

ABSTRACT

Komala, Y. (2025). The Use of Educaplay Gamification Tools on Students' Reading Comprehension

This study aimed to investigate the effectiveness of Educaplay gamification tools in improving students' reading comprehension of recount texts at one of the Senior High Schools in West Java, Indonesia. The research employed a pre-experimental design with a one-group pretest-posttest approach, involving 34 students as participants. Data were collected through reading comprehension tests administered before and after the treatment. The pre-test results showed varied scores ranging from 20 to 92 with an average score of 66.35, indicating significant disparity in students' reading abilities with below-average mean scores. The main challenges identified included difficulty in recognizing text structure components, limited vocabulary knowledge, poor understanding of chronological sequences, and low engagement in reading activities. The implementation of Educaplay gamification tools resulted in remarkable improvements, with post-test results showing a mean score of 83.12 (ranging from 56-100, SD = 12.737). Statistical analysis using a paired-sample t-test confirmed the intervention's effectiveness with a mean score increase of 16.77 points (25% improvement), strong statistical significance ($p < 0.05$), and an N-Gain score of 0.4837, indicating moderate to high effectiveness. This study provides compelling empirical evidence that Educaplay gamification tools serve as an effective pedagogical approach for improving students' reading comprehension of recount text, with transformative potential in addressing reading difficulties and promoting more effective English language learning outcomes. It is recommended that English teachers integrate Educaplay tools into reading instruction and that future research explore long-term effects with larger sample sizes and control groups.

Keywords: *gamification, Educaplay, reading comprehension, recount text, English language learning*