

The Integration of Using Educaplay with Gamification to Enhance Students' Grammar Past Tense Achievement

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INTRODUCTION

- Grammar = key to clear, meaningful English communication.
- Past tense crucial for telling past events and stories (*Seaton & Mew, 2007*)
- Grammar reflects linguistic competence (*Fromkin et al, 2014*)
- Indonesian EFL struggle with tenses (*Effendi et al, 2017*)
- Traditional grammar → boring and lack engagements (*Perween, 2018*)
- Innovation is needed
- Gamification boosts motivation and learning outcomes (*Fitria, 2022; Hashim et al, 2019*)

LITERATURE REVIEW

- Grammar = essential components (Brown, 2000; Nunan, 1998)
- Technology increase motivation & personalized lesson (*Yadav, 2021; Schmidt et al., 2022*)
- Digital platforms support grammar retention & engagement (*Celik, 2024; Suharti et al., 2022*)
- Gamification = scores, rewards, feedback → boosts motivation (*McGonigal, 2011; Fitria, 2022*)
- Educaplay = interactive grammar tasks (*Spataro, 2022*)
- Some previous studies show positive effects of Educaplay (*Ochoa, 2024; Vargas & Espinoza, 2024; Fitri et al, 2024; Hibatulloh et al, 2025; Amalya et al, 2024*)
- Gap: Few studies on Educaplay for grammar in Indonesian context

METHOD

- Design : quantitative, quasi-experimental design (*Creswell, 2009*)
- Population : eighth-grade students in Bandung
- Procedure : pre-test – treatments – post-test
- Instrument : past tense grammar test (validated with SPSS)
- Data analysis : descriptive statistics, independent sample T-test
- Goal : measure the impact of Educaplay on grammar achievement

FINDING AND DISCUSSION

- Control class scores:

Score	N	Mean	Min	Max	Std. Deviation
Pre-test	30	60.36	30	100	18.18958
Post-test	30	73.73	47	100	17.15836

- Experimental class scores:

Score	N	Mean	Min	Max	Std. Deviation
Pre-test	30	46.36	18	100	21.71363
Post-test	30	82.80	58	100	11.22313

- Experimental class shows greater improvement

FINDING AND DISCUSSION

- Independent sample T-test:

Sig. 2-Tailed: 0.015 → significance difference

Mean Difference : -9.46667

- N-Gain

Experimental: 65.35% (*Medium–High*)

Control: 35.59% (*Medium–Low*)

- Educaplay → higher effectiveness in past tense learning

FINDING AND DISCUSSION

- Results support Metom et al. (2013); Hibatulloh & Wahyuni (2025)
- Educaplay adaptable across education levels
- Need sustainable planning & teacher training
- Challenges: Device availability & internet access
- Teacher readiness: Digital skills still limited
- Confirmed: Educaplay + gamification improves past tense achievement

CONCLUSION

- Educaplay with gamification improved grammar past tense achievement
- Experimental group score \uparrow from 46.36 \rightarrow 82.80
- T-test result ($p = 0.015$) confirms significant difference
- Gamified learning boosts engagement, motivation, and comprehension
- Educaplay's features: interactive, real-time feedback, personalized learning
- Supports student-centered teaching in EFL grammar classrooms
- Traditional methods \rightarrow less effective for grammar mastery
- Future use should address tech access & teacher readiness

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- Full references are available in the full paper

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