

ABSTRACT

Reading comprehension is an important skill in English learning, particularly for vocational high school students who need to understand various types of written information. However, students may still experience difficulties in comprehending texts, including identifying main ideas, finding specific information, understanding vocabulary in context, identifying references, and making inferences. This study aimed to investigate the effectiveness of gamification through *Wayground* on tenth-grade vocational students' reading comprehension of descriptive texts at SMKN Sukasari Sumedang. This study employed a quasi-experimental design with an experimental class and a control class. The participants were tenth-grade students of the Computer and Network Engineering (TKJ) program, with 30 students in each class. The experimental class was taught through gamification using *Wayground*, while the control class received conventional instruction without using *Wayground*. Both classes received four instructional treatment sessions and were assessed through pre-test and post-test consisting of 20 multiple-choice questions covering five reading comprehension indicators: main idea, specific information, vocabulary in context, reference, and inference. The data were analyzed using descriptive statistics, normality and homogeneity tests, an Independent Samples t-test, and N-Gain analysis. The findings showed that the mean score of the experimental class increased from 60.67 in the pre-test to 84.50 in the post-test, with a mean N-Gain score of 59.10%, which was categorized as Medium. Meanwhile, the control class increased from a mean pre-test score of 56.00 to a post-test score of 71.33, with a mean N-Gain score of 33.84%, also categorized as Medium. The Independent Samples t-test resulted in a Sig. (2-tailed) value of less than 0.001, which was lower than the significance level of 0.05. Therefore, the null hypothesis was rejected, indicating a statistically significant difference in reading comprehension achievement between the two classes. The higher post-test mean and N-Gain score obtained by the experimental class indicate that gamification through *Wayground* was more effective than conventional instruction in improving students' reading comprehension achievement of descriptive texts in the context of this study.

Keywords: *gamification, Wayground, reading comprehension, descriptive text, vocational students*