

The Effectiveness of Educa Play as a Mobile-Assisted Language Learning (MALL) on Students' Reading Skills at Senior High Schools in Dawarblandong

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Abstrak

This study examines whether Educaplay as a mobile language learning platform (MALL) is effective for improving high school students' reading skills. The study used a quantitative quasi-experimental design with an unequal pretest-posttest control group model. The study participants consisted of 68 11th-grade students of SMAN 1 Dawarblandong, divided into two groups: an experimental group of 34 students and a control group of 34 students. The experimental group was taught reading using Educaplay, while the control group was taught using the usual method. Data were collected through a reading comprehension test and analyzed using descriptive statistics and an independent-samples t-test. The results showed a statistically significant difference between the two groups, with the experimental group having a higher post-test score ($t = 3.838$, $df = 66$, $\text{Sig.} < 0.001$). These findings indicate that the use of Educaplay as a MALL-based learning medium has a positive and significant impact on students' reading skills. Therefore, Educaplay can be considered an effective alternative to improve the reading learning process in the EFL (English as a Foreign Language) context at the upper secondary level.

Keywords: *Educaplay, Mobile-Assisted Language Learning, reading skills, Quasi-Experimental Study*

Introduction

English language proficiency is generally built on four interrelated core skills: listening, speaking, reading, and writing, and contemporary language teaching literature emphasizes an integrated approach that develops all four skills in a balanced manner so that learners can achieve communicative competence (Magyar et al., 2022). Among these skills, reading occupies a central position because it functions as the primary means of acquiring knowledge, expanding vocabulary, and supporting the development of the other language skills, particularly writing and speaking. Modern language teaching literature therefore recommends an integrated approach in which receptive skills such as reading are developed together with productive skills.

Reading holds a special place among the four skills because it functions as the primary channel through which students acquire the English input required for both academic advancement and overall language development. International assessments such as the OECD's PISA reading literacy assessment have repeatedly identified reading ability as a fundamental indicator of students'

academic readiness and overall literacy competence (Ramadhani & Zaim, 2023). In Indonesia, reading literacy remains a serious challenge, particularly among senior high school students. PISA 2022 results showed that Indonesian students achieved an average reading score of 359, far below Singapore (543), Vietnam (462), and Malaysia (388), and only marginally higher than the Philippines (347) and Cambodia (329); the 2022 National Assessment further revealed that fewer than 50% of Indonesian students met the minimum competency threshold for reading literacy (Nasrullah & Asmarini, 2024). This situation indicates that many students still struggle to comprehend texts and show limited interest in independent reading, a problem with direct implications for academic achievement and readiness for higher education.

At the provincial level, studies conducted in East Java report similar reading comprehension difficulties among senior high school students, attributing them to limited academic vocabulary, ineffective reading habits, inadequate literacy support programs, and insufficient implementation of appropriate instructional methods (Istiqomah et al., 2023; Muhammad Firas Hibatulloh & Wahyuni Sri, 2024). Evaluations of extracurricular English programs in East Java high schools further found that only a small proportion of schools had implemented programs to strengthen students' literacy development (Yusuf et al., 2024). These conditions highlight the need for innovative, technology-based instructional approaches capable of improving students' reading engagement and comprehension.

One possible approach is Gamified Learning, which refers to the use of game design elements points, badges, leaderboards, challenges, and feedback- in non-game educational contexts to increase student motivation, engagement, and learning performance (Deterding et al., 2011). Growing evidence supports the integration of gamification-based practices in EFL learning: gamification-based digital projects have been shown to transform students' English learning experiences through structured, rule-based designs (Saifulloh et al., 2023, 2026; Saifulloh, Retnaningdyah, & Mustofa, 2025a; Saifulloh & Anam, 2022), while related work has shown that the language used in digital and online texts shapes how readers construct meaning, underscoring the pedagogical value of purposefully designed digital reading materials such as those delivered through Educaplay (Saifulloh, Retnaningdyah, & Mustofa, 2025b). A systematic review of gamified EFL/ESL instruction across more than ten non-English-speaking countries found significant increases in students' motivation, engagement, and language proficiency (Zhang & Hasim, 2023); a quasi-experimental study reported that gamified instruction improved EFL learners' reading competence by enhancing competitive awareness (Cheng et al., 2025), and research conducted at a Thai university found that gamified instruction made reading classes more student-centered and interactive than teacher-centered approaches (Matyakhani et al., 2024). Nevertheless, the effectiveness of gamified learning is not absolute; its impact varies depending on the design of gamified activities, learners' proficiency and motivation, and the extent to which game elements are meaningfully integrated into instruction (Deterding et al., 2011; Zhang & Hasim, 2023).

Preliminary observations at SMAN 1 Dawarblandong from September to November 2025 showed that eleventh-grade students faced considerable difficulty identifying main ideas, locating specific details, understanding vocabulary in context, and making inferences when reading English texts. Interviews with English teachers indicated that more than 40% of eleventh-grade students scored below the minimum competency criterion (KKM = 65) for reading, while classroom observations confirmed that most students owned smartphones with internet access, making the implementation of a mobile-based gamified platform such as Educaplay feasible. Students' limited grammatical awareness, restricted vocabulary mastery, and low motivation to engage with lengthy or complex texts further compounded these difficulties, often leading to passive participation and word-for-word translation strategies that hindered fluent comprehension.

Although several studies have examined the influence of gamification on EFL reading comprehension, important gaps remain relative to the present study. Prior research has mostly relied on platforms such as Quizizz (Paula Allodya Damai Sihite & Intan Hamzah, 2025; Sihombing & Astuti, 2022) and Quizlet (Mauidlloh et al., 2024), whose activity types differ structurally from Educaplay's multi-activity format (matching pairs, fill-in-the-blanks, unscramble words, and quiz-based games). Methodologically, several studies employed single-group pre-experimental designs without a control group (Paula Allodya Damai Sihite & Intan Hamzah, 2025), emphasized instructional-material development rather than measuring an existing platform's effect (Utami et al., 2024), or examined reading comprehension primarily through vocabulary gains (Mauidlloh et al., 2024). Studies that specifically examined Educaplay have focused on vocabulary retention among Ecuadorian EFL learners (Vargas-Saritama & Espinoza-Celi, 2024) or on descriptive and procedure texts among first-year students (Nahartini, 2025) rather than on analytical exposition texts, leaving the effect of Educaplay on reading comprehension of this text type empirically untested.

In light of this gap, the present study examines the effect of Educaplay as a gamified learning tool on the reading comprehension of eleventh-grade EFL students at senior high school in Dawarblandong, focusing on analytical exposition texts and four comprehension indicators: identifying main ideas, locating specific information, understanding vocabulary in context, and making inferences. Specifically, this study addresses the research question of whether the use of Educaplay significantly affects students' reading comprehension. Theoretically, the study is expected to contribute empirical evidence to the literature on technology-enhanced language learning and interactive digital pedagogy in EFL settings, particularly from a semi-rural Indonesian context. Practically, the findings are expected to provide teachers with an evidence-based reference for integrating gamified digital tools into reading instruction, to increase students' motivation and engagement, and to inform future research on gamification-based reading interventions.

Literature Review

Reading comprehension is understood as an active process in which readers integrate linguistic skill, prior experience, and cognitive strategies to construct meaning from written text (Kusumarasdyati, 2023). Reading is a complex process involving word recognition, syntactic processing, inferential reasoning, and background-knowledge activation that interact dynamically as readers engage with a text (Ali et al., 2022). Within this study, reading comprehension is operationally defined through four indicators that progress from literal to inferential understanding. First, identifying the main idea is widely regarded as the most fundamental dimension of comprehension and is typically measured through multiple-choice items requiring test-takers to select the statement that best represents a passage's central theme (Nuuriyyah et al., 2023). Second, locating specific information involves focused attention and textual navigation and can be developed through repeated, targeted practice (Agustin et al., 2023; Imro'atul Husna Afriani et al., 2022). Third, understanding vocabulary in context is consistently identified as one of the strongest predictors of reading comprehension for EFL learners, since inferring meaning from context minimizes reliance on translation and supports fluency (Li & Gan, 2022). Fourth, making inferences represents the highest cognitive demand among the four indicators, requiring learners to combine textual evidence with prior knowledge and logical reasoning to derive meaning that is implied but not explicitly stated (de Oliveira et al., 2023).

These four indicators formed the blueprint of the pre-test and post-test instruments used in this study and were assessed using analytical exposition texts, a genre whose primary social function is to persuade readers that an issue is important through a series of logically ordered claims supported by evidence and reasoning (Nurlatifah & Yusuf, 2022). This text type constitutes a core

reading competency for eleventh-grade students under the current Indonesian curriculum, making it both pedagogically relevant and contextually appropriate as the reading material for this study's instruments.

Gamified learning is a teaching method that incorporates game-design elements points, badges, challenges, leaderboards, immediate feedback, and progression systems into educational activities to increase motivation, engagement, and learning effectiveness (Deterding et al., 2011). Gamification has been found to positively affect EFL learners' reading motivation by fostering involvement, independence, and confidence (Anggrainy et al., 2024), and gamified platforms such as Quizizz have produced significant improvements in students' reading comprehension scores and motivation compared with conventional instruction (Lailiyatul & Taufiq, 2025). Gamified learning tools achieve this engagement by embedding game-design elements into existing digital platforms rather than requiring the development of custom-built educational games (Božić et al., 2026; Christopoulos, 2023), and several such tools have been used to transform conventional reading and vocabulary tasks into interactive, feedback-rich activities in EFL contexts, sharing core functional features such as automated grading, real-time corrective feedback, and challenge-based task progression (Kamila Chaidir et al., 2023).

Educaplay is an online platform that allows educators to design interactive learning activities such as multimedia quizzes, crosswords, matching games, and word searches that incorporate the core components of gamification. Although international peer-reviewed research on Educaplay's effect on reading comprehension remained limited until recently, studies published between 2023 and 2025 indicate its potential as an instructional tool. Vargas-Saritama and Espinoza-Celi (2024) found that Educaplay significantly enhanced EFL learners' vocabulary skills and engagement, highlighting the motivational potential of gamified digital tools. Field-based studies employing Educaplay activities such as matching games, crosswords, and quizzes have likewise reported positive effects on reading test results and learning motivation among students (Alfinarum, Untarti, & Anwar, 2024), and Nahartini (2025) found that Educaplay-based learning improved reading comprehension of descriptive and procedure texts among first-year senior high school students. However, no prior study has examined Educaplay's effect on the comprehension of analytical exposition texts among eleventh-grade Indonesian EFL students across the four indicators investigated here, which constitutes the novelty of the present research.

This study is grounded in Rumelhart's Interactive Model of Reading, which conceives comprehension as arising from the continuous interaction between lower- and higher-order cognitive processes, together with Schema Theory, which emphasizes the role of prior knowledge in constructing meaning from text (Rumelhart, 2022). These theories are extended by Gamified Learning theory (Deterding et al., 2011; Zhang & Hasim, 2023), which posits that integrating game-design elements into the learning environment can enhance motivation, interest, and cognitive engagement, all of which are central to effective reading comprehension. Within this framework, Educaplay functions as the independent variable, offering interactive reading activities, instant feedback, and integrated gamification features expected to influence reading comprehension, the dependent variable, as measured through the four indicators described above. The effect of Educaplay may further be shaped by contextual factors such as students' initial English proficiency, device and internet access, and the length of the intervention, although these factors were not measured empirically in this study. Based on this framework, the study tested the following hypotheses: H0, the use of Educaplay does not significantly affect students' reading comprehension between the experimental and control groups; and Ha, the use of Educaplay significantly affects students' reading comprehension between the experimental and control groups.

Research Method

This study employed a quantitative approach using a quasi-experimental design, specifically a non-equivalent control-group pre-test–post-test design, because random assignment of participants was not feasible in a school setting (Zakiyah, 2020). Two intact eleventh-grade classes at SMAN 1 Dawarblandong, East Java, Indonesia, were selected using purposive sampling based on grade level, relatively similar English proficiency according to school records and teacher recommendation, and access to smartphones and internet connectivity required for Educaplay (Alzubi et al., 2024; Picardal & Jr., 2026). Class XI-1 ($n = 34$) served as the experimental group and received reading instruction through Educaplay across four 45-minute meetings, engaging in Matching Pairs (main idea), Fill in the Blanks (specific information), Unscramble Word (vocabulary in context), and Froggy Jump (inference) activities, each accompanied by real-time scoring and instant feedback through the platform dashboard. Class XI-2 ($n = 34$) served as the control group and received conventional teacher-centered instruction following a pre-reading, while-reading, and post-reading procedure supported by Google Forms, without gamification features. Both groups were taught by the same English teacher across the same four reading indicators to control for teacher-related variables, and both completed a pre-test before treatment and a post-test after the fourth meeting; one student in each group was absent during the post-test, yielding a final analytic sample of 33 students per group. The reading materials, learning objectives, teacher, and instructional duration (four 45-minute meetings) were therefore held constant across the two groups, so that the primary difference between the experimental and control conditions lay specifically in the use of Educaplay as a gamified learning tool.

The research instrument was a 20-item multiple-choice reading comprehension test covering the four indicators main idea (5 items), specific information (5 items), vocabulary in context (5 items), and inference (5 items) developed according to Bloom's Revised Taxonomy (Leslie, 2016) and administered identically as pre-test and post-test via Google Forms, with item order randomized at post-test to minimize practice effects. Tests remain one of the central instruments in quantitative research for determining participants' level of skill acquisition (Abdullah et al., n.d.). Content validity was established through expert judgment by two validators (Taherdoost, 2018): the Vice Principal for Curriculum Affairs of SMAN 1 Dawarblandong and an English Education lecturer from Universitas Islam Majapahit, who examined whether the items adequately represented the reading indicators specified in the 2022 Merdeka Curriculum. Item validity was subsequently examined using Pearson product-moment correlation on the experimental group's pre-test responses ($N = 34$; $r\text{-table} = 0.339$, $df = 32$, $\alpha = 0.05$), and all 20 items were found valid ($r = 0.352\text{--}0.581$). Internal consistency, assessed with Cronbach's Alpha, was 0.840, classified as good (Tavakol & Dennick, 2011). Data were analyzed using IBM SPSS Statistics Version 27 through descriptive statistics (mean, standard deviation), gain scores, Shapiro–Wilk normality tests, Levene's homogeneity test, an independent-samples t-test for pre-test equivalence, and the Mann–Whitney U test for hypothesis testing, since the post-test data did not fully satisfy the assumption of normality (Machali, 2021). Because a separate pilot test could not be conducted within the available research schedule, item validity and reliability were examined using data collected from the research participants. Although this approach is frequently adopted in educational research when pilot testing is not feasible, validating the instrument using the research sample may introduce sample dependency. Therefore, this procedure should be interpreted as one of the methodological limitations of the present study.

Results and Discussion

Prior to treatment, both groups completed a pre-test to establish baseline reading comprehension ability. Descriptive statistics showed that the experimental group's mean score increased from 66.06 (pre-test) to 86.97 (post-test), a gain of 20.91 points, with the minimum score rising from 50 to 75 and the maximum from 85 to 95; the standard deviation decreased from 8.82 to 6.24, indicating that post-test scores became more homogeneous and that most students achieved higher, more consistent results. The control group's mean score increased from 60.45 to 76.82, a gain of 16.37 points, with the minimum rising from 40 to 60 and the maximum from 85 to 95; its standard deviation decreased only slightly, from 11.07 to 9.00, indicating comparatively wider variation in performance. Based on the score classification used in this study, both groups' pre-test scores fell into the "Enough" category, whereas the experimental group's post-test score reached the "Very Good" category and the control group's reached the "Good" category. Table 1 summarizes these results together with the Gained scores of both groups.

Table 1. Descriptive Statistics and Gained Scores of the Experimental and Control Groups

Group	N	Pre-test M (SD)	Post-test M (SD)	Gained score	Category
Experimental (Educaplay)	33	66.06 (8.82)	86.97 (6.24)	0.598	Medium
Control (Conventional)	33	60.45 (11.07)	76.82 (9.00)	0.403	Medium

Note: M = mean; SD = standard deviation. Gained categories: > 0.70 = high; 0.30–0.70 = medium; < 0.30 = low.

As shown in Table 1, the experimental group's average Gained score (0.598) was higher than the control group's (0.403), although both fell within the medium category (0.30–0.70). This pattern suggests that while both instructional approaches produced improvement, the Educaplay-based intervention was associated with a comparatively larger gain in reading comprehension.

Because a separate pilot test was not feasible, item validity and reliability were examined using the experimental group's pre-test responses ($N = 34$). All 20 items produced Pearson product-moment r -values ranging from 0.352 to 0.581, exceeding the critical r -table value of 0.339, indicating that every item was valid. Cronbach's Alpha for the 20-item instrument was 0.840, classified as good internal consistency, with no single item found to substantially reduce the overall coefficient when deleted, confirming that the instrument was suitable for data collection in this study.

Prior to hypothesis testing, prerequisite tests were conducted to determine the appropriate inferential procedure. The Shapiro–Wilk test indicated that three of the four score distributions (experimental pre-test, control pre-test, control post-test) were normally distributed ($p > .05$), while the experimental group's post-test scores departed significantly from normality ($p = .006$). Because one distribution violated the normality assumption, the overall dataset did not meet the requirement for parametric analysis, and the non-parametric Mann–Whitney U test was therefore selected for hypothesis testing. Levene's test indicated homogeneity of variance across groups for the post-test comparison ($p = .127$), confirming that the assumption of equal variances was satisfied. Table 2 summarizes the prerequisite and inferential test results.

Table 2. Summary of Prerequisite and Inferential Statistical Tests

Test	Statistic	Sig. (p)	Decision
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Shapiro-Wilk – Experimental Pre-test	–	.105	Normal
Shapiro-Wilk – Experimental Post-test	–	.006	Not normal
Shapiro-Wilk – Control Pre-test	–	.413	Normal
Shapiro-Wilk – Control Post-test	–	.231	Normal
Levene's Test (Post-test)	–	.127	Homogeneous
Independent t-test (Pre-test equivalence)	t(64) = 5.325	<	Significant difference
Mann-Whitney U (Post-test, hypothesis test)	U = 199.00, Z = -4.494	<	Ha accepted

Note: $\alpha = .05$. Sig. > .05 indicates a normal distribution / homogeneous variance.

An independent-samples t-test was conducted on pre-test scores to examine baseline equivalence between groups. Levene's test showed homogeneous variances ($p = .087$), and the t-test indicated a statistically significant difference between the experimental and control groups' pre-test means, $t(64) = 5.325$, $p < .001$. with the experimental group starting from a higher initial reading comprehension ability than the control group. This result indicates that the two groups were not equivalent at baseline, a condition inherent to the non-equivalent control-group design in which random assignment of participants was not possible. This pre-existing difference is treated as an important limitation of the present study rather than a negligible discrepancy, since it means that any difference observed at post-test cannot be attributed to the Educaplay intervention alone; its implications for interpreting the post-test results are discussed further below.

The Mann–Whitney U test was then used to examine whether post-test scores differed significantly between groups. The experimental group obtained a mean rank of 43.97 (sum of ranks = 1,451.00), compared with 23.03 (sum of ranks = 760.00) for the control group. The test yielded $U = 199.00$, $Z = -4.494$, Asymp. Sig. (2-tailed) $< .001$, which is below the significance threshold of $\alpha = .05$ and exceeds the critical Z-value of 1.96. The null hypothesis (H_0) was therefore rejected, and the alternative hypothesis (H_a) was accepted, indicating a statistically significant difference between the experimental and control groups' post-test reading comprehension scores, with the experimental group outperforming the control group.

Although the Mann-Whitney U test indicated a statistically significant difference in post-test scores between the two groups, this finding requires cautious interpretation; an analysis of pre-test equivalence revealed that the experimental group possessed significantly higher initial reading comprehension abilities than the control group. This initial disparity reflects an inherent limitation of the non-equivalent control group design, in which participants cannot be randomly assigned. Consequently, the experimental group's superior post-test performance may have been influenced not only by the Educaplay intervention but also by their relatively stronger baseline abilities. In other words, the gap observed between the two groups at post-test cannot be attributed to Educaplay alone, since part of it likely reflects the different initial reading conditions with which the experimental and control groups entered the study, rather than the effect of the intervention in isolation. This possibility should be kept firmly in mind when interpreting the size and strength of the Educaplay effect reported in this study. Nevertheless, both groups demonstrated improvement following the instruction, indicating that the intervention contributed to learning outcomes despite this methodological limitation.

These findings suggest that the use of Educaplay was associated with higher reading comprehension achievement than conventional instruction in the present study. This finding is consistent with Gamified Learning theory, which proposes that immediate feedback, scoring

systems, and interactive challenges can enhance learners' motivation, engagement, and cognitive processing during reading (Deterding et al., 2011). The pronounced improvement observed in the experimental group suggests that Educaplay's four activity types provided repeated, low-stakes practice opportunities aligned with a progressively demanding task structure. The Matching Pairs activity used for main-idea identification encouraged holistic text scanning and schema activation, helping students form a gist of the text before attending to detail. The Fill in the Blanks activity used for locating specific information reinforced close reading and selective attention to textual clues, supported by immediate correctness feedback that allowed students to self-correct in real time. The Unscramble Word activity used for vocabulary in context leveraged contextual inference and morphological analysis, both recognized as core sub-skills of vocabulary comprehension. Finally, the Froggy Jump activity used for inference-making required students to integrate information across sentences under time pressure, resembling the retrieval-practice effect associated in the literature with improved long-term retention and transfer of comprehension skills. This progressive structure, moving from recognition-based to inferential tasks, likely allowed students to consolidate literal comprehension before being required to apply higher-order inferential skills, helping to explain why gains were observed across all four indicators rather than concentrated in a single skill area.

It is also important to note that the control group showed improvements in reading comprehension, although the magnitude of this improvement was smaller than that of the experimental group. Several factors may explain this improvement. First, both groups studied the same reading materials and comprehension indicators under the guidance of the same English teacher; consequently, students in the control group benefited from routine classroom instruction, guided reading activities, and teacher feedback. Second, repeated exposure to analytical exposition texts during the intervention period likely gradually strengthened the students' understanding of text structure and reading strategies. Finally, taking the pre-test may have increased the students' familiarity with the assessment format, thereby contributing to improved performance on the post-test. These factors may explain why conventional instruction also led to improved learning outcomes, although the greater improvement observed in the experimental group suggests that the game-based features of Educaplay may have provided additional instructional benefits.

These results corroborate previous findings that Educaplay can meaningfully strengthen EFL learners' engagement and skill development (Vargas-Saritam & Espinoza-Celi, 2024), as well as the broader pattern reported for other gamified platforms such as Quizizz, which similarly improved reading comprehension and motivation relative to conventional instruction (Akhyar & Roslaini, 2025; Lailiyatul & Taufiq, 2025). At the same time, the present findings reinforce the caution raised in earlier gamification literature that effects can vary depending on platform design, instructional implementation, and duration (Deterding et al., 2011; Zhang & Hasim, 2023), a variability that is also consistent with broader findings on digital and hybrid EFL learning practices, in which the degree of student engagement depended more on students' familiarity with the medium and the support provided by instructors than on the technology itself (Saifulloh, Retnaningdyah, Mustofa, et al., 2025).

Taken together, these mechanisms can be synthesized through the lens of motivational theory: Educaplay allowed students to control the pace of their own practice (autonomy), instant feedback confirmed step-by-step mastery and encouraged retrying (competence), and the shared, game-like format of the tasks sustained engagement in a manner comparable to peer interaction (relatedness). These motivational mechanisms, rather than the novelty of the digital medium alone, offer a coherent explanation for why the experimental group's improvement was distributed across all four reading indicators rather than concentrated on a single skill. When considered alongside

earlier findings on Educaplay and vocabulary retention (Vargas-Saritama & Espinoza-Celi, 2024) and systematic reviews of gamification platforms and reading engagement (Kamila Chaidir et al., 2023; Utami et al., 2024), the present findings extend the same motivational logic from general reading engagement and vocabulary retention to specific, cognitively graded comprehension indicators applied to analytical exposition text, an integration that had not been directly tested for Educaplay prior to this study.

Despite the encouraging findings, several limitations should be acknowledged. First, the pre-test equivalence analysis revealed a statistically significant baseline difference between the experimental and control groups, which may have influenced the post-test comparison and represents an inherent limitation of the non-equivalent control-group design. Second, because the same test items were administered in both the pre-test and post-test, although presented in a different order, a practice effect cannot be completely excluded. Third, due to scheduling constraints, the experimental group's second and third treatment sessions were conducted on the same day, potentially affecting the consistency of the intervention. Finally, because an independent pilot test was not conducted, the validity and reliability analyses were based on data obtained from the research participants themselves, which may reduce the robustness of the instrument validation process. Therefore, the findings should be interpreted within the specific context, participants, and duration of this study and should not be generalized without further investigation.

Conclusion

This study investigated the effect of Educaplay as a gamified learning tool on the reading comprehension of eleventh-grade EFL students at SMAN 1 Dawarblandong. The findings showed that students in the experimental group achieved higher post-test scores and a higher mean Gained Score than the control group. Furthermore, the Mann–Whitney U test indicated a statistically significant difference between the two groups' post-test scores, suggesting that the use of Educaplay was associated with better reading comprehension performance within the context of this study. However, these findings should be interpreted with caution because the groups differed significantly in their initial reading ability, the instrument validity was established using the research sample due to the absence of a pilot test, and the intervention was conducted over a relatively short period. Therefore, while Educaplay appears to be a promising supplementary tool for supporting reading instruction, further studies employing randomized group assignment, independent pilot testing, larger samples, and longer intervention periods are needed before broader conclusions can be drawn.

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