective, it depends on how the teacher and students use the digital game.

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[29] N. Shahripour, Z. Kafi, "On the Effect of Playing Digital Games on Iranian Intermediate EFL Learners' Motivation toward Learning English vocabularies". *Social and Behavioral Science.* Vol. 98, 2014. 1728-1743

[30] A. Derakhshan, E.D. Khatir, " The Effect of Using Games on English Vocabulary Learning". *Applied Linguistic and Language Research.* Vol. 2 No. 3, 2015. 39-47

Based on the previous study mentioned above, we can conclude that digital games have been used to teach English in most grades of school in all education's world for more than a decade. Then, there are also previous studies from some games mentioned in above. Research study from S. Rizki Rima[31] investigate the teacher and students' perception during using kahoot for learning English in SMP Negeri 4 Sungai Tabuk. The result showed both teacher and students are happy in using Kahoot. Teachers may use kahoot as the brainstorming tool or assess the students' understanding. Based on this study, the teacher found the problems while using kahoot. Those problems are; the Internet Connection and the limited facility from the school and from the students. In Addition the study from Nur Amira[32] mention that studying with kahoot brings beneficial effects for the students.

There are also other studies investigating the use of digital games that is Duo lingo. Based on the researcher's own research, duo lingo is the digital game mostly used by the English teacher because Dou Lingo offers much good improvement for the students' vocabulary. This statement strengthen by the study from N.S Hernadijaya[33] the researcher investigates the students' improvement in two classes with one of the experimental classes. It states that as a gamified language, Duo lingo increases the

[31] R. R. Sari, An Undergraduate Thesis: "*Kahoot Application in Teaching and Learning English in Junior High School*". (Banjarmasin: Universitas Islam Negeri Antasari, 2020) 18.

[32] N. Amira, An undergraduate Thesis: *"Student's Perceptions and Engagement in Learning English Via Kahoot"* . (Jakarta: Universitas Pendidikan Indonesia, 2019)

[33] N. S. Hernadijaya. "The use of Duo lingo Application to Enhance Junior High School Students's English vocabulary". *Research on English Language Teaching in Indonesia.* Vol. 8 No. 2, 2020, 17-24

seventh grade students' vocabulary better in the experimental group or class. Duolingo becomes interesting for learning English by some aspects as mentioned by the researcher in their research that is the research from P. Munday[34] those are; the game is available in their mobile phone, easy to use, there various tasks, and gamification aspect.

Those all previous studies talk about the effectiveness of digital games which different from this study that talk about what games are good to use in ELT based on the expert's criteria. However those previous studies above are different, those studies can be a reference and foundation for this research.

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[34] P. Munday, "The case for using DUOLINGO as part of the language classroom experience". *Asociación Iberoamericana de Educación Superior a Distancia"* Vol. 19 No. 1, 2016, 83-101

CHAPTER III

RESEARCH METHOD

In this chapter will explain about the research design, the method that was used in this research, the subject, the setting, source of data, data collection, and the way how the research analyses the data.

A. Research Design

This research used Qualitative method. The used of the qualitative method was in order to get the understanding in depth explanation, incidents, evidence or some problems with the dynamics of phenomenon of culture and society. Shank stated about the study in qualitative is a model of systematic empirical study into the nature of the meaning[35]. Other experts such as Bogdan and Biklen argued that qualitative analysis is a descriptive method of collecting knowledge rather than numbers in the form of words or photographs[36]. The results of the analysis are presented using quotation data and records, field notes and interviews, or extracts from flick. This study was acceptable to use the qualitative design on the basis of the expert's statement since this research evaluate digital games based on the interview, which was more explanations in word than number.

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[35] S. Ospina, "Encyclopedia of Leadership", *QualitativeResearch.* 2004
[36] ibid

In helping the researcher got the result, quantitative data was used, based on Aliaga and Gunderson about the quantitative, they stated that quantitative data is a research method by gathering a number of data then analysed using a mathematical method.[37] Adding the statement of Aliaga and Guarderson, Sukamolson as cited by O. Destiny[38] In his Journal that survey used in quantitative research is concerned with sampling of questionnaires for gathering data from groups or populations under study and then it analysed to get a better understanding about some behaviour or characteristics. And in this research the researcher also used questionnaires to get the data of the research. Questionnaire is a form with a set of statement used for the survey of a research[39]

B. Research Setting

1. Place

The research took place in Sidoarjo Region. Sidoarjo is chosen to be the research place because from the survey done by the researcher, Sidoarjo that has 2.262.440 includes one of modern cities. Most people in Sidoarjo used technology for their daily life, then there was a big possibility that schools in Sidoarjo also used technology in their teaching process. It was in line with the researcher's objective to investigate digital games used by English teachers. In order to finish

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[37] Aliaga, M. and Gunderso, B. *Interactive Statistic,* Sage Publication. 2002

[38] O. D. Apuke, "Quantitative Research Methods A Synopsis Approach". *Arabian Journal of Business and Management Review.* Ol. 6 No. 10, 2017

[39] John W. Creswell. *Educational Research,* (Boston: Pearson Education, 2012), p.382

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the research, the writer took one school that was in state junior high school 1 Gedangan. The school was chosen by the researcher because the English teacher in junior high school 1 Gedangan used a digital game to teach English to their students.

2. **Subject**

The subjects of this research was English teacher from state junior high school 1 Gedangan in Sidoarjo who used digital games for their ELT. Junior high school teachers in 1 Gedangan was chosen because they taught junior high school students that the students were in the transition from childhood to adolescence and usually in this age, they liked to play than learn in the class. There was only an English teacher from Junior High School 1 Gedangan. The teacher who wass chosen in this research was the teacher who taught English and used digital games as her teaching tool.

3. **Time**

The research was done in one to three days to take the questionnaire data and did the interview to the teacher in State Junior high School 1 Gedangan. Both the questionnaire and interview were used to answer the research question 1 and research questions 2.

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C. Data and Source of Data

The data of this research was digital games used by English teachers to teach junior high school students in 1 Gedangan. The data was gotten from the teacher who teaches English in junior high school in 1 Gedangan. The teacher filled the questionnaire and she is interviewed by the researcher about the digital games used by them.

D. Data Collection Techniques

This research used questionnaires and interviews to get the data. The questionnaire was given to the state junior high school English teacher in 1 Gedangan. The Questionnaire was given to the teacher by Google form to make the teachers easier to fulfil the questions, the link of the Google form was sent to English teacher's email. In this step the researcher took 2 days to get the data.

The interview was conducted to the teacher after finishing the questionnaire. The interview section took 1 day to get the data and it was done offline and it was possible to visit the school remembering that there was still a pandemic of coronavirus. The teacher was asked about10 questions.

E. Research Instrument

There were two Instruments as mentioned by the researcher above. The first instrument was a questionnaire. See the Appendix to get the detailed information for the questionnaire. The questionnaire wass designed and modified from the instrument used by A. Muslem, Y. Q.

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Yusuf, and R. Juliana[40] for quantitative data. There were three sections of the instrument. The first section was basic information about the participant. The second section was open ended with three questions about the digital game they ever used to teach English. The third section was close ended question, the question focused on the teacher's perception and challenge during the use of digital game used the format by Likert Scale of (1) strongly disagree, (2) Disagree, (3) neutral, (4) Agree, (5) Strongly Agree. The questionnaire was given to English teachers in state junior high school in 1 Gedangan.

The Second instrument was Interview. See the appendix to get the detailed information about the interview instrument. Interviews were conducted to get deep and further information about the digital games they used for teaching English. The interview was done to the English teacher that felt used the digital game professionally for ELT. The questions for the interview were modification from questionnaire questions. There were about 10 questions about how long has the teacher been teaching, what games were utilized by the teacher for ELT, and about the challenges of using the digital games in ELT, those were the big line of questions for this instrument. The interview section took about 1 hour with the English teacher.

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[40] A. Muslem, Y.Q. Yusuf, R. Juliana. "Perception and Barriers to ICT Use Among English Teachers in Indonesia". *Teaching English Technology.* Vol.15 No.2, 2014, 3-23

F. Data Analysis Techniques

After collecting the data, the researcher did some steps to get the result of the research. The research analysing technique between the questionnaire and interview were done in one way technique. Both of the data were analysed in three steps that described below, they are:

1. The data reduction

Data reduction was a technique that begins by summarizing data, classifying the important information to be taken note and removing the unimportant information. In this research, the researcher began with the questionnaire data then interview data for next.

2. The data presentation

The second steps of the data analysing technique was making the data presentation. The data presentation in this research was presented by form of essay, and categorisation. The data presentation made the reader easier to get the main point of the result of the research.

3. The data Conclusion

After presenting the data, the next step was making a conclusion. Conclusion is one of the important parts in this research. The conclusion in this research made an essay conclusion.

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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter will describe the findings of the research based on the data from the subject of research as an English teacher in Junior High School 1 Gedangan. After describing the finding, the result will be discussed by the expert in the discussion section.

A. Research Finding

This research was conducted in Junior high school 1 Gedangan on 2nd of November 2020. This research was conducted when there was a pandemic of coronavirus in the whole of the world and also in Indonesia. While in Sidoarjo, the school was closed. Only a few teachers came to the school in order to follow the rule to stay at home and teach online. There is also no students' activity in the school. To take the data, the researcher made an appointment with the English teacher in advance, so that the research could be done in a day. The research was done offline in Junior High School 1 Gedangan.

In this research finding, the researcher will write about the result of a questionnaire and Interview done to English teacher who teach English in first and second class students in junior high school 1 Gedangan. The teacher has been teaching English for about 3 years. From the three years teaching experience the teacher has been using Digital games for teaching English for about 1-2 years. The research was done in two steps; the first

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step was done by questionnaire, the questionnaire was used to get the answer for both of the research questions. The second step was done by an interview. The interview was used to strengthen the answer from the teacher in the questionnaire. The finding from this research is described in two sections based on the result of each instrument. Here will be delivered the result of the questionnaire and the interview with the English teacher.

1. **The Digital Game used by The English Teacher in Junior High School 1 Gedangan**

   From this subheading, the researcher will write about the result to answer the first research question about the name of digital games used by the teacher. There are two instruments to answer this question.

   The first question, the researcher asked the teacher whether she used digital games to teach English, the teacher answered that she used digital games regularly while teaching English. The teacher said that she has already taught using digital games starting from 2017 for about three years as she answered in the interview section.

   > *"I have been teaching in this school for about three years start from 2017." English Teacher*

   > *"For interesting games, I have been interested in using games from the first time I taught here." English Teacher*

The teacher also said the reason why she used digital games started from the first time she taught in Junior high school. She said that because she has knowledge from the university.

> *"............ because at that time I had just graduated from my university so I got much spirit for teaching using game. Then, I have knowledge about digital game. So it started from 2017-2018." English Teacher*

Then in the second question of questionnaire in section 2, the researcher asked about the type of digital games used by the teacher, Role-Playing and simulations games both are used for teaching English but the most frequently used by the teacher is the Role-Playing games as she answered in the third questions. The teacher said in the interview section she was interested in using digital games because she saw the students habituated who utilize phones in their daily life.

> *"I see the students nowadays mostly use gadget in their daily life, so, I see that the students like something colourful, move, and has sound. Like video and others. But not for movie."*
> *"........game is different, we can make game by ourselves, or we can choose the game especially for education so it is the reason I choose game than film." English Teacher*

There are some of digital games used by the teacher, some of them are "Duolingo", "Gratic.io", "Quizzes", "Kahoot", "Plant vs Zombie", "Hayday", "Diner Dash", "Word Puzzle", and "Word Connect".

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From the game mentioned above, the first game used by the teacher is Quizzes.

"If the first digital game I used, I tried the Quizzes. In Quizzes there are games in quizzes I tried. Most of the games in quizzes are about vocabulary for low level and there is also game for guessing picture" English Teacher

The teacher used the game in quizzes like the vocabulary game and game for guessing pictures. But then the teacher found Duo Lingo and became interested in this game.

"Then I found the Duo Lingo. In Duo Lingo the students more easily to access that in Quizzes because there is already the app for the mobile phone. And it cost cheaper for the quota internet than the Quizzes." English Teacher

"So the first game I used for teaching is quizzes but after knowing about Duo Lingo I prefer to use Duo Lingo, because the student can access it every day." English Teacher

The teacher also used kahoot in her first teaching process but she found the problem and does not want to continue in utilizing it. Kahoot is a similar digital game as Quizzes.

https://images.app.goo.gl/TrjZQBaUCkc2nfGJ7

The teacher said that she got the information about kahoot in the same seminar she attended in university. She firstly taught English using kahoot but there is a problem with the access for the students so she preferred to use quizzes.

"from that seminar I got the recommendation to use Kahoot and Quizzes and there is one more game but I forgot the name. Firstly, I try to use kahoot but the students found the problem in registration process so I prefer to use Quizzes." English Teacher

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The next game is about lingual games, the teacher said that this game is similar to a duo lingo game. This game is already available offline on mobile phones and the teachers said that the students can learn for this game application.

"Both Duo Lingo and Lingualy, they can be used offline from the smartphone. Beside that, the students can use it to repeat the word or sentences on the screen"English Teacher

For the Action game, the teacher uses a game with the name "Plant VS Zombie". The teacher said this offline can is installed in Lab's computer. So the students can learn from it by understanding the instruction. So the teacher's objective in using this game is to drill the student's reading comprehension.

https://images.app.goo.gl/SNgRzVtJu9LSxwK76

"This game can be used offline and installed in Lab's computers and can be played by the students to learn English with the way by reading and understanding the instruction from the game." English Teacher

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The teacher also mentioned the game Hayday and Dinner dash. The teacher's opinion is that those two games are entertaining games but the students can learn English from it by reading the instruction. The students are engaged to understand the instruction.

https://images.app.goo.gl/mbjZek3zcPLiCPKX6

https://images.app.goo.gl/SJBb4hhRqxh14GZ99

"There always the challenge to finish the mission and the more challenging in every level. Students are able to learn to understand the sentences and the instruction to finish the game."English Teacher

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And other digital games mentioned by the teacher are Word Puzzle and Word Connect. These two games are available in play stores and the students can play it offline. The teacher said that students can improve their vocabulary by playing this game.

"Those two games can sharpen the students' writing skill and improve their vocabulary. The students can play it by connect the letter become the word."English Teacher

From the games mentioned and explained, the researcher then asked what are the best games for teaching English based on the teacher's opinion. The teacher answered that the best games depend on

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the grade of the students. The different grades make the different results of the best game.

> *"For this question. I will answer by the class."English Teacher*

> *"For the seventh grade students I prefer to use games that can improve their vocabulary because my goal for the seventh grade students is they can improve their vocabulary. " English Teacher*

> *"For the eighth grade students, I prefer to use games which contain many instructions. ……………… my goals for the eighth grade students is more in their reading skill and role play game but I also forgot the name. So I need the students to repeat the way how native speaker speak."English Teacher*

Above are the explanation and the result to answer the research question 1.

2. The Teacher's Challenges in using Digital Games in ELT

In this subheading, the researcher will write and show the result of research question 2. To answer the second research question that is what are the challenges in using digital games in ELT, the researcher uses both the research instrument, questionnaire and interview.

Digital games are known as good teaching tools to engage the students' interest in the learning process. There are many research states about the effectiveness of using digital games for teaching English. Beside the effectiveness, the fact is, there are some problems or challenges faced by the teacher while using it.

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In the use of digital games, the teacher found some problems. As written by the researcher in the questionnaire result, the teacher told there are three problems in the use of digital games. The teacher mentioned the problems are internet connection, time, and the teacher's Experience. This opinion is strengthened by the teacher's statement in the interview section. The teacher has problems during the use of digital games in two situations. The first situation is the normal class in school and the second situation is the online class during the pandemic.

For the teacher, both online or offline class has problems. The teacher said that the main problems for offline class are the students' learning motivation and comprehension, the internet connection, and the school's facility.

> "…………, I got the problem of the student's motivation and their comprehension of the games' instruction. The students are really hard to understand the instruction. Then the next problem is about the internet connection. The school only has 1 lab and it contains of 15-20 PC so that I have to decide to decide the students become two, and it needs time." English Teacher

While for the online class, the teacher said that the main problems are time and the students' absence as the teacher mentioned in the interview section.

> "About the problem of using digital games during online class is time, the school cuts the hour of the lesson, I actually teach the class about 3-4 hours per week. Now I just teach the class 1-2

hours per week. I also find the problem from the students. There are many students do not join the class by many reasons they made." *English Teacher*

Above the teacher said that the first game she used to teach English are Quizzes, Kahoot and Duo Lingo. From this, the teacher found the problem as she mentioned in the interview. She said that Internet connection and the student's own mobile phone become the problem during teaching with the phone.

"I found the problem from the students' internet access and also there are some of the students have not got their own mobile phone so they have to borrow it from their parents, which it is actually inhibit the process of the student's learning process." *English Teacher*

While using Kahoot itself the teacher found the problem in the way of accessing Kahoot. The students hardly enter Kahoot.

"…………firstly, I try to use kahoot but the students found the problem in registration process so I prefer to use Quizzes" *English Teacher*

Then, in utilising digital games, the teacher also says that she needs to be experienced to use the game before teaching English use it. Experience becomes the problem for the teacher too. It is based on the statement of the teacher that she proves she was experienced using digital games.

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"The teacher surely has to be experienced in advance before use it as the learning material or learning tools in order to dismiss the bad effect of the game" ."I have been teaching English using digital games for about 3 years" English Teacher

Another statement from the teacher about the need of experience for using digital games, the teacher said *"then I already have the knowledge so that I interested…….."* from those statements the teacher wants to make sure that before using digital games every teacher needs to be experienced.

In the interview, the teacher said that there is another problem she found in using digital games. The problem was about the material from the book. The lesson material may not be suitable with the digital game or the digital game cannot be matched to the lesson's target material. The teacher said

"it depends on the lesson's material too, because not all of the material can be implemented by game………" English Teacher

Those are the problems which are experienced by the English teacher of junior high school 1 Gedangan during the time she teaches English using digital games

B. Discussion

In this subheading, th e researcher will write about the discussion from the finding. There are two main points that will be discussed in this subheading.

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The first point will be discussed about the first research question that is **"What are digital games used by English teacher of junior high school 1 Gedangan to teach English?"** and the second point will be discussed about the second research question that is **"what are the challenges of the use of digital games in ELT?"**. The result of the finding will be related to the theories.

1. **Digital games which are used by the teacher to teach English.**

    According to the teacher who participated in this research, there are about more than 10 names of games which are used for English language teaching ELT. Those games are Duo Lingo, Gratic.io, Quizzes, Kahoot, Plant vs Zombie, Hayday, Diner dash, Word Puzzle, Word Connect, role play game, and adventure game. The games mentioned are the games with different genres. Study from Begona Gros[41] In his study he mentions several genres of the games. There are Action games, Adventure games, fighting games, Role-Playing games, simulation games, sports games, and strategy games.

    In this part, the researcher will agglomerate the type of game in general, education game and entertaining game as written by Polona Caserman and friends[42] That state of educational serious games is the game that not only entertains the player. The first is an educational game.

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[41] (Gross, 2007)

[42] P. Caserman, "Quality Criteria for Serious Games: Serious Part, Game Part, and Balance". *The Leading eHeart Publisher*. Vol. 1, April 2020. 4-31

From the name of the games which are mentioned by the teacher, Kahoot, Duo Lingo, quizzes, crossword, word puzzles are the type of educational games. It is based on the research from Polona Caserman and friends[43] who state that serious educational games must assure the students or the player achieve the learning goals. In their study they also write the criteria of educational games, and the criteria are match or suitable with those 5 games.

The criteria are Focus on the characteristic goal, meaningful presentation of the content, appropriate feedback on progress, appropriate reward, and proof of effectiveness & sustainable effects. The researcher agrees that kahoot, duolingo, and quizzes are good digital games especially for education. For game Quizzes and Kahoot, these two digital games are the first game used by the teacher to teach English at the school. The teacher said she used it for learning English. Based on the research from D.Y Nugroho and friends[44] The use of Quizzes and Kahoot which are the game-based application increase the students' learning motivation in it used for ELT. Kahoot and Quizzes are motivating and challenging for the students. This statement in line with the theory from Mania[45] That states the one of the advantages of using digital games is they are motivated to play in order to be the winner.

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[43] Ibid

[44] D. Y. Nugroho, et.al., 2019. Pemanfaatan Teknologi dalam Pendidikan: Penggunaan Fitur Gamifikasi Daring di YPK penabur Bandar Lampung. *Proceeding of PKM-CSR.* Vol. 2, 2019 1-9

[45] Mania, M.M, "*The effect of using educational games on the students' achievement in English Language for the Primary Stage".* 2011-2012

As written in the finding, the teacher said that she used Duo Lingo as the vocabulary mastering booster for the students. Duo Lingo is a simple game as told by the teacher. It is match with the statement from the Pilar Munday[46]Duo Lingo is the application which is enjoyed by the students for several aspects, that is accessible on a mobile phone, its gamification, and variety of tasks. It is mostly the same with the two other games that are word connect and word puzzle. By this finding, it can be summarized that digital games in context of educational games or game-based learning which are used by the teacher are utilized for improving the students' vocabulary beside the function of increasing students' learning motivation. As stated in the study by Tom A.F Anderson[47] who experimented with the games to develop the vocabulary of students, in the end it shows that students believe that the students effectively studying English in the class using video games. Moreover Nahid Shahriarpoura[48] In her study asserts by using digital games, the students can increase their motivation in learning.

The finding showed that the entertaining game was also used by the English teacher in her teaching process. The games are Dinner Dash, Plant versus Zombie, and Hay Day. These games are mostly played by

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[46] P. Munday, "The case for using DUOLINGO as part of the language classroom experience". *Asociación Iberoamericana de Educación Superior a Distancia"* Vol. 19 No. 1, 2016, 83-101

[47] Anderson, T., Reynolds, B., Yeh, X. *Video Games in the English as a Foreign Language Classroom.* National Central university, Taiwan.

[48] Nahid Shahriarpoura, *. Z. (2014). On the Effect of Playing Digital Games on Iranian Intermediate EFL Learners' Motivation toward Learning English Vocabularies . *International Conference on Current Trends in ELT* , 1738 – 1743 .

the kids on their computer or laptop. The teacher said that she used it to drill or assess the students' reading comprehension. The students were asked to read the instruction and forced to understand the instruction. By reading the game description the three games above are included in strategy game genre as written by Begoña Gros[49]The strategy games is the games which invite the player to make strategy to finish the mission from the game.

Although the games do not match the lesson material based on the researcher's opinion, these games bring the advantages for the learning process. The teacher used this game for breaking time but still for learning. The advantage of using these entertaining games is as the same as the theory from Mania[50]. She states that one of the advantages of using games is for the welcome break from the usual routine of the languages class. It means that the game is used for break activity of learning and teaching activity. The students will have the break but still in learning context.

The research also reports the best games based on the teacher's experience. The teacher divides the best game based on the grade. For the seventh grade, the teacher more emphasized the game in improving students' vocabulary. While for the eighth grade students, the teacher emphasized more for improving English

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[49] Gross, 2007

[50] Mania, M.M, "*The effect of using educational games on the students' achievement in English Language for the Primary Stage".* 2011-2012

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skills like reading, speaking, writing, and listening. In a nutshell the digital games both the serious or educational games bring the advantages for the students and the teacher. The students are being motivated to learn English and the teacher is being easier to improve the students' English skill by game.

2. **Teacher's challenges in Using Digital games**

The teacher faced some challenges in using digital games for teaching English using digital games. As happened to every teacher. The research from M. Assegaf Baalwi[51] already investigated the teacher challenges in using IT. The first challenge is about the teacher's knowledge, from the finding the teacher did not face this problem. It is because the teacher is still young which means the teacher can operate the technology well. As the teacher said that the teacher needs to be experienced before teaching the students with the digital game.

The second challenge is the ineffective way to explain to the students, the third challenge is the less time for offline meetings, the fourth challenge is about the unstable internet connection, the fifth challenge is about the limited time, and the last challenge is about the additional cost for the internet quota. Almost off the

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[51] M. Assegaf Baalwi, "Kendala Guru Dalam Proses Pembelajaran Online selama Masa Pandemi Ditinjau Dari Kemampuan Information Technology (IT) guru". *Lintang Songo: Jurnal Pendidikan.* Vol. 03 No. 2, Agustus 2020, 38-45

challenges written by M. Assegaf Baalwi are faced by the teacher who participated in this research. The English teacher who participated in this study faced the problems that are; lack of students' internet connection, students' learning motivation, Students' English competence, the less facility from the school about the WIFI and the computer, limited time in online class, and the lesson material.

The less facility from the school about the WIFI and the computer is the problem for the teacher before the pandemic. This problem tells us that in this technology era, there is still school that has limited facility for learning whereas facility is the important part to support the learning in this digital era. This problem may happen to some other schools and teachers too. The study form E. Sawitri[52] investigates the challenge of using technology. This study finds that there are two main problems during the use of digital technology: physic problem, and non-physic problem. The less facilities of the school include the physics problem. While during the pandemic the students' used their own mobile phone and have problems with the internet connection which becomes the challenge for the teacher too.

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[52] E. Sawitri, M. Sumiati Astiti, Y. Fitriani. "HAmbatan dan Tantangan Pembelajaran Berbasis Teknologi Informasi dan Komunikasi". *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas Palembang.* Mei 2019. 202-213.

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Another problem that the teacher has is about the curriculum. The students are targeted to finish the lesson material by the end of every semester. It proves that although technology nowadays is being part of education, there are still problems that should be done to make it a better education.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides two subheadings which are conclusion and the suggestion. The conclusion will provides the summary of research finding and the suggestion will provides the recommendation for the teacher,

A. CONCLUSION

There are two main points according to the result in the finding. The two main points are about the digital games used by the teacher and the challenges in its use for ELT.

1. Digital Games used by English Teacher in Junior High School 1 Gedangan

Digital games have been believed and proved by many researchers, that they bring many advantages for the students' English competence improvement. The English teacher of 1 Junior High School 1 Gedangan realizes the opportunity of using digital games. This study reported there are about 9 games used by English teachers in her teaching process for these three years teaching period. The games are divided into two types of game which are Serious games or well known as educational games and one another is entertaining games. Names of educational games mentioned by the teacher which have the characteristic of educational games based on the theory are

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Kahoot, Quizzes, Duo Lingo, Lingualy, Word Connect, Word Puzzle, and names for entertaining games are, Plant versus Zombie, Dinner Dash, and Hayday.

The teacher indicated the need of the games based on the grade of the students. The teacher said that the seventh grade students need the game that can improve their vocabulary. They need to master much vocabulary in order to increase their English competence. The games mostly used by the teacher for the seventh grade students are the educational games. Educational games here are Quizzes, Duo Lingo, Lingualy, Word Connect, and Word Puzzle. These games are trusted and can improve the students' vocabulary. Meanwhile for the eighth grade students, the teacher more emphasises for the English skill improvement moreover in reading comprehension. The teacher used both educational games and entertaining games for this grade. Such use Kahoot, Quizzes, Plant versus Zombie, Dinner Dash, and Hayday.

2. The Teacher's Challenges in Using Digital Games

Along with the use of the digital games in ELT, the researcher reported the challenges faced by the teacher. There are about 6 challenges. The first challenge is lack of students' internet connection, it happens during the online class. The second challenge is students' learning motivation, the students become passive learners during the

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pandemic. The third challenge is the students' English competence, there are many students who are not confident to play the game with the reason they cannot understand the game's instruction. The fourth challenge that the teacher is the less facility from the school like the WIFI and the limited computers' lab. The fifth challenge is about limited time in online class, the teacher and students are targeted to finish the lesson material as the curriculum said, it makes the time implemented game is not enough for each meeting. And the last challenge is about the lesson material, because not all the material from the curriculum can be implemented to the digital games.

B. SUGGESTION

According to the result of the study, the researcher will give the suggestion for the teacher, the school, the education service, and the future researcher.

1. For the School

One of the problems faced by the teacher is about the facility of the school, about the Internet connection or the WIFI in the school and the limited computers' lab. It can be overcome by adding the WIFI for teaching and learning processes. About the computer's lab, the school may have limited place to build the new lab, it can be overcome by arranging the time in using it or adding the laptop so it is easier to bring to the class, the students do not need to wait to use the lab.

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2. For the Education Service

Knowing that technology becomes part of the educational tool and digital games become the good media for teaching, it is better to hold a digital game training for teachers, remembering that there are still teachers who cannot operate the technology well. Another suggestion, the increment of technology in school is needed to support the learning process by using technology.

3. For the Future Researcher

For future researchers, after knowing the result of the digital games used by the teacher and the challenges faced by the teacher, hopefully the future researcher can have the research about strategy to solve the challenges during the implementing of digital games in ELT.

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