

The Implementation of ZEP Quiz in Teaching Reading comprehension skills at Junior High School Level

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Introduction

Background of the study

- Reading is a fundamental skill in English as a Foreign Language (EFL) learning, enabling students to acquire knowledge, expand perspectives, and develop critical thinking skills.
- At the junior high school level, many students experience difficulties in understanding English reading texts, particularly narrative texts.
- In response to these challenges, teachers are encouraged to integrate digital technology to enhance student engagement and learning effectiveness.
- Gamification-based platform have emerged as innovative tools to support reading instruction in modern classroom.

Previous Study

Previous Studies

- Previous studies mainly measured students' achievement quantitatively after using ZEP Quiz or similar platforms.
- Most studies focused on learning outcomes and motivation.
- Previous studies rarely discussed teachers' instructional preparation.

This Study

- This study investigates how teachers practically implement ZEP Quiz in reading comprehension classes.
- This study explores both implementation strategies and teacher challenges.
- This study explains teacher preparation, implementation process, and solutions for classroom challenges.

Research Gap

Research Gap

- Most studies on ZEP Quiz and similar gamification tools focus primarily on quantitative outcomes, such as students' test scores and learning effectiveness.
- Limited qualitative research explores how teachers design, adapt, and integrate ZEP Quiz into reading comprehension lessons.
- Existing studies do not sufficiently reveal teachers' challenges and pedagogical strategies when implementing ZEP Quiz in real classroom contexts.

Novelty of the Study

- This study focuses on teachers' instructional practices, rather than solely on students' learning outcomes.
- It explores teachers' experiences, challenges, and strategies in integrating ZEP Quiz into reading comprehension lessons.
- The study integrates Game-Based Learning theory, Schema Theory, and Discovery Learning to examine ZEP Quiz implementation in teaching reading comprehension at the junior high school level.

Research Question

1. How does the teacher implement the ZEP Quiz in teaching reading comprehension?
2. What challenges has the teacher encountered when implementing the ZEP Quiz in reading comprehension activities, and how has the teacher addressed these challenges in her teaching practice?

Research Methodolgy

Research Design

This study employed a qualitative descriptive case study to investigate how an English teacher implemented ZEP Quiz in teaching reading comprehension and to explore the challenges encountered during its implementation.

Research Setting

The research was conducted at SMP Negeri 1 Candi, Sidoarjo, during English reading comprehension lessons involving eighth-grade students.

Research Participant

The participant was one English teacher selected through purposive sampling because the teacher had experience using ZEP Quiz in reading instruction.

Research Instruments

Data were collected through structured classroom observations and unstructured interviews with the teacher to obtain comprehensive information regarding classroom implementation and instructional challenges.

Theoretical Framework

The study was based on Game-Based Learning (GBL), Schema Theory, and Discovery Learning, which were used to analyze students' engagement, cognitive processes, and learning experiences during ZEP Quiz activities.

Data Analysis

The collected data were analyzed using thematic analysis, including transcription, coding, theme development, and data triangulation to ensure the credibility of the findings.

Findings

Research Question 1

1. How does the teacher implement the ZEP Quiz in teaching reading comprehension?

The implementation consists of three learning stages.

Pre-reading

- Teacher introduces narrative text, activates students' prior knowledge, and explains difficult vocabulary.

- **While-reading**

- Students identify narrative structure, connect the text with prior knowledge, discuss answers, and reread the text before responding.

- **Post-reading**

- Students complete ZEP Quiz to evaluate reading comprehension through interactive quizzes and immediate feedback.

Findings

- **Table 1. Schema Theory**

observation	Evidence
Activation of prior knowledge	Students related the story to their own experiences.
Connecting prior knowledge	Students connected characters and events to real-life situations.
Narrative structure	Students identified orientation, complication, and resolution.
Comprehension monitoring	Students reread the text before answering questions

Findings

- **Table 1. Discoverly Learning**

observation	Evidence
Active problem solving	Students analyzed each question carefully before answering.
Independent decision making	Students selected answers independently.
Self-correction	Students recognized and corrected incorrect answers.
Knowledge construction	Students explained reasons for their answers.

Findings

- **Table 1. Game-Based Learning**

observation	Evidence
Students participation	Students answered enthusiastically.
Emotional engagement	Students smiled, applauded, and cheered.
Learning motivation	Students requested another quiz session.
Sustained attention	Students remained focused until the activity ended.

Findings

Research Question 2

1. What challenges has the teacher encountered when implementing the ZEP Quiz in reading comprehension activities, and how has the teacher addressed these challenges in her teaching practice?

Based on interview findings, the teacher encountered two major challenges.

Internet Connection

- Unstable internet disrupted quiz activities.
- Students occasionally experienced delays in accessing the platform.

Students' Familiarity

- Students were unfamiliar with the ZEP Quiz interface.
- Additional guidance was required before using the platform independently.

Teacher Solutions

- Checking internet stability before class.
- Demonstrating how to use ZEP Quiz.
- Giving clear instructions.
- Preparing alternative learning activities.

Discussion

- **Main Findings**
- ZEP Quiz successfully increased students' participation and reading engagement.
- Students actively connected prior knowledge with new information.
- Students independently monitored their comprehension while completing quizzes.
- Gamification features encouraged motivation and classroom interaction.
- **Research Contribution**
- Provides qualitative evidence of how teachers implement ZEP Quiz in reading instruction. Integrates **Game-Based Learning**, **Schema Theory**, and **Discovery Learning** to explain students' learning processes.
- Highlights the importance of teacher preparation in successful digital learning implementation.

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