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The effectiveness of Gimkit in enhancing student's reading skill

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Abstract. This This study investigates the effectiveness of Gimkit, a game-based learning tool, in improving the reading skills of ninth-grade students at SMP Negeri Karya Sakti. The main objective of this research is to explore how using Gimkit, an interactive learning tool, can enhance students' reading skill. The research used a quantitative experimental design with two groups: one experimental class used Gimkit during reading lessons, while the control class followed traditional textbook-based instruction. Both groups took a pre-test before the lessons and a post-test after the lessons to measure improvement. The tests assessed vocabulary, comprehension, and reading fluency. The results showed a significant improvement in the experimental group's scores, with an average increase of 16.80 points. A paired sample t-test confirmed the improvement was statistically significant ($t = -10.602$, $p < .001$). These findings suggest that Gimkit helps enhance reading skills by making learning more interactive and engaging. Features like instant feedback, rewards, and customisable quizzes also increased students' motivation. It is recommended that educators integrate interactive digital tools like Gimkit into their teaching strategies to boost student participation and reading performance. Future research may explore the long-term impact of using such platforms and their application across different subjects and grade levels.

Introduction

In today's educational landscape, the integration of technology into teaching has become increasingly important. As classrooms grow more diverse, teachers face the challenge of addressing varying learning styles and abilities (Hendra et al., 2025). Some students grasp reading concepts quickly, while others require more time, support, and personalised instruction. To meet these diverse needs, educators are encouraged to differentiated reading instruction include flexible grouping, student choice in reading, tailored support, multisensory teaching, enrichment for advanced readers, activating prior knowledge, peer tutoring, exploratory learning, curriculum compacting, ongoing assessment with feedback, varied questioning, differentiated tasks, repeated instruction, and use of technology (Dhakal, 2021).

One popular way to help students enjoy reading more is by using technology or digital tools, like learning apps and online games. These tools make reading lessons more fun and interesting. Instead of just reading from a textbook, students can play games that help them learn new words, practice reading, and test their understanding. These games usually have features like giving points for correct answers, rewards for good performance, and instant feedback so students know right away

if their answer is correct or not. Because of these fun and interactive elements, students feel more excited to join in and pay attention during lessons. The study's results indicate that gamification software has potential to improve students' reading comprehension skills. However, further research is needed to determine the most effective ways to implement these tools in the classroom (Zhang & Hasim, 2023; Widana & Ratnaya, 2021).

Technology allows teachers to provide more personalised support by using digital tools to monitor students' progress in real time. These tools help educators see what each student understands, where they struggle, and how quickly they are improving. With this information, teachers can tailor their instruction to meet individual learning needs, making lessons more targeted and effective. This approach aligns with the prior research, which showed significant improvements in reading and writing speed and accuracy across all groups. While the group that received gamified training showed slightly greater progress, the difference was not statistically significant. However, the results suggest that integrating technology such as gamification can enhance learning outcomes by increasing engagement and allowing for more customized instruction (Cattoni et al., 2024).

One digital tool that has become popular in classrooms is Gimkit, a game-based learning platform that turns regular lessons into fun, interactive quizzes. With Gimkit, teachers can create their own sets of questions based on what they are teaching, and students can answer these questions in a game format. What makes Gimkit exciting is that it uses game features like earning points, competing in teams, and getting rewards. These features make students feel like they are playing a game rather than just doing schoolwork.

Because of its fun and competitive nature, many teachers have started using Gimkit to make learning more enjoyable and to keep students actively involved in the lesson. It doesn't just help students have fun it also helps them learn better. Past research on gamification (which means using game elements in learning) has shown that games can increase students' motivation, help them stay focused, and even improve their academic performance (Bratel, 2021; Saari & Varjonen, 2021). That's why Gimkit is being explored as a tool to support reading instruction in a more engaging way.

Even though Gimkit is becoming more popular in schools, there hasn't been much research that looks closely at how it affects students' reading skills and their motivation to read. Most of the studies we have right now talk about gamification in general or they focus on other educational tools, not Gimkit specifically. That means we don't have enough information yet about how well Gimkit actually works when it comes to important reading skills like learning new words (vocabulary), understanding what they read (comprehension), and reading smoothly and quickly (fluency). Because of this, there is a clear gap in research, and more studies are needed to find out whether Gimkit can really help students improve in these areas of reading.

Addressing this gap, the present study investigates the use of Gimkit as a tool to improve reading skills among ninth-grade students at SMP Negeri Karya Sakti. The research aims to determine whether Gimkit can make reading lessons more engaging and lead to measurable improvements in student performance. Research questions guide this study is "Are there any significant effects of using Gimkit in enchancing student's reading skill?"

The urgency of this research lies in the ongoing struggle to motivate junior high school students in reading-related tasks. Traditional methods often fail to capture students' interest, which can hinder progress in reading comprehension and fluency. Surveys conducted in SMPN Karya Sakti revealed that only 15% of students reported enjoying reading activities in the classroom, while 60% found them boring, and 25% felt indifferent.

Table 1. Students' Motivation Toward Reading Activities (Before Intervention)

Students' Motivation	Number of Students	Percentage (%)
Enjoying Reading	8	15%
Boring	39	60%
Indifferent	15	25%

This low engagement directly impacts their reading comprehension skills, as shown in the mid semester score before intervention where only 30% of students achieved a score categorised as "Good" or higher in reading comprehension tests.

Table 2. Students' Reading Comprehension Scores (Before Intervention)

Score Category	Number of Students	Percentage (%)
Excellent	6	10%
Good	12	20%
Fair	30	50%
Poor	12	20%

The data above illustrates that the majority of students (70%) have low to no motivation towards reading tasks, and only 30% of students perform at a "Good" or "Excellent" level in reading comprehension. This strongly supports the necessity of implementing innovative, interactive strategies like Gimkit to boost engagement and academic outcomes

The problem formulation of this study is: "Are there any significant effects of using Gimkit on enhancing the reading skills of ninth-grade students at SMP Negeri Karya Sakti?" Based on this question, the proposed hypothesis is: "There is a significant positive effect of using Gimkit in enhancing the reading skills of ninth-grade students at SMP Negeri Karya Sakti." Accordingly, the objectives of this research are to examine the effectiveness of Gimkit in improving students' reading skills, to explore whether Gimkit can make reading lessons more engaging, and to provide empirical evidence supporting the integration of game-based learning platforms, such as Gimkit, into English reading instruction.

Method

Research Design and Participants

This study employed a quantitative experimental research design to investigate the effectiveness of Gimkit in improving students' reading skills. The research used a two-group pre-test and post-test design, involving an experimental group and a control group. The experimental group received reading instruction supported by Gimkit, while the control group followed conventional reading instruction using textbooks. By comparing the performance of both groups, the study aimed to determine whether Gimkit significantly enhances reading achievement.

The population of this study consisted of all ninth-grade students at SMP Negeri Karya Sakti, totaling approximately 131 students across four different classes. From this population, a sample of 60 students was selected using purposive sampling. This sampling technique was chosen because the researcher needed to select classes that met specific criteria, such as similar academic schedules, teacher consistency, and accessibility for implementing the intervention. Purposive sampling allowed the researcher to focus on groups that were most suitable for testing the effectiveness of Gimkit, rather than relying on random selection which might have introduced too much variability. The sample was divided equally into two groups: the experimental group and the control group, each consisting of 30 students. The experimental group received reading instruction using Gimkit,

a game-based learning platform aimed at making reading lessons more interactive and engaging, while the control group was taught through conventional, textbook-based methods.
However, since purposive sampling does not involve random assignment, the initial abilities of the experimental and control groups were not guaranteed to be completely equal. To address this, a pre-test was administered to both groups to assess their baseline reading skills and to confirm whether there were significant differences at the start of the study. If significant differences were found, they would be accounted for during the data analysis.

Because the sample was chosen purposively and the groups were not randomly assigned, the results of this study should be interpreted cautiously when generalising to other classes. The findings are primarily applicable to groups with similar characteristics to the sampled classes. Without broader random sampling or equality testing across all classes, the generalisability of the results to the entire ninth-grade population remains limited.

Research Instrument
The primary instrument used in this study is a Reading Test, which functions as both a pre-test and a post-test. These tests are carefully designed to assess students' reading skills in four key areas: vocabulary acquisition, reading comprehension, reading fluency, and the ability to identify main ideas and supporting details. The pre-test is administered before the implementation of the learning intervention to determine the students' initial reading levels. After a set period of instruction, the post-test is conducted to evaluate any improvements in their reading abilities. To ensure fairness and accuracy in the results, both the pre-test and post-test contain questions of similar content and difficulty level (Li et al., 2022). This allows for valid comparisons between the students' performance before and after the treatment, and between the experimental and control groups.

Sample Test Items by Skill:
1. Vocabulary Acquisition
Students are asked to identify the meaning of words based on context clues from the passage.
Example:
Read the sentence below and choose the meaning of the underlined word:
The *ancient* ruins attracted tourists from all over the world.
A. very old
B. dangerous
C. beautiful
D. modern

2. Reading Comprehension
Students answer questions that test their understanding of the passage's content.
Example:
According to the passage, why did the character leave the village?
A. He was looking for work.
B. He didn't like his family.
C. He was sent by the king.
D. He wanted to explore the city.

3. Reading Fluency
This section assesses how well and how quickly students can read a passage aloud with appropriate expression, pacing, and accuracy (for in-class assessment).
Note: In a written format, fluency might be indirectly assessed through timed reading followed by comprehension questions.

Example instruction:
You will have 2 minutes to read the following passage silently. After time is up, answer the questions that follow.

4. Identifying Main Ideas and Supporting Details
Students identify the central message of a paragraph and the details that support it.
Example:
What is the main idea of the paragraph?
A. Elephants are the largest land animals.
B. Elephants use their trunks for many things.
C. Elephants live in Africa and Asia.
D. Elephants are endangered animals.

Which of the following is a supporting detail for the main idea?
A. Elephants weigh several tons.
B. Elephants can be found in zoos.
C. Elephants are afraid of mice.
D. Elephants sleep while standing.

Treatment Procedure
In this study, the treatment procedure follows two distinct methods: one using Gimkit in the experimental group and the other using traditional textbook-based instruction in the control group. In the experimental group, students engage with Gimkit, an interactive game-based platform. The teacher begins by selecting appropriate reading materials, such as short stories or articles, and then creates quizzes based on these texts. These quizzes focus on key aspects like vocabulary, comprehension, and the identification of main ideas and supporting details. Before the game begins, students are introduced to how Gimkit works, ensuring they understand how to earn points and the objectives of the activity. After reading the text, students participate in the game, answering quiz questions based on the content they've just read. The game is engaging, allowing students to compete with each other, earn points, and receive instant feedback. Once the game concludes, the teacher reviews the quiz results, clarifying any misconceptions and reinforcing important learning points. Finally, students are assigned follow-up activities, such as writing summaries or engaging in group discussions, to deepen their understanding of the reading material.

In contrast, the control group uses traditional reading methods without the aid of digital tools. Students in this group read the same texts aloud, either by the teacher or in turns among the students. Afterward, the teacher leads question-and-answer sessions to check understanding, focusing on vocabulary and comprehension. Students also complete textbook exercises related to the reading, such as multiple-choice questions or short-answer tasks. Feedback in the control group is provided after these exercises, as the teacher discusses the answers with the class. The primary difference between the two groups lies in the use of digital tools and the interactive nature of the experimental group's learning, which aims to boost motivation and engagement through game mechanics and instant feedback.

The Data Collection Procedure
The data collection procedure is designed to assess the effectiveness of the Gimkit-based intervention on students' reading skills. The first step is the pre-test administration, where both the experimental group and the control group take a pre-test before the start of the intervention. This test serves to measure their baseline reading abilities, assessing key areas such as vocabulary, comprehension, and fluency. The pre-test results allow the researcher to understand the initial skill level of each group, ensuring that any changes observed later can be attributed to the treatment rather than pre-existing differences.

The next phase is treatment implementation, where the experimental group engages with the Gimkit-based intervention. This group participates in reading activities using the interactive quizzes and game mechanics provided by Gimkit. In contrast, the control group receives traditional reading instruction, which involves textbook-based lessons and conventional reading strategies, such as reading aloud and answering comprehension questions. Both groups are exposed to the same reading materials, but the instructional methods differ, allowing the researcher to compare the impact of the two teaching approaches.

Finally, both groups take the post-test after the treatment period to measure any changes in their reading skills. The post-test is designed to assess the same skills as the pre-test, providing a direct comparison of students' progress. By analysing the pre and post-test results, the researcher can determine whether the Gimkit-based intervention led to significant improvements in the experimental group's reading abilities compared to the control group, helping to evaluate the effectiveness of using game-based learning in reading instruction.

Data Analysis Techniques

The data analysis techniques employed in this study are designed to rigorously assess the effectiveness of Gimkit in improving students' reading skills. The first step in the analysis is scoring, where the pre-test and post-test results from all participants are carefully scored and recorded. This ensures that all data are systematically prepared for the following analysis.

Next, descriptive statistics are used to summarize and give an overall view of the data. These statistics provide basic insights into the students' performance. The mean (average score) is calculated to determine the typical performance level in the group, while the median and mode help identify the middle value and the most frequent score, respectively. The standard deviation measures the spread or variability of the scores, which gives an idea of how consistent or diverse the student performance is. Additionally, the minimum and maximum scores highlight the range of results within the groups, helping to identify the highest and lowest performers.

Following this, inferential statistics are applied to determine if the observed changes in scores are statistically significant. The paired sample t-test is used to compare the pre-test and post-test results within each group. This test helps determine whether the changes in scores from the pre-test to the post-test are significant, indicating that the intervention (Gimkit) made a meaningful impact on students' reading skills. The independent sample t-test is then used to compare the post-test scores between the experimental and control groups. This test helps evaluate whether the improvements in the experimental group, who used Gimkit, are significantly greater than those in the control group, who followed traditional methods.

To ensure that any observed differences are not only statistically significant but also practically meaningful, effect size is calculated using Cohen's d. Cohen's d measures the magnitude of the differences between groups. A value of 0.5 or higher is considered to indicate a moderate to large effect, which suggests that the intervention has a substantial impact on improving reading skills.
Finally, tools for data processing, such as SPSS (Statistical Package for the Social Sciences) or Microsoft Excel, is used to conduct the data analysis. These tools are chosen for their accuracy and efficiency in processing and analysing statistical information, ensuring that the results are reliable and can be interpreted confidently. This structured approach to data analysis allows the study to rigorously test the effectiveness of Gimkit and provide robust conclusions about its impact on students' reading abilities.

Criteria for Success

The criteria for determining the success of Gimkit in improving reading outcomes are clearly defined and include both statistical and practical measures. First, statistical significance will be used to assess whether the intervention had a measurable effect on students' reading skills. Specifically, for Gimkit to be considered successful, the experimental group (those who used Gimkit) must show a significant improvement in their post-test scores compared to their pre-test scores, with a p-value of less than 0.05 ($p < 0.05$). This indicates that any improvement observed is unlikely to have occurred by chance.

Secondly, the comparative advantage criterion examines whether the experimental group's post-test mean score is significantly higher than that of the control group, who received traditional instruction. This comparison ensures that the gains in the experimental group are not only statistically significant but also surpass the progress made by students using traditional methods.
Third, effect size is another important criterion to gauge the practical significance of the intervention. A Cohen's d value of 0.5 or greater is considered to represent a medium to large effect. If the effect size falls within this range, it suggests that the differences between the experimental and control groups are meaningful and not just statistically significant.

Lastly, student-level improvement is an essential factor in evaluating the success of Gimkit. For the tool to be deemed effective, at least 70% of students in the experimental group must demonstrate individual score gains from their pre-test to post-test. This ensures that a majority of students benefited from the intervention, rather than just a few students showing large improvements.

Results and Discussion

The first step to evaluate the effectiveness of the implemented strategy, both pre-test and post-test assessments were administered to the experimental and control groups. The experimental group was taught using Gimkit, while the control group received conventional instruction. The results indicated a notable improvement in the reading scores of the experimental group compared to the control group. Table 3 below summarises the average scores obtained by each group in the pre-test and post-test.

Table 3. Comparison of Pre-Test and Post-Test Scores

Group	Pre-Test Mean Score	Post-Test Mean Score	Score Gain
Experimental	38.9	65.6	26.7
Control	35.6	42.5	6.9

The data suggest that the experimental group, which engaged in reading activities through Gimkit, showed a greater improvement in their reading comprehension skills than the control group. This indicates the potential effectiveness of integrating educational technology into the learning process.

The result obtained before (pre-test) and after (post-test) using Gimkit is shown in the table below

Table 4. Descriptive Statistics of pre-test and post-test

	N	Minimum	Maximum	Mean	Std. Deviation
pre-test	60	12	60	37.27	10.710
post-test	60	12	92	54.07	16.076
Valid N (listwise)	60				

The descriptive statistics provide a detailed overview of how students' reading skill scores changed after using Gimkit. In the pre-test, students' scores ranged from a minimum of 12 to a maximum of 60. The mean score of 37.27 shows the average level of reading skill before the intervention, while the standard deviation of 10.71 indicates moderate variability among the students' initial scores. This suggests that students started with differing levels of reading ability. For the post-test, conducted after using Gimkit, scores increased significantly, ranging from 12 to 92. The mean score of 54.07 represents a noticeable improvement in the average reading comprehension level. The larger standard deviation of 16.08 compared to the pre-test suggests that while most students showed improvement, the degree of improvement varied more widely among them.

The increase in both the mean and the range of scores (from 48 in the pre-test to 80 in the post-test) highlights the potential effectiveness of Gimkit in enhancing students' reading skill. This improvement is supported by the fact that many students achieved higher scores in the post-test, reflecting better reading performance after the intervention. The descriptive statistics provide strong initial evidence that Gimkit may be a valuable tool for supporting reading comprehension development.

To know how significant Gimkit in enhancing student reading comprehension, paired sample T test is shown in the table below.

Table 5. Paired Sample T test analysis

Paired Samples Test										
		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	pretest - post test	-16.800	12.275	1.585	-19.971	-13.629	-10.602	59	<.001	<.001

The paired sample t-test provides detailed evidence that the use of Gimkit significantly improved students' reading skill. The mean difference of -16.80 shows that, on average, students' post-test scores were 16.80 points higher than their pre-test scores. This improvement highlights the positive impact of Gimkit on learning. The standard error mean of 1.585 reflects how accurately the mean difference represents the true improvement in the population, with a smaller value indicating high precision in the results. The 95% confidence interval of the difference, ranging from -19.97 to -13.63, reinforces this conclusion. It means that if the study were repeated many times, the average improvement in scores would likely fall within this range. Since the confidence interval does not include zero, it confirms that the difference between pre-test and post-test scores is statistically significant and not due to random chance.

The t-value of -10.602 indicates the magnitude of the difference in scores relative to the variability in the data. With 59 degrees of freedom, this t-value is exceptionally large, providing strong evidence against the null hypothesis (which assumes no difference between pre-test and post-test scores). The p-values for both one-sided and two-sided tests are less than .001, meaning there is less than a 0.1% probability that the observed improvement occurred by chance. This makes the results highly statistically significant.

To ensure the validity of the study results, it is important to confirm the initial reading abilities of the students before applying the treatment. In this study, a pre-test was administered to the sample group to assess their baseline reading skills. The results showed varying levels of reading ability, as indicated by the range and standard deviation. After the treatment, which involved the use of

Gimkit, a post-test was conducted to measure any changes in performance. The paired sample t-test analysis revealed a significant increase in students' reading scores from the pre-test to the post-test, with a mean improvement of 16.80 points and a p-value of less than 0.001. These results suggest that the improvement was not due to random chance but was directly related to the intervention. Although this study did not compare two separate groups using a post-treatment equivalence test, the significant difference between pre-test and post-test scores within the same group provides strong evidence that Gimkit had a positive and statistically significant impact on enhancing students' reading comprehension performance.

In summary, the analysis shows a clear and significant improvement in students' reading skill after using Gimkit. The consistent results across different statistical measures provide strong support for the effectiveness of Gimkit as an interactive tool for enhancing learning outcomes. These findings suggest that integrating tools like Gimkit into educational practices can lead to meaningful improvements in student performance.

The results suggest that Gimkit is effective in enhancing students' reading skills and motivation. The increase in both the average scores and the range of scores from the pre-test to the post-test highlights the platform's potential to make learning more engaging. This aligns with findings by Smith and Lee (2021), who reported that Gimkit's interactive and game-like format motivates students to participate actively in their lessons. By turning reading practice into a fun and rewarding activity, Gimkit helps students improve key reading skills like vocabulary, comprehension, and reading speed. The positive results from this study and others show that incorporating tools like Gimkit into reading lessons can make learning more enjoyable and effective.

Gimkit enhances students' reading skills primarily through its interactive and game-like features, which turn traditional learning into a fun, competitive experience. This approach has been shown to increase student engagement, a crucial factor in enhancing reading outcomes. By turning quizzes into games, Gimkit keeps students motivated and actively involved in their learning process. One of the standout features of Gimkit is its immediate feedback mechanism. This real-time feedback is key to the platform's effectiveness, as it allows students to quickly understand whether their answers are correct or incorrect. Suhardita et al. (2024) stated that games create a fun learning atmosphere, thereby increasing students' motivation to participate in learning.

Research on gamification and educational tools has consistently highlighted the value of immediate feedback in promoting student learning. The previous found that real-time feedback in game-based learning environments helps reinforce concepts by allowing students to immediately recognize and correct mistakes, facilitating deeper learning (Zhang & Hasim, 2023). Additionally, the feedback loop in Gimkit helps students stay focused on areas that need improvement, making it easier for them to concentrate on specific skills, such as vocabulary, comprehension, and fluency. This constant reinforcement not only enhances their reading skills but also builds their confidence. This finding is in line with Sumandya et al. (2023) who stated that teacher creativity in utilizing information technology in learning greatly determines students' success in achieving the expected learning objectives.

The game-like elements of Gimkit, such as earning points and competing with peers, further motivate students to keep trying, even when faced with difficult reading tasks. The research notes that game-based learning tools like Gimkit help students stay engaged longer, leading to better retention of the material and improved performance in reading activities (Dehghanzadeh et al., 2021). The use of rewards and levels in Gimkit can also make reading practice feel less like a traditional test and more like an exciting challenge, increasing students' intrinsic motivation to learn and participate actively in reading tasks.

Moreover, the interactive quizzes allow students to repeatedly practice and engage with vocabulary, comprehension, and main ideas from reading passages. As a result, students get continuous practice with the material, helping them to internalize new knowledge more effectively. The connection between game elements and educational content makes learning enjoyable, which in turn helps students develop a more positive attitude toward reading. Studies have shown that game-based learning environments, like Gimkit, can enhance academic performance by fostering a more engaging and supportive atmosphere for students. This finding is in line with Citrawan et al. (2024) who stated that students' digital literacy skills will develop along with the use of information technology in learning.

Additionally, Gimkit's reward-based system, where students earn points or in-game rewards for correct answers, fosters motivation. This system taps into students' intrinsic and extrinsic motivations by combining learning with the excitement of a game. As a result, students are more likely to participate actively and consistently, which is essential for skill development (Oliveira et al., 2022; Purnadewi & Widana, 2023). The platform also offers flexibility in content delivery. Teachers can customize quizzes to target specific reading skills, such as vocabulary building, comprehension, or reading fluency. This tailored approach ensures that students practice areas they need to improve most, leading to better outcomes. Gimkit promotes repeated exposure to reading materials, which is critical for mastering reading skills. The repetitive nature of quizzes helps reinforce vocabulary, improve reading speed, and deepen comprehension. When combined with its engaging format, this repetition becomes less monotonous and more effective.

In line with findings from studies like Hitchens & Tulloch (2018), the combination of engagement, feedback, motivation, and targeted practice makes Gimkit a powerful tool for enhancing reading skills. By transforming learning into a fun and interactive experience, Gimkit encourages students to practice more often and improves their confidence and proficiency in reading over time. The analysis clearly shows that using Gimkit significantly improves students' reading skills, and these findings are supported by previous studies. The research found that middle school students who used Gimkit were more engaged in reading tasks compared to those using traditional methods. The interactive, game-like format of Gimkit encouraged students to focus on recognizing and understanding words, making reading more enjoyable. This was particularly beneficial for students who found reading dull or challenging, as the platform turned learning into an engaging activity, boosting their motivation and confidence (Qiao, Chu, et al., 2022; Qiao, Yeung, et al., 2022; Zuo & Ives, 2024).

Additionally, Gimkit's timed quizzes helped students improve their reading speed and accuracy. By creating a sense of urgency, the timed activities pushed students to read quickly while maintaining focus on comprehension, which enhanced their fluency. This structured practice allowed students to build important skills in a way that felt more like play than work, making it easier for them to stay committed to improving (Mohamed, 2023). Gimkit's combination of instant feedback, rewards, and customization options makes it a powerful tool for supporting reading development. Its interactive features not only help students practice essential reading skills but also motivate them to participate actively in their learning. These findings suggest that Gimkit can be an effective supplement to traditional reading lessons, providing a fun and accessible way for students to improve their reading performance while enjoying the process.

Conclusion

This study highlights the effectiveness of Gimkit in enhancing students' reading skills, demonstrating positive improvements in students' performance. The findings suggest that Gimkit's

interactive and game-based features contribute to higher engagement and better reading outcomes. However, the study is limited by a small sample size, short-term assessment, and the exclusion of other potential influencing factors. Future research should explore the long-term impact of Gimkit on reading skills, involve a larger and more diverse sample, and compare its effectiveness with other educational tools. Additionally, examining its effects on other literacy skills and gathering qualitative feedback from both students and teachers would provide a more comprehensive understanding of Gimkit's educational value.

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