

ABSTRACT

Rahandika, Mochammad Raihan (2026): A QUASI-EXPERIMENTAL STUDY ON THE USE OF GAMIFICATION THROUGH EDUCAPLAY TO ENHANCE STUDENTS' ENGLISH LISTENING COMPREHENSION

Listening comprehension remains a challenging skill for many EFL learners due to difficulties in processing spoken input, identifying specific information, and interpreting meaning. This study aims to investigate the Use of Educaplay-based gamification on students' English listening comprehension and to determine whether there are significant differences between students taught using Educaplay-based gamification and students taught through conventional instruction. This study used a quantitative approach with a quasi-experimental design involving 76 10th-grade students at Karya Budi High School. Participants were divided into an experimental class and a control class, with each group consisting of 38 students.

Data were collected through pre-test and post-test listening comprehension tests and analyzed using descriptive statistics, N-Gain analysis, and independent sample t-test with SPSS version 27. The results showed that the experimental class experienced an increase from an average score of 60.92 to 83.55, with an N-Gain score of 55.51%, while the control class experienced an increase from 58.42 to 70.26, with an N-Gain score of 26.71%. The independent sample t-test showed a significant difference between the two groups (Sig. 2-tailed = 0.001 < 0.05). Therefore, Educaplay-based gamification significantly improved students' English listening comprehension compared to conventional teaching.

Keywords: *Educaplay, gamification, listening comprehension, EFL learners, quasi-experimental study*

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