CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the analysis of data from questionnaires and interviews, it can be concluded that the majority of prospective teachers from the 2021 cohort have experience using Digital Game-Based Learning (DGBL) in their teaching practice, particularly in English language learning. Most participants often use Kahoot!, Quizzis, and Wordwall, as well as other platforms like Educaplay, Quizlet, and Nearpod. The majority of participants agree or strongly agree (with a percentage of around 70%-80) that the use of DGBL has a positive impact on learning, particularly in enhancing student motivation and engagement. This is also in line with the theory of Digital Game-Based Learning (DGBL), which emphasizes learning through experiences in the context of games. Participants also agree that Digital Game-Based Learning (DGBL) can help improve students' understanding, vocabulary, and problem-solving skills.

However, there are also several participants who expressed doubts about the effectiveness of DGBL, particularly in terms of improving speaking skills and in-depth vocabulary mastery. Technical obstacles, such as unstable internet connections and inadequate devices, also pose challenges that hinder its use. In addition, not all participants agreed that DGBL can fully replace conventional learning methods. The results from the interviews support the findings from the questionnaire, in which two participants highlighted the importance of choosing tools that are easily accessible and user-friendly, as well as the necessity for prospective teachers to master these tools. These two participants also emphasized that DGBL is more effective when used as a supporting tool, such as for ice-breaking or reviewing material, rather than as the primary method for teaching speaking skills or interactive project-based learning.

Overall, DGBL has great potential as a learning approach that is relevant to the needs of the 21st century. However, its implementation needs to be adjusted to technical conditions, appropriate game design, and balanced integration with traditional teaching methods. Teacher candidates also need to apply the right motivation strategies to ensure that the use of DGBL can run optimally and provide the maximum positive impact for students.

5.2 Suggestion

In this research that I conducted, only a small part was carried out due to the limited number of participants, and the data results were obtained only through questionnaires and interviews. For future study and institution, if someone wants to use my research for further study, it could be conducted with a larger number of participants. It could also be carried out in several schools or involve teaching practice and direct field observations. Thus, the desired data results would not be limited to just questionnaires and interviews. I also suggest adding more facilities in some schools that still have problem in internet access, so it can make teacher, teacher candidates, and students themselves during the learning process.

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