

ABSTRACT

Ahmad Fauzi (2025): The Integration of Using Educaplay with gamification to Enhance Students' Grammar Achievement (A Quasi-experimental Study at the Eighth Grade of SMPN 2 Cileunyi Bandung)

This study investigates the integration of Educaplay platform with gamification to enhance students' grammar achievement in English as a foreign language context. The research was conducted at SMPN 2 Cileunyi during the academic year 2024/2025, specifically on the eighth-grade students. This study employed quantitative methods with a Quasi-experimental design, which involved a control class and an experimental class. The control class is taught without Educaplay, while the experimental class is taught with Educaplay. Both classes were measured using pre-tests and post-tests consisting of multiple-choice and gap-filling questions, which focus on past tense grammar.

The results presented a significant improvement in the grammar past tense achievement of the experimental class and the control class. The mean post-test score of the control class increased from 60.63 to 73.73, while the mean post-test score of the experimental class improved from 46.36 to 82.80. An independent sample t-test was used to compare the mean scores of the post-test of both classes. The research findings of this study indicated a significant difference between both classes' post-test scores ($P = 0.015 < 0.05$). It can be concluded that using Educaplay with gamification offers a positive impact on students' grammar past tense achievement.

The findings suggest that the integration of using Educaplay with gamification can significantly improve students' grammar past tense achievement. Therefore, it is recommended that English language teachers incorporate gamified digital platforms such as Educaplay to create more interactive and effective learning environments, particularly in grammar lessons.

Keywords : *Educaplay, gamification, grammar past tense achievement.*