BENEFITTING HIGHER EDUCATION STUDENTS WITH DIGITAL GAMES IN LANGUAGE LEARNING

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ABSTRACT

There has been an abundant raise in recent years in the concern in using digital games for language learning. Additionally, gaming plays an important role in the everyday lives of youngsters and young adults in developed countries. It is a considerable option for teacher to adapt gaming into language learning since gaming itself became a habit that will easily be adopted into learning. This study will examine gaming opportunities in language learning, and how higher education students benefitting from that. It will employ quantitative research that uses Structured Interview and Online Questionnaire as research Instruments. By the end of the study, higher education students found out that digital game is an easy media to implement in language learning due to their familiarity to digital games. The implementation of digital games excites the students in learning English, and makes a conducive learning situation.

Keywords: *higher education students, digital games, language learning*

INTRODUCTION

The digital gaming industry has gained the public's awareness worldwide; the video game industry is foretold to increase by 30% from 2010 to 2019, approaching $19.6 billion in revenue (Takahashi, 2015). In a modern survey about game, 49% of the 2,001 American participants described that they played video games. (Duggan, 2015).

Different kinds of video game genres offer diverse experiences. Role-playing games demand decision-making following player decisions (Gee, 2005). Simulation games replicate real-world conditions in virtual contexts where time and physical context are reduced and interacting with objects and discovering story details (Parkin & Stuart, 2015). Language learning likely befalls by playing games of these genres.

Digital Games also expands its influence into Educational field. As the progress of technology enhanced and more readily available, the advantage of a broader range of digital games becomes feasible in classroom circumstances. Some studies already implemented these games within a variety of teaching circumstances makes them a flexible tool for application in the classroom. Regardless of the selection of implementation, the availability of commercial games is apt to grow, thus becoming more available as an instructional approach even despite its low-resourced environment.

Studies have summarized positive outcomes such as advancements in participation, pronunciation, and writing as an outcome of playing games (Ahmed, 2012). There is increasing acknowledgment that the teaching and learning possibilities seen in video games should be farther investigated if education systems are to match the modern-day activities and interests of learners, support the use of skills, and

develop successful workplace applications (Williamson, 2009).

LITERATURE REVIEW
Learning Language with Digital Games

As the globalization emerges, English becomes an international language, learning English more efficiently is more essential than ever. Learning English with games with creative teaching aides can be a great approach to enhance the synergies between learners and teachers. Several technologies can be utilized to promote learning, although there are various examples of games utilized in educational environments. Learning with games recognized as outrageous, many people are disconcerted with the issues that aggregate several games, and are concerned with the enthusiasm of engagement and amount of time that youth dedicate to play computer games, but some games can be informative and enlightening.

For example, Simon (1996) has mentioned how we observe learning has developed from being able to recollect information to being able to discover and utilize information. Some observational proof is that games can be productive means for improving learning and understanding of complicated topic matter (Cordova & Lepper, 1996; Ricci, Salas, & Cannon-Bowers, 1996). Aside from being employed as a means of entertainment, computer games have been utilized for a lengthy time as a relevant tool for language learning. Games can offer many learning advantages to students since they can utilize their attention and enhance their motivation and engagement which commence to stimulate learning. Online computer games present potential not just for engaging and entertaining users, but also in promoting learning the English language.

Digital games promote positive group processes and decision-making strategies. Digital learning games differ from games of entertainment and games designed for training purposes. They are designed to target the acquiring of knowledge and encourage understanding within academic matters (Klopfer, Osterweil, & Salen, 2009). Digital learning games help to strengthen students' English skills as games 'speak' to students by drafting the game purpose and affording feedback at specified times. Game research now affords substantial evidence that teenagers study significant content, differing views, and essential 21st-century skills from playing digital games (Thai, Lowenstein, Ching, Rejeskil, 2009).

Partnership 21's (2007) framework highlights the significance of strengthening students' critical thinking and technology skills. Gaming is one approach that will support teachers and their students meet these goals. With guided game-based teachings, students can observe game itself can be used for educational purposes. Games also have the potential to improve teamwork and communication skills. For example, language learning games support students to acquire language in convenient communication circumstances.

Features of games for language teaching and learning

Sykes and Reinhardt (2012) emphasized on five relevant features of games for language teaching and learning, each of which corresponds best applications in English language teaching and learning.

1. Learner-directed goal orientation: Assignments and purposes set for learning are dynamic, learner-driven, and directly correlated to learning purposes.
2. Opportunities for interaction with the game, through the game, and around the game: Learning occurs in the

game itself, through the interactions that happen while playing, and as a result of wrap around tasks that expedite learning outside of gaming itself.

3. Just-in-time, individualized feedback: the possibility to discover thorough feedback that is targeted particularly to the demands of the individual player.

4. Related narrative and context: the nature of a space in which setting and narrative can be developed to build a meaningful experience.

5. Motivation: the result of powerful learning practices in which the players continually involve, even in sometimes time-intensive assignments.

Previous Study
Some Previous studies are the base for this study. From Digital games and language teaching and learning by Julie M. Sykes (2018) this study presents a brief investigation of the application of digital games in the language learning setting and allows three ideas for future practice in this area: (1) improved path to community-based games, (2) significant establishment of virtual reality, and (3) enhanced access to commercial games.

Lin-Fang Wu (2017) in her study "Games-Based Language Learning with Creative Teaching Aids among Technical College Students" emphasizes on results of the study that indicated that learners' motivation was enhanced significantly after one year training with creative learning aids with digital games.

Newcombe (2017) on his study entitled "Blending Video Games into Language Learning" suggests that language learning possibilities on video-games are too diverse and that the scaffolding direction of a teacher might be required. It presumes by suggesting that contextualized live video-game-like immersive occurrences could also be favourable to language learning.

METHOD
Research design is essential to research consists of the design of the researcher's overall plan for getting answers to the research questions conducting the study. A qualitative case study was conducted in this study, it is a research design that tends to explore depth phenomenon and give the best understanding of a research problem by revealing the general characteristic of issues (Creswell, 2012). Moreover, a case study applied in this study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection (Creswell, 2012, p. 465).

Yin (2014) mentioned that case studies can be implemented to apprehend the complexity of a case, including temporal changes, as well as investigate the contextual conditions of a case. This study employs a case study to investigate what benefits students get from the implementation of digital games into language learning. Online questionnaire and Structured-Interviews were employed in this study to reveal the benefits of digital games in language learning. There were 10 higher students as participants of this study.

FINDINGS AND DISCUSSION
Students' Interest in Learning English with Digital Games
There are some results of this study, first finding is about how students find that the utilization of Digital Games in Language Learning is easy to implement and interesting:

> *"The use of Digital Games in Language learning is a good way and it makes me easier in learning English".**P1***

"Digital Games make students interested, enjoyed, and fun in the classroom". P7

Participants of this study also stated that 10 of 10 participants agree that they feel that the implementation of digital games is easy to implement, understand, and interesting to use. Based on questionnaire and interview results, the students feel the familiarity of digital games, and they able to carry out the integration of digital games in language learning. It is also concluded that digital games at some point, ease their complexities in learning English.

Digital Games to support students' hobby

As teenagers nowadays familiar with gaming, the implementation of games in language learning is hoped to support the learning itself.

"My hobby is playing games, so when learning using Games I am excited"P2

From interview result, some of the students stated that because of their hobby in dealing with digital games, it is easier to implement digital games in language learning. Their hobby which are gaming, in line with the language learning thus it supports the English learning. Based on Questionnaire result, 9 out of 10 participants agree that the use of digital games support their hobby and it cause the excitement in language learning.

Digital Games help students to achieve their goals in learning English

Every students has their own purposes in learning English, they want to be fluent in English. The participants of this study state that the use of digital games in language learning at some point helps them to achieve their goal in learning English.

"Easy games in learning English, That way, I will understand more easily. P3

"Yes, because my goal is can speak English well and with digital games every time it makes me remember the pronunciation well". P1

Based on Questionnaire results, 9 out of 10 participants agreed that digital games in language learning helps them to achieve their goal in learning English that they able to understand the material given in a session.

Teacher's implementation of digital games

Teacher is required to implement a suitable method in language learning so that the students will be able to maximize their learning. There are some strategies that can be used to support the learning, and one of them is by employing digital games in language learning.

"Yes, because the teacher makes students happy to learn and enjoy the learning process. P2

"The teacher makes the class fun and relax" P3

Participants of this study stated that teacher's decision to implement digital games in language learning impacted on their perception about the learning. They feel that the implementation of digital games in language learning helps them to feel better in the classroom, because they feel close to the environment. From the questionnaire, 10 out of 10 participants agreed that the teacher brought out the excitement and conducive learning process with their implementation of Digital Games.

CONCLUSION

As the globalization emerges, English becomes an international language, learning English more efficiently is more

essential than ever. Learning English with games with creative teaching aides can be a great approach to enhance the synergies between learners and teachers. Learning with games recognized as outrageous, many people are disconcerted with the issues that aggregate several games, and are concerned with the enthusiasm of engagement and amount of time that youth dedicate to play computer games, but some games can be informative and enlightening.

The conclusion of this study is that the students gave positive responses toward the use of Digital Games in Language Learning. It helps them to understand the material better, and build the excitement in language learning. Teacher decision to apply digital games into language learning also causes conducive situation in the classroom so that the students be able to maximize their English Learning.

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