

THE EFFECT OF IMPLEMENTING EDUCAPLAY ON FOURTH GRADE STUDENTS' ENGLISH VOCABULARY MASTERY AT PRIMARY SCHOOL

By

Gede Krisna Widiadharmha 2212021120

English Language Education

E-mail: krisna.widiadharmha@student.undiksha.ac.id

ABSTRACT

This study aimed to investigate the effect of implementing Educaplay on fourth-grade students' English vocabulary mastery at primary school. The research employed a quasi-experimental design using a one-group pre-test and post-test approach. The participants of this study were 24 fourth-grade students. The data were collected through vocabulary tests administered before and after the treatment. During the treatment sessions, students learned vocabulary through interactive activities provided by Educaplay, including matching games, word puzzles, quizzes, and picture-based exercises. The collected data were analyzed using descriptive statistics and the Wilcoxon Signed-Rank Test because the data were not normally distributed. The results showed an improvement in students' vocabulary mastery, indicated by the increase in the mean score from the pre-test (90.42) to the post-test (98.38). The hypothesis testing result showed a significance value of 0.000 ($p < 0.05$), indicating a significant difference between students' pre-test and post-test scores. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted. The findings suggest that the implementation of Educaplay has a significant positive effect on improving fourth-grade students' English vocabulary mastery. This study implies that interactive digital learning platforms can be an effective alternative medium for supporting vocabulary learning in primary school contexts.

Keywords: *educaplay, vocabulary mastery, english learning, primary school students, digital learning media*

THE EFFECT OF IMPLEMENTING EDUCAPLAY ON FOURTH GRADE STUDENTS' ENGLISH VOCABULARY MASTERY AT PRIMARY SCHOOL

By

Gede Krisna Widiadharmas 2212021120

English Language Education

E-mail: krisna.widiadharmas@student.undiksha.ac.id

ABSTRAK

Penelitian ini bertujuan untuk menyelidiki pengaruh penerapan Educaplay terhadap penguasaan kosakata bahasa Inggris siswa kelas IV di sekolah dasar. Penelitian ini menggunakan desain kuasi-eksperimen dengan pendekatan **one-group pre-test dan post-test**. Partisipan dalam penelitian ini berjumlah 24 siswa kelas IV. Data dikumpulkan melalui tes kosakata yang diberikan sebelum dan sesudah perlakuan. Selama sesi perlakuan, siswa mempelajari kosakata melalui berbagai aktivitas interaktif yang disediakan oleh Educaplay, seperti permainan mencocokkan (matching games), teka-teki kata (word puzzles), kuis, dan latihan berbasis gambar. Data yang diperoleh dianalisis menggunakan statistik deskriptif dan **Uji Wilcoxon Signed-Rank** karena data tidak berdistribusi normal. Hasil penelitian menunjukkan adanya peningkatan penguasaan kosakata siswa, yang ditunjukkan oleh kenaikan nilai rata-rata dari **pre-test** (90,42) menjadi **post-test** (98,38). Hasil pengujian hipotesis menunjukkan nilai signifikansi sebesar **0,000 ($p < 0,05$)**, yang mengindikasikan adanya perbedaan yang signifikan antara nilai pre-test dan post-test siswa. Oleh karena itu, hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Temuan penelitian ini menunjukkan bahwa penerapan Educaplay memberikan pengaruh positif yang signifikan terhadap peningkatan penguasaan kosakata bahasa Inggris siswa kelas IV. Penelitian ini mengimplikasikan bahwa platform pembelajaran digital yang interaktif dapat menjadi media alternatif yang efektif untuk mendukung pembelajaran kosakata dalam konteks pendidikan sekolah dasar.

Keywords: *educaplay, vocabulary mastery, english learning, primary school students, digital learning media*