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THE EFFECT OF USING EDUCAPLAY ON TENTH-GRADE STUDENTS' READING COMPREHENSION OF EXPOSITION TEXT

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Abstract

Reading comprehension is an essential skill in English language learning because it enables students to understand, interpret, and construct meaning from written texts. However, despite its importance, evidence regarding the use of Educaplay to teach reading comprehension in Indonesian senior high schools remains limited. Therefore, this study aimed to examine the effect of Educaplay on students' reading comprehension. A quantitative pre-experimental one-group pretest-posttest design was employed with 34 tenth-grade students of Senior High School 1 Gurah. Data were collected using a 30-item multiple-choice reading comprehension test on exposition texts, administered before and after the treatment. The treatment was conducted over three meetings using Educaplay activities: Matching Pairs, Quiz, and Froggy Jump. The data were analyzed through normality test, paired sample statistics and paired-samples t-test. Results showed a mean score of 69.68 on the pretest and 79.21 on the posttest. A paired-samples t-test showed a statistically significant difference between pretest and posttest scores ($p < .001$). These findings show that Educaplay can help students develop reading comprehension. Thus, Educaplay may be useful for improving students' reading comprehension of exposition texts.

Keywords: Digital Media, Educaplay, EFL, Reading Comprehension, Senior High School

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Introduction

Reading comprehension is an important skill in English language learning because it enables learners to build meaning from written texts and supports other language skills and also academic performance (Brassell & Rasinski, 2008). Snow (2024) states that reading comprehension is a process of constructing meaning through interaction with written language. Similar to Johnson (2008) who argued that understanding involves an active interaction between the reader and the text, these views imply that reading is not a passive activity but a dynamic cognitive process where readers actively interpret the meaning from texts. Therefore, it is important to master reading comprehension for senior high school students as it helps them to achieve the English learning goals more effectively.

Despite its importance, students in Indonesian senior high schools still have problems with reading comprehension, especially in identifying main ideas, understanding details, interpreting language, and drawing conclusions. Septia et al. (2022) found that students had great difficulty answering questions about main ideas, vocabulary, and inference. This suggests that their problems are more than just recognizing words and on to understanding the content of the text, which indicates that students find it difficult to integrate concepts and understand the main idea of a work. Martini et al. (2025) highlighted that students struggle with vocabulary, long sentences, grammar, and concentration. This suggests that reading difficulties are affected by linguistic and cognitive factors. These issues are frequently worsened by teacher-centred instruction and the absence of interactive activities, leading to decreased student engagement. As a result, students' interest and confidence in reading may decrease, negatively affecting their English learning results (Aprianto & Heriyawati, 2020). Therefore, an interesting and interactive teaching approach is required to overcome these issues.

To overcome these problems, digital game-based learning (DGBL) proposed by Prensky (2001) provides an interactive way for students to improve their reading comprehension skills. One example of Digital Game-Based Learning (DGBL) is Educaplay which combines educational materials with interactive activities like Matching Pairs, Quiz, and Froggy Jump. These activities allow students to actively engage with the reading materials, identify the main points, and answer the comprehension questions rather than passively receiving the teacher's lecture. DGBL contains elements such as challenge, engagement, and immediate feedback which can enhance active learning processes as stated by (Prensky, 2001). In the context of reading

instruction, these elements are beneficial for students to self-evaluate their understanding, identify errors, and derive meanings from the texts more efficiently. Zou et al. (2021) mentioned that the use of digital game-based learning can increase students' motivation, performance and self-efficacy. Rahayu et al. (2025) found positive impact in literacy achievement and classroom engagement. Therefore, Educaplay could provide a supportive learning environment that stimulates students' engagement in the reading activities.

Previous studies have shown that Educaplay can support students' language learning through interactive tasks, game elements, task diversity, and immediate feedback. Aisyah (2026) found better narrative text comprehension, providing evidence that Educaplay can support students' understanding of written texts. Vargas-Saritama & Espinoza Celi (2024) reported gains in vocabulary mastery, which may support students' understanding of word meaning in texts. Anwar & Jasiah (2024) stated that Educaplay encourages active learning through game elements, while Siagian (2024) reported that task diversity can maintain students' attention during learning activities. Fadilah et al. (2025) stated that immediate feedback can help students identify their errors quickly, which may support their understanding during reading tasks. Other studies found improved writing achievement Batitusta & Hardinata (2024) and increased learning interest Kahayanti et al. (2026) However, further evidence is still needed regarding the effect of Educaplay on reading comprehension in senior high school EFL contexts.

Although previous studies have reported positive contributions of Educaplay to language learning, most investigations have focused on general language achievement, vocabulary mastery, writing skills, learning motivation, or students' perceptions of digital learning activities. However, empirical evidence on the use of Educaplay to improve reading comprehension among Indonesian senior high school EFL students remains limited. In particular, few studies have examined its effectiveness in teaching exposition texts or investigated its impact on specific reading comprehension indicators, including identifying the social function, the main idea, word meanings, explicit and implicit information.

To address this gap, the present study investigates the effect of Educaplay on the reading comprehension of Indonesian senior high school EFL students using a pre-experimental one-group pretest-posttest design. The novelty of this study lies in integrating Educaplay activities Matching Pairs, Quiz, and Froggy Jump into reading instruction for exposition texts while examining students' improvement across five reading comprehension

indicators. Accordingly, this study aims to examine students' reading comprehension before and after the implementation of Educaplay and to determine whether its use significantly affects their reading comprehension.

Research Methods

Design

A quantitative research approach was used in this study. This approach is geared towards the analysis of numerical data to test relationships or research questions (Ary et al., 2010). The research design used was a pre-experimental one-group pretest-posttest design, in which no control group or random assignment was involved (Ary et al., 2010). This design was selected because the study aimed to investigate changes in students' reading comprehension after the implementation of Educaplay within a classroom setting. The design is illustrated as follow:

$$\frac{O_1 \rightarrow X \rightarrow O_2}{\text{Pre-test} \rightarrow \text{Treatment} \rightarrow \text{Post-test}}$$

Participants

A sample is a part of the population (Ary et al., 2010). This research was conducted with 34 students in class X-1 at SMAN 1 Gurah, comprising 12 males and 22 females. The participants were selected through purposive sampling based on their accessibility and relevance to the research objectives and on class characteristics that aligned with the study's objectives, particularly regarding reading comprehension.

Instrument

The instrument used in this study was an achievement test to measure students' reading comprehension, as suggested by (Ary et al., 2010). The test consisted of 30 items for the pre-test and 30 items for the post-test, based on exposition texts and measuring five indicators: social function, main idea, word meaning, explicit information, and implicit information, with six items for each indicator. The test consisted of pretest and posttest items. Each correct answer was scored 1, and each incorrect answer 0, and the final score was calculated using the formula Arikunto (2013):

$$\text{Score} = \frac{\sum \text{Score}}{\text{Maximum Score}} \times 100$$

The validity of the instrument was determined using Pearson Product-Moment correlation, correlating each test item score with the total

score in IBM SPSS Statistics, while Cronbach's Alpha was used to determine the reliability of the instrument. Validity refers to what a test measures, while reliability is the consistency of the instrument (Ary et al., 2010).

Tabel 1. Result Validity Test of Pretest

Reading Comprehension Indicator	Pearson Correlation (r-count)	Sig. (2-tailed)	R-table ($\alpha = .05$)	Decision
Social Function	.776	< .001	.339	Valid
Main idea	.815	< .001	.339	Valid
Meaning of Vocabulary	.734	< .001	.339	Valid
Explicit Information	.681	< .001	.339	Valid
Implicit Information	.718	< .001	.339	Valid

Tabel 2. Result Validity Test of Posttest

Reading Comprehension Indicator	Pearson Correlation (r-count)	Sig. (2-tailed)	R-table ($\alpha = .05$)	Decision
Social Function	.761	< .001	.339	Valid
Main idea	.851	< .001	.339	Valid
Meaning of Vocabulary	.774	< .001	.339	Valid
Explicit Information	.757	< .001	.339	Valid
Implicit Information	.748	< .001	.339	Valid

The validity test results in Tables 1 and 2 indicated that all indicators in both the pretest and posttest instruments were valid. In the pretest, the Pearson correlation coefficients ranged from 0.681 to 0.815, and all significance values (Sig. 2-tailed) were below 0.05. Similarly, the posttest instrument showed Pearson correlation coefficients ranging from 0.748 to 0.851, and all significance values were below 0.05. These findings indicate that each indicator was significantly correlated with the total score and was appropriate for measuring students' reading comprehension.

Tabel 3. Result Reliability Test of Pretest

Case Processing Summary			Reliability Statistics	
Cases	N	%	Cronbach's Alpha	N of Items
Valid	34	100.0	.793	5
Excluded	0	0.0		
Total	34	100.0		

Tabel 4. Result Reliability Test of Posttest

Case Processing Summary			Reliability Statistics	
Cases	N	%	Cronbach's Alpha	N of Items
Valid	34	100.0	.837	5
Excluded	0	0.0		
Total	34	100.0		

The reliability test results in Tables 3 and 4 showed that the pretest instrument obtained a Cronbach's Alpha value of 0.793, while the posttest instrument obtained 0.837. Both values exceeded the acceptable reliability criteria, indicating that the instruments were reliable and internally consistent.

Data Collection

Data collection was conducted in three stages. The first stage was the pretest before the first treatment on January 28th, 2026. The pretest consisted of 30 multiple-choice questions based on an exposition text. The pre-test consisted of 30 items covering five indicators: identifying the social function of the text, identifying the main idea, determining the meaning of words, finding explicit information, and finding implicit information, with five or six items for each indicator. The exposition text used in the pretest was Healthy Lifestyle for Teenagers, Environmental Problems and Human Responsibility, and The Importance of Literacy for Teenagers.

The second stage was the treatment in three meetings on January 28th, February 4th, and February 11th, 2026. The treatment consisted of the integration of Educaplay activities in the Discovery Learning model by using a Scientific Approach. Each meeting applied the same instructional stages and Educaplay features, while different exposition texts were used as learning materials. The treatment implementation is presented in Table 5 below:

Tabel 5. Treatment Activities Using Educaplay

Syntax SA	Educaplay Feature	Classroom Activities	Reading Comprehension Focus
Observing	Matching Pairs	Students observed the topic, key concepts, and vocabulary related to the exposition text through matching activities.	Activating background knowledge, identifying the topic, and understanding key vocabulary.
Questioning	Matching Pairs	Students discussed unfamiliar information and formulated questions about the text.	Developing an understanding of text information and recognizing unfamiliar words/concepts.
Collecting Information	Quiz	Students read the text and answered comprehension questions through Quiz activities.	Identifying main ideas, word meanings, explicit information, and implicit information.
Associating/ Reasoning	Froggy Jump	Students analyzed answers and connected information from the text through interactive tasks.	Interpreting information and constructing meaning from the text.
Communicating	Group Presentation	Students presented the results of group discussions and shared	Summarizing ideas and communicating understanding of the

their understanding of
the exposition text.

Third, the posttest was held on February 11th, 2026. The posttest was composed of 30 multiple choice questions with the same indicators, material scope, and level of difficulty as the pretest to maintain consistency and comparability. The exposition texts used in the posttest were The Benefits of Waking Up Early for the Body, Unwise Deforestation and its Impact on the Environment, and Digital Literacy and its Importance for the Young Generation.

Data analysis

The data were analyzed using normality tests, paired-sample statistics, and a paired-samples t-test. Parametric statistics require the data to be normally distributed (Fiandini et al., 2023). The paired-samples t-test was chosen because it compares two related measurements from the same subjects, which are pretest and posttest scores (Rahayu et al., 2024). In addition, paired sample statistics were used to describe the mean scores before and after the treatment. The hypothesis was tested at a significance level of 0.05, where Sig. < 0.05 showed a significant effect.

Results and Discussion

Results

How was students' reading comprehension before being taught using Educaplay?

Before the implementation of Educaplay, a pretest was administered to 34 tenth-grade students to measure their reading comprehension. Table 6 below shows the descriptive statistics of the pretest score.

Tabel 6. Descriptive Statistics of Pretest Scores

N	Mean	Median	Min	Max	Range	Std. Deviation
34	69.68	71.50	47	87	40	11.259

Table 6 shows that 34 students took part in the pretest. The minimum score was 47, and the maximum score was 87, with the range of scores being 40. The median score was 71.50, meaning half of the students scored lower than 71.50 and half scored higher than 71.50. The mean pretest score was 69.68, with a standard deviation of 11.259, representing the average reading comprehension of students and the difference in students' scores before the treatment.

The results of the pretest generally show that the students' initial reading comprehension varied before the implementation of Educaplay.

Some students performed well in reading comprehension, while others still scored low. These results showed that the students had different levels of reading comprehension before the treatment, which means that they need instructional support to improve their reading performance.

How were students' reading comprehension after being taught using Educaplay?

The same 34 students were given a posttest to find out the reading comprehension after using Educaplay. The descriptive statistics of the posttest scores can be seen in Table 7.

Tabel 7. Descriptive Statistics of the Posttest Score

N	Mean	Median	Min	Max	Range	Std. Deviation
34	79.21	83	60	93	33	8.987

Table 7 shows that the posttest mean score was 79.21, with a minimum score of 60 and a maximum score of 93. The score range was 33, while the median was 83.00, indicating that half of the students scored above 83 and half scored below it. The standard deviation of 8.987 indicates that students' posttest scores were moderately distributed around the mean.

To provide a more detailed description of students' reading performance, the achievement in each reading comprehension indicator was analyzed. The results are presented in Table 8.

Tabel 8. Students' Achievement in Each Reading Comprehension Indicator

Reading Indicators	Max Score Indicator	Pre-Test Mean	Post-Test Mean	Gain
Social Function	6	5.2	5.6	0.4
Main Idea	6	4.7	5.2	0.5
Meaning of Words	6	3.9	4.7	0.8
Implicit Information	7	4	4.6	0.6
Explicit Information	5	3.1	3.7	0.6
Total	30	20.9	23.8	2.9

Table 8 shows that all reading comprehension indicators improved after the implementation of Educaplay. The greatest improvement was observed in the Meaning of Words indicator, which increased from 3.9 to 4.7 (a gain of 0.8). This finding indicates that the learning activities helped students better understand vocabulary in context. Meanwhile, the Main Idea, Implicit Information, and Explicit Information indicators also showed positive gains, indicating improvements in students' ability to identify important information and comprehend the content of exposition texts.

Although all indicators improved, the Explicit Information indicator remained the lowest, with a posttest mean of 3.7 out of 5. This suggests that some students still had difficulty locating specific information in the text. One possible reason is that identifying explicit information requires careful reading and attention to textual details, which may still challenge some learners despite the interactive learning activities.

Overall, the posttest results demonstrate that students' reading comprehension improved across all measured indicators after being taught using Educaplay.

Is there any significant difference between students' reading comprehension before and after being taught using Educaplay?

To determine whether there was any significant difference in students' reading comprehension before and after the implementation of Educaplay, the data were analyzed using normality testing, paired-samples statistics, and a paired-samples t-test.

Tabel 9. Result of Normality Test

Variable	Kolmogorov-Smirnov Statistic	df	Sig.	Shapiro-Wilk Statistic	df	Sig.
Selisih	.111	34	.200*	.976	34	.642

Before conducting the paired-samples t-test, the normality assumption was examined using the Shapiro-Wilk test on the gain scores. The result of the normality test in Table 9 shows a p-value of 0.642, which was greater than 0.05. Therefore, the data were normally distributed, indicating that the paired-samples t-test could be applied. The results of the paired sample statistics and paired-samples t-test are presented in the tables below:

Tabel 10. Result of Paired Sample Statistics

Pair	Test	Mean	N	Std. Deviation	Std. Error Mean
1	Pre-test	69.68	34	11.259	1.931
1	Post-test	79.21	34	8.987	1.541

The paired sample statistics are presented in Table 10, which shows the descriptive statistics of students' reading comprehension scores before and after the implementation of Educaplay. The mean score increased from 69.68 in the pre-test to 79.21 in the post-test, indicating an improvement of 9.53 points. The standard deviation decreased from 11.259 to 8.987, suggesting that students' post-test scores were more consistent than their pre-test scores. These descriptive findings indicate that students achieved

better reading comprehension performance after being taught using Educaplay.

Tabel 11. Result of Paired Sample T-test

Pair	Paired Difference	Mean	Std. Deviation	Std. Error Mean	95% CI Lower	95% CI Upper	t	df	Sig. (One-Sided)	Sig. (Two-Sided)
1	Pre-test – Post-test	-9.529	9.359	1.605	-12.795	-6.264	-5.937	33	< .001	< .001

The paired-samples t-test was conducted to determine whether there was a significant difference between students' reading comprehension scores before and after the implementation of Educaplay. As presented in Table 11, the analysis revealed a mean difference of -9.529 (pre-test minus post-test), with a 95% confidence interval ranging from -12.795 to -6.264. The test result showed a statistically significant difference, $t(33) = -5.937$, $p < .001$ (two-tailed). Since the p-value was lower than the significance level of 0.05, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. These findings indicate that the implementation of Educaplay significantly improved students' reading comprehension scores after the treatment.

Discussion

The research findings showed that the tenth graders of SMAN 1 Gurah had improved their reading comprehension after using Educaplay. The students' reading comprehension scores rose from 69.68 in the pre-test to 79.20 in the post-test. The paired-samples t-test showed a significant difference between the students' pre-test and post-test scores ($p < 0.05$). The students' improvement might be due to the interactive and feedback-based features of Educaplay.

Activities such as Matching Pairs, Quiz, and Froggy Jump were designed to develop the five reading-comprehension indicators through interactive tasks. In Matching Pairs, students matched vocabulary such as "hydration," "dehydration," and "concentration" with their definitions, supporting word-meaning comprehension. In the Quiz, students read an exposition text and answered questions on social function, main idea, word meaning, explicit information, and implicit information, such as identifying the text's purpose, determining the meaning of "essential," locating information about hydration, and inferring the effects of dehydration. Similarly, Froggy Jump required students to identify the writer's purpose, connect paragraphs, interpret vocabulary, locate stated information, and make inferences. Thus, Matching Pairs focused on word meaning, while Quiz

and Froggy Jump practiced all five indicators by requiring students to read, process information, and respond to comprehension questions rather than only listen to teacher explanations. Therefore, the use of Educaplay may have contributed to a more interactive learning environment that improved the reading comprehension skills of the students.

The findings of this study can also be explained by the theory of reading comprehension and digital game-based learning. According to Snow (2002) reading comprehension is an active process that cases the reader to generate meaning through interaction with written texts. Indeed, Educaplay exercises can facilitate comprehension because they require students to recognize material, interpret meaning, and answer questions during the learning process. Also, according to the theory of Digital Game-Based Learning, Prensky (2001) states that the combination of the instructional content with the gaming elements can improve student engagement and attention. Therefore, the improvement in this study may be due to the combination of reading practice and game-based features provided by Educaplay.

The findings of this study are in line with previous research indicating that game-based learning can support students' reading development. Ruiz Villacrés & Paredes Rodríguez (2023) reported that game-based learning activities improved reading comprehension by increasing students' involvement through challenges and interactive tasks. Similarly, Aisyah (2026) found that Educaplay supported students' comprehension of narrative texts, while Flores-Robles et al. (2025) showed that Educaplay encouraged active learning through digital activities. Likewise, Annisa et al. (2025) reported that Quizizz, another game-based learning platform, significantly improved students' English vocabulary through interactive quizzes and immediate feedback, suggesting that gamified digital platforms can facilitate language learning. These previous findings support the current study by suggesting that the interactive features of Educaplay can facilitate students' engagement with reading materials. However, this study extends previous research by focusing specifically on exposition texts and examining changes across several reading comprehension indicators, including social function, main idea, vocabulary meaning, and explicit and implicit information.

The improvement in students' reading comprehension may be related to the learning process provided by Educaplay activities. The use of quizzes, matching tasks, and repetition in practice enabled students to encounter the reading materials several times and to receive immediate feedback on their answers. This feedback might help students to find out errors and to adjust

their understanding in the process of learning. Besides, repeated exposure to vocabulary and textual information might help students to connect words, meanings and ideas in the text. This interpretation is in line with the findings of Sitohang & Simanjuntak (2025) study, who pointed out the importance of interaction, repetition and feedback in the development of language learning. Thus, Educaplay's contribution in this study may not only be in its game elements, but also in the chances it gives for continuous reading practice and reflection.

The findings of this study highlight that Educaplay's contribution lies not only in the use of digital technology but also in integrating activities into reading instruction. The combination of comprehension questions, matching activities, and game-based tasks provided students with structured opportunities to practice identifying information, interpreting meaning, and responding to texts. This finding is supported by previous studies showing that digital learning activities can facilitate literacy development when they are combined with meaningful learning tasks (Kahayanti et al., 2026; Sepriyanti et al., 2024). Therefore, the improvement observed in this study suggests that Educaplay can serve as a supportive instructional medium when its features are aligned with specific reading objectives, rather than being used solely as a recreational activity.

The analysis of some indicators of reading comprehension provides additional insights into the improvement of the students understanding after the implementation of Educaplay. The social function indicator increased from 5.2 to 5.6, meaning that students improved their ability to determine the objective and communicative function of exposition texts. The improvement can be linked to the frequent use of text structures and comprehension exercises in Educaplay activities, which required the pupils to determine the main objectives of the texts. The main idea indicator increased from 4.7 to 5.2, indicating improved ability among students to identify important information in the texts. The findings correspond with Aisyah (2026) and Rodriguez et al. (2025) stated that the interactive and gamified learning activities help the students to process the textual information and enhance their reading comprehension skills.

Among the measured reading comprehension indicators, understanding word meaning showed the highest gain, increasing from 3.9 to 4.7. This improvement indicates that students became better at interpreting vocabulary in the context of exposition texts. One possible explanation is that Educaplay activities provided repeated exposure to important words and allowed students to associate words with meanings through tasks such as Matching Pairs. The immediate feedback provided during these activities may also have helped students identify incorrect interpretations and refine

their understanding. This finding is consistent with Vargas-Saritama & Espinoza Celi (2024), who emphasized that digital game-based activities involving repetition, interaction, and feedback can support vocabulary-related learning processes. Therefore, improved understanding of word meanings may have contributed to students' overall development of reading comprehension.

The result showed that the students' ability to find the explicit and implicit information in exposition text improved. The explicit information indicator was increased from 3.1 to 3.7. It means that the students were able to find the information that was stated explicitly in the text. The implicit information indicator was increased from 4.0 to 4.6. It means that the students were able to interpret information that was not stated explicitly. This indicator is more difficult because students need to connect information in the text with their prior knowledge to infer meaning. This finding is supported by Rodriguez et al. (2025) who suggested that interactive learning environments facilitate students' ability to process and analyze textual information. Armanda & Indriani (2023) also found that game-based learning activities can support students' reading activities through interactive tasks. Consequently, the improvement of these markers suggests that Educaplay could contribute to the development of both literal and inferential dimensions of reading comprehension in students.

Although some improvements are related to the implementation of Educaplay, it is important to mention some limitations of this study. First, the use of a one-group pretest-posttest design without control group means that the gains obtained cannot be attributed only to the intervention of Educaplay. Secondly, the participants were a single class of tenth-grade students from a single school, which may limit the generalizability of the findings to other EFL settings. Thirdly, the treatment was conducted for a short time and only on exposition texts and five reading comprehension measures. Other variables such as the students' prior knowledge, learning habits and classroom environment could have also contributed to the results. Therefore, the results should be seen as suggestive of enhancement in this particular educational setting, rather than as a general claim of causality.

However, this study has limitations but contributes to the body of knowledge on integrating digital game-based learning into EFL reading instruction. The results indicate that the use of Educaplay is associated with improvements in students' overall reading comprehension and specific comprehension skills, especially in understanding word meanings, identifying main ideas, and analyzing information from exposition texts. The results indicate that Educaplay is an effective instructional resource when its

activities are aligned with established reading objectives. Future research should involve larger sample sizes, control groups, longer intervention periods and a wider variety of text genres for more conclusive evidence of the effectiveness of Educaplay in reading instruction.

Conclusion

The results of this study showed that Educaplay successfully improved students' reading comprehension of exposition texts significantly as evidenced by the students' overall higher scores and in several aspects of reading comprehension such as identifying the main idea, identifying social function, understanding word meanings, and processing explicit and implicit information. The findings suggest that Educaplay can be an interactive educational tool to improve reading instruction by providing opportunities for practice, feedback, and active interaction with reading materials.

The results of this study suggest that English teachers might consider using Educaplay as an additional resource in reading classes, especially exposition texts. The exercises may provide students with an additional chance to improve their comprehension skills through interactive tasks and immediate feedback. However, the results should be taken into account considering the limitations of the study. The research was carried out on one group, in one group and over a short period of treatment. Therefore, the results are not generalizable to other educational settings and further research is needed.

Future studies are recommended to involve larger samples, include diverse educational levels, and employ stronger research designs, such as quasi-experimental or experimental studies, to provide more reliable evidence regarding Educaplay's contribution to reading instruction. Further research may also compare Educaplay with other digital learning platforms and explore its applicability to other language skills to gain a broader understanding of its role in EFL learning.

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