

**THE EFFECT OF USING EDUCAPLAY ON TENTH-GRADE STUDENTS'
READING COMPREHENSION AT SMAN 1 GURAH**

SKRIPSI

Presented as a partial Fulfilment of the Requirements to obtain the Bachelor's
Degree in Education of the English Language Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



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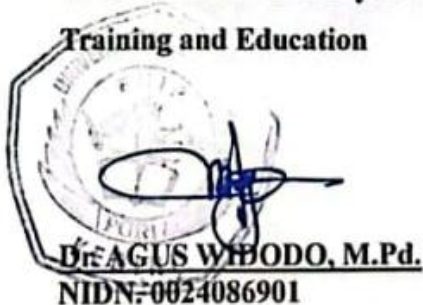
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MOTTO AND DEDICATION

MOTTO:

“Doa dulu, usaha terus, hasil urusan Allah.

No need to rush, no need to compare. Everyone is living in their own timeline.

What is meant for you will never miss you, and what misses you was never
written for you.”

“Keep going. Keep growing.

Trust Allah's timing.

The plot is plotting.

The best chapter is yet to come.”

DEDICATION:

This skripsi is dedicated to Allah SWT for His endless blessings, guidance, and mercy throughout my life journey. I would like to express my deepest gratitude to my beloved parents, sister, niece, and family for their unconditional love, support, sacrifices, and prayers that have always strengthened me in every situation. And also, to my friends who have shared both struggles and laughter throughout the process of completing this research. My sincere appreciation also goes to everyone who has contributed directly or indirectly to this achievement. Lastly, this skripsi is dedicated to myself for staying strong, trusting the process, and never giving up despite the challenges. May this achievement become a stepping stone toward a brighter future and bring benefits to many people.

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Declare truthfully that in this skripsi, there is no work that has ever been submitted to obtain a graduate degree at the university, and to the best of my knowledge, there are no papers or opinions that have ever been published by anyone else, except those that are intentionally referred to in this text and mentioned in the bibliography.

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The title of this skripsi is “The Effect of Using Educaplay on Tenth-Grade Students’ Reading Comprehension at SMAN 1 Gurah”. It is realized that this skripsi still has many shortcomings, so criticism and suggestions from various parties are highly expected.

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May Allah SWT always give His blessings upon this work and make it beneficial for all who read it. The writer realizes that this thesis is still far from perfect. Therefore, any constructive suggestions and feedback are sincerely appreciated for the betterment of future research.

Kediri, July 14, 2026



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ABSTRACT

Sayidatul Mardiyah: The Effect of Using Educaplay on the Tenth-Grade Students' Reading Comprehension at SMAN 1 Gurah, Skripsi, English Language Education Department, The Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2026.

Keywords: reading comprehension, teaching reading, educaplay.

Reading comprehension is an essential skill in English language learning; however, many senior high school students still experience difficulties in understanding texts due to limited vocabulary and the use of less engaging instructional media. Although previous studies have reported the benefits of digital game-based learning, limited research has specifically examined the effectiveness of Educaplay in improving the reading comprehension of Indonesian tenth-grade EFL students. Therefore, this study aimed to investigate the effect of using Educaplay on students' reading comprehension.

This study employed a quantitative approach using a pre-experimental research design with a one-group pre-test and post-test design. The research was conducted at SMAN 1 Gurah. The population of this study consisted of all tenth-grade students at SMAN 1 Gurah in the 2025/2026 academic year, while the sample consisted of 34 students from Class X-1. The students were given a pre-test, treatment, and post-test. The data were obtained from students' pre- and post-test scores and analyzed using IBM SPSS Statistics. The statistical analyses included descriptive statistics, a normality test, and a paired-samples t-test.

The results showed that students' reading comprehension improved after the implementation of Educaplay. The mean score increased from 69.68 in the pre-test to 79.21 in the post-test. Furthermore, the result of the paired-samples t-test showed that the significance value was lower than 0.05 ($p < 0.001$). Therefore, the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_o) was rejected. The findings indicate a significant effect of using Educaplay on students' reading comprehension. It means that Educaplay is an effective learning medium for teaching reading comprehension among the tenth-grade students at SMAN 1 Gurah in the 2025/2026 academic year. In conclusion, Educaplay can be considered an effective digital learning medium for enhancing students' reading comprehension and has the potential to support more interactive and engaging English reading instruction in senior high schools.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher will discuss the following points: Background of the Research, Formulation of the Problem, Purpose of the Research, and Significance of the Research.

A. Background of the Research

Reading is one of the four basic skills in learning English, namely listening, speaking, reading, and writing. Reading is considered one of the most important skills because it supports the development of other language skills and helps students gain knowledge from written texts (Aprilia et al., 2023; Tengo et al., 2023). That means reading is not just a receptive skill but a key bridge to broader academic learning. Reading comprehension refers to the ability to recognize information in written form and to show knowledge of the message being communicated (Brassell & Rasinski, 2008). In other words, students are required to do more than simply read words. They must evaluate concepts, analyse information and construct meaning of texts. Therefore, effective reading comprehension is very significant as it can enhance students' academic progress in English, and in other school courses that need the interpretation of written information.

Teaching reading comprehension is an important job of English teachers, which has a vital role in helping students overcome obstacles in understanding texts. Dwiningtiyas et al. (2020) said that the tactics used by teachers in supporting the students' reading comprehension growth are very important, which means that the success of learning is greatly influenced by effective instruction. Based on the Merdeka Curriculum Phase E Learning Outcomes (2022), students in senior high school are expected to critically and independently understand diverse types of texts. This means that teachers are required to do more than have students read passages; they are to aid students in understanding meaning, determining main ideas, identifying explicit information, identifying implicit information, and analysing social function of the text. Furthermore, in teaching reading comprehension, there are appropriate

methodologies and learning media and student-centered activities. As stated by Ghafournia (2023), teaching reading methods is very important to improve and speed the comprehension process. Aprianto & Heriyawati (2020) observed that the usage of proper media can enable the students to build better understanding of the texts. Similarly, Lak et al. (2017) reported that learner-centered training was more successful than teacher-centered instruction in enhancing reading comprehension. Hence, if the teaching methods are monotonous and less participatory, pupils may lose their interest in reading courses and participate less actively in the classroom.

In reality, many students still have difficulty in understanding English texts in the learning process. The challenges are indicated in the students' incapacity to understand new words, to find the main idea, and to answer the comprehension questions correctly. According to Septia et al. (2022), students had substantial issues in answering questions concerning primary ideas (53.67%), vocabulary (47.84%) and making inferences (45.34%). This finding suggests that the reading challenges of pupils are not only in the identification of words but also in the understanding of textual content. Similarly, Martini et al. (2025) found numerous challenges of reading comprehension that include grasping the meaning of the word, long sentences, grammar, identifying the primary concept, forming inferences, applying reading methods, and focus. As a result, many children find reading passages to be challenging and less engaging, which could lower their confidence and interest in reading activities.

Based on the preliminary observation at SMAN 1 Gurah, it was found that there were still difficulties for numerous tenth grade students in identifying the key concepts and grasping the vocabularies in reading texts. One likely factor is the classroom learning process, in which pupils tended to be passive in reading sessions and learning activities were often dominated by teacher-centered instruction. Sipayung et al. (2025) showed that monotonous and less diversified teaching approaches could not draw students' attention, especially those with short concentration spans. This could cause the students' reading achievement to be below the standard. This indicates that the lack of interaction and the repeating teaching can lower students' active involvement in reading

sessions. Moreover, the use of interactive digital media in reading teaching has not been maximised, even though such media have the potential to offer more engaging learning experiences. Digital media, according to Ariaty et al. (2025), can enhance learning to be more fascinating and relevant and can also boost students' enthusiasm for studying. Thus, the improper use of new media might lead to a decrease in student interest and participation in the classroom.

This research is limited to investigate students' reading comprehension in English subject as the dependent variable to get more concentrated findings. The purpose of the study only involves the tenth-grade students of SMAN 1 Gurah. Besides, the breadth of reading comprehension that is measured in this research consists of identifying social function of the text, identifying the main idea, understanding vocabulary meaning, finding explicit information, and finding implicit information. These indicators were selected because they represent significant characteristics of reading comprehension that are frequently measured at the senior high school level. The study is expected to provide more credible, focused, and relevant findings by confining the investigation to specified participants and measurable variables.

As a proposed solution, Educaplay can be utilised as a digital learning platform for overcoming students' reading issues, which offers numerous interactive activities such as quizzes, matching assignments, and game-based exercises. The combination of learning material with technology is vital because it may generate more interesting and meaningful classroom experiences. According to Guzmán Murillo et al. (2024), gamification promotes the motivation and participation of students and helps in the development of reading competencies. This shows that the use of interactive tools in reading instruction might boost students' learning. Furthermore, Husada et al. (2026) discovered that using Educaplay regularly increased student activity, including participation, interaction, willingness to ask questions, and engagement in discussions and assignment completion. In addition, according to Fadilah et al. (2025), Educaplay offers quick feedback, enabling students to identify errors and achievements in real time, which can promote metacognitive development. Therefore, Educaplay has a great

potential for creating a pleasant learning atmosphere and improving students' reading comprehension skills.

Previous research has proven that the use of game-based learning and Educaplay is effective to improve students' learning outcomes. Ruiz Villacrés & Paredes Rodríguez (2023) found that the use of game-based learning is very effective to improve adolescents' reading comprehension. It was found that the students who participated in the activities that used the game elements such as points, achievements, rankings, challenges, and rewards had a significant progress. Similarly, Aisyah (2026) found that the use of Educaplay is effective to improve students' understanding of narrative texts. In addition, Kahayanti & Syabrina (2026) found that the use of Educaplay has a strong and positive significant relationship to students' learning interest, meaning that the students' learning interest has increased, and students are more interested and enthusiastic during the learning process. In addition, Batitusta & Hardinata (2024) found that the Educaplay game had a positive effect on students' essay writing performance and their comprehension of learning material. Also, Vargas-Saritama & Espinoza Celi (2024) identified that Educaplay improves students' retention of English vocabulary, motivates students to learn English and produces a productive and interactive classroom environment. Therefore, following these results, Educaplay may be considered as an effective digital learning tool that enhances student engagement, motivation and performance in English language learning, including reading comprehension.

Previous research has shown the effectiveness of Educaplay in improving several aspects of English learning such as reading comprehension, vocabulary mastery, learning motivation, and writing achievement. However, research on the effect of Educaplay on the reading comprehension of senior high school students is still limited. Besides, the different educational contexts, participants, and learning environments may produce different results. Thus, further research is needed to investigate whether Educaplay can be used to improve reading comprehension effectively among tenth-grade students at SMAN 1 Gurah. Based on this gap, the researcher is interested in conducting

research entitled “The Effect of Using Educaplay on Tenth Grade Students’ Reading Comprehension at SMAN 1 Gurah.”

B. Formulation of the Research

Based on the background of the study, the research questions are formulated as follows:

1. How is the students’ reading comprehension before being taught using Educaplay among the tenth-grade students at SMAN 1 Gurah?
2. How is the students’ reading comprehension after being taught using Educaplay among the tenth-grade students at SMAN 1 Gurah?
3. Is there any significant effect of using Educaplay on the students’ reading comprehension among the tenth-grade students at SMAN 1 Gurah?

C. Purpose of the Research

Based on the formulation of the problems, the purposes of this research are:

1. To describe the students’ reading comprehension before being taught using Educaplay among the tenth-grade students at SMAN 1 Gurah.
2. To describe the students’ reading comprehension after being taught using Educaplay among the tenth-grade students at SMAN 1 Gurah.
3. To describe whether there is any significant effect of using Educaplay on the students’ reading comprehension among the tenth-grade students at SMAN 1 Gurah.

D. Significance of the Research

The study is expected to make both theoretical and practical contributions.

1. Theoretical Benefits

This research contributes to the improvement of English Language Teaching, particularly through digital game-based learning with Educaplay, in supporting students’ growth in reading comprehension. It offers empirical data on how interactive digital platforms might improve the

specific parts of the reading comprehension, particularly for the Indonesian senior high school students.

2. Practical Benefits

a. For the researcher

The study will assist the researcher to get knowledge on how to use digital learning media through Educaplay in the classroom setting. This will be an advantage for the professional growth of the researcher and will improve the future teaching practices.

b. For English Teacher

This study provides practical guidance on how to incorporate Educaplay into reading lesson planning, especially in designing interactive activities that help students to identify the social function of the text, identify the main idea, find the meaning of words or phrases from context, find explicit information and make inferences to find implicit information. It also provides an alternative way to make a shift from teacher-centered to more student-centered and engaging reading practices.

c. For other researchers

This study can be used as a reference for additional research on digital game-based learning, particularly in the exploration of the efficacy of specific platforms such as Educaplay in various educational contexts or language abilities.

d. For the reader

This study intends to provide insights and recommendations regarding the use of interactive digital media to enhance the growth of students' reading comprehension.

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