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The Implementation of ZEP Quiz in Teaching Reading Comprehension Skills at Junior High School Level

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The Implementation of ZEP Quiz in Teaching Reading Comprehension Skills at Junior High School Level

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Abstract. This study examines the implementation of the ZEP Quiz in teaching reading comprehension and explores the challenges faced by teachers at the junior high school level. Using a qualitative descriptive case study design, this research focuses on an English teacher at SMPN 1 Candi Sidoarjo. Data were collected through classroom observations and unstructured interviews, then analyzed using thematic analysis with data triangulation to ensure credibility. This study is grounded in Game-Based Learning (GBL), Schema Theory, and Discovery Learning. The findings indicate that the ZEP Quiz positively supports the reading comprehension learning process by creating an interactive, student-centered learning environment. Through gamification features such as points, leaderboards, instant feedback, and time-limited challenges, students demonstrated higher levels of engagement, motivation, active participation, schema activation, monitoring of understanding, and knowledge construction. This application reflects the principles of GBL by encouraging active engagement and intrinsic motivation, Schema Theory by linking knowledge with new information, and Discovery Learning by encouraging students to explore and construct understanding independently. This study also identified several challenges, particularly unstable internet connections and students' lack of familiarity with the platform. To address these issues, the teacher provided clear instructions, demonstrated how to use the platform, monitored technical conditions, and prepared alternative learning activities. The findings indicate that ZEP Quiz can serve as an effective digital learning tool for improving reading comprehension skills at the junior high school level.

Keywords: ZEP Quiz, Reading Comprehension, Game-Based Learning, Schema Theory, Discovery Learning

Abstrak. Penelitian ini mengkaji implementasi ZEP Quiz dalam mengajarkan pemahaman membaca dan mengeksplorasi tantangan yang dihadapi oleh guru di tingkat SMP. Dengan menggunakan desain studi kasus deskriptif kualitatif, penelitian ini berfokus pada seorang guru bahasa Inggris di SMPN 1 Candi Sidoarjo. Data dikumpulkan melalui observasi kelas dan wawancara tidak terstruktur, kemudian dianalisis menggunakan analisis tematik dengan triangulasi data untuk memastikan kredibilitas. Penelitian ini didasarkan pada Pembelajaran Berbasis Game (GBL), Teori Skema, dan Pembelajaran Penemuan. Temuan ini menunjukkan bahwa Kuis ZEP secara positif mendukung proses pembelajaran pemahaman bacaan dengan menciptakan lingkungan belajar yang interaktif dan berpusat pada siswa. Melalui fitur gamifikasi seperti poin, papan peringkat, umpan balik instan, dan tantangan terbatas waktu, siswa menunjukkan tingkat keterlibatan, motivasi, partisipasi aktif, aktivasi skema, pemantauan pemahaman dan konstruksi pengetahuan yang lebih tinggi. Aplikasi ini mencerminkan prinsip-prinsip GBL dengan mendorong keterlibatan aktif dan motivasi intrinsik, Teori Skema dengan menghubungkan pengetahuan dengan informasi baru, dan Discovery Learning dengan mendorong siswa untuk mengeksplorasi dan membangun pemahaman secara mandiri. Studi ini juga mengidentifikasi beberapa tantangan, terutama koneksi internet yang tidak stabil dan kurangnya keakraban siswa dengan platform tersebut. Untuk mengatasi masalah ini, guru memberikan instruksi yang jelas, mendemonstrasikan cara menggunakan platform, memantau kondisi teknis, dan menyiapkan kegiatan pembelajaran alternatif. Temuan tersebut menunjukkan bahwa ZEP Quiz dapat berfungsi sebagai alat pembelajaran digital yang efektif untuk meningkatkan keterampilan pemahaman membaca di tingkat SMP.

Kata Kunci: ZEP Quiz, Pemahaman bacaan, Pembelajaran berbasis permainan, Teori skema, Pembelajaran penemuan

I. INTRODUCTION

One of the most crucial skills for learning a language is reading, as it enables students to gain knowledge, expand their perspectives, and develop critical thinking skills [1]. Gonzales explains that reading comprehension involves not only understanding explicit information but also developing higher-order skills such as making inferences, predictions, and identifying unfamiliar vocabulary through contextual clues [2]. In English as a Foreign Language (EFL) learning, reading comprehension plays an essential role in helping students understand various forms of written texts. However, many junior high school students still experience difficulties in comprehending English texts due to limited vocabulary, lack of motivation, and low engagement during reading activities [3]. Consequently, English teachers are

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encouraged to adopt innovative instructional media that can improve students' participation and comprehension. The use of digital media in English learning is an increasingly popular solution as part of the transformation of 21st-century learning [4] [5].

Teachers can integrate technology into instruction to increase student engagement and support a variety of reading comprehension learning opportunities. Teachers may create a more engaging atmosphere that encourages student participation and enhances comprehension results [6]. ZEP Quiz offers substantial promise for improving students' grasp of narrative texts through its blend of interactive quizzes, immediate feedback, and competitive elements. ZEP Quiz fosters an interactive learning atmosphere, promoting students' involvement in reading tasks [7]. The findings suggest that incorporating such digital tools can lead to a significant increase in student engagement and comprehension levels in reading activities [3]. Furthermore, empirical studies have confirmed the positive impact of Kahoot! on reading, demonstrating its effectiveness in enhancing students' learning outcomes [10]. These findings indicate that gamification tools can support students' participation and engagement during reading comprehension activities.

Figure 1. Interface of the ZEP Quiz Platform



Source: ZEP Quiz Platform

Figure 1 illustrates the interface of the ZEP Quiz platform used in this study. This platform provides a virtual learning environment where students are represented by customizable avatars that interact within a digital learning space. As shown in the figure, ZEP Quiz integrates several gamification features, including a leaderboard, player tracking, learning reports, and interactive navigation. These features encourage active participation by providing immediate feedback, fostering healthy competition, and allowing teachers to monitor students' learning progress during reading comprehension activities. By combining game elements with educational content, ZEP Quiz creates an engaging learning environment that supports student motivation and participation during English reading instruction.

Previous studies have demonstrated the positive impact of gamification tools, such as Quizizz, Kahoot!, and Baamboozle, on students' engagement, motivation, and reading comprehension [8] [10]. These studies show that integrating game elements into reading instruction can increase student participation and create a more enjoyable learning environment. More specifically, several studies have begun to investigate the use of ZEP Quiz in an educational context. Santoso et al. [14] examined the effectiveness of ZEP Quiz as a Game-Based Learning tool to improve students' narrative reading skills. The study reported that gamification features, such as leaderboards, immediate feedback, points, and time challenges, encouraged active student participation and supported their understanding of narrative texts. Research conducted by Sa'diyah [11] showed that teachers considered the ZEP Quiz useful because it facilitated question differentiation and provided immediate feedback during learning activities. However, previous studies also emphasized the importance of technical preparation, teacher support, and digital literacy in maximizing the effectiveness of gamification tools in diverse classroom settings [12] [13].

ZEP Quiz is used to study narrative texts, which include structures such as orientation, complication, and resolution, as well as content, characters, and moral values [7]. In reading classes, ZEP Quiz is integrated through the Game-Based Learning (GBL) and discovery learning approaches, where students complete AI-based interactive quizzes during the evaluation stage after discussions and readings of texts such as "The Deer and the Crocodile," and receive instant feedback, leaderboards, and time challenges to create active, fun, and competitive learning that supports the Pancasila student profile [7]. Focusing on elements such as points, leaderboards, and instant feedback, GBL theory aims to promote active involvement, cultivate intrinsic motivation, and deepen cognitive processing of narrative

elements [14]. Schema theory posits that comprehension arises from readers linking new data to their existing knowledge base; ZEP Quiz activates existing schemas through narrative patterns and inferential processes to construct a more robust model of text comprehension [14]. Overall, the implementation of this approach facilitates a transition from teacher-centered to student-oriented learning supported by adaptive digital technology [14].

Although previous studies have demonstrated the effectiveness of ZEP Quiz in improving students' motivation and learning outcomes, most studies mainly focus on quantitative measurement and product validation [16]. Existing qualitative studies, such as those conducted by Mahaswary [17] and related research [18], still provide limited explanation regarding how teachers practically design, adapt, and integrate ZEP Quiz into reading comprehension instruction. Therefore, this study explores teachers' implementation strategies and challenges in using ZEP Quiz during classroom learning activities.

Teachers utilize a variety of reading texts, such as narrative texts, during the pre-observation phase. These various types of reading texts will be examined and rehearsed using ZEP Quiz, which presents the content in an interactive digital format to aid students' comprehension. This tool allows students to explore and interpret texts with structured support, automatically presenting comprehension questions [19]. In the classroom, ZEP Quiz has been implemented as a digital assessment and reinforcement tool, in which reading assignments are incorporated into quiz-based activities to increase engagement and support real-time feedback [14]. Through the use of this tool, reading lessons are designed to deliver prompt remedial feedback, and student progress is methodically tracked, enabling teachers to customize training according to students' needs while preserving an engaging setting that promotes deeper text comprehension [20].

This research was conducted at SMPN 1 Candi, a public junior high school. This study contributes to understanding the practical application of digital tools in reading education, particularly how the teacher implements the ZEP Quiz, its impact on teaching practices, and students' learning outcomes. The study explores the experiences and strategies of an English teacher in implementing and utilizing the ZEP Quiz to improve students' reading comprehension at the junior school level. It seeks to bridge the divide by exploring experiences and strategies of the English teacher in implementing and utilizing the ZEP Quiz to improve reading comprehension among secondary school students. To address this gap, this study formulates:

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?

II. METHOD

This study employs a qualitative research method to explore how the teacher implemented the ZEP Quiz in reading comprehension instruction and to identify the challenges encountered during the implementation process. A qualitative method was chosen because it allows the researcher to deeply understand participants' experiences, classroom interactions, and teaching practices in natural classroom settings. Additionally, this study employs a descriptive case study design because it focuses on a specific phenomenon within a particular educational context: the use of the ZEP Quiz in reading comprehension instruction at the junior high school level.

This study was conducted at SMP Negeri 1 Candi Sidoarjo. The participant was an English teacher who taught eighth-grade students and implemented the ZEP Quiz in reading comprehension lessons. The participant was selected using purposive sampling because the teacher had experience integrating gamification-based digital media into English language instruction. This study focused on narrative text instruction because this type of text is commonly used in reading comprehension instruction.

This study was primarily grounded in Game-Based Learning (GBL) theory, which integrates game elements such as points, leaderboards, rewards, and immediate feedback into learning activities to enhance student motivation and engagement [14]. In addition, schema theory was used to explain how students connected prior knowledge with new information during reading comprehension activities [15]. Discovery Learning, proposed by Bruner, emphasizes that students learn more effectively when they actively explore, analyze, and discover knowledge independently during the learning process [21].

To obtain comprehensive data, this study used classroom observation and semi-structured interviews as data collection techniques. Classroom observation was conducted during reading comprehension lessons to observe how the teacher implemented the ZEP Quiz in classroom activities. The observation focused on student participation, emotional engagement, interactions during quiz sessions, and student responses to gamification features such as

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points, leaderboards, and instant feedback. In addition, the researcher also observed how students connected their prior knowledge to narrative texts and monitored their understanding while answering quiz questions.

This classroom observation is based on two main indicators drawn from the theoretical framework used in this study. Indicator 1 focuses on students' cognitive processes during reading comprehension activities, including the activation of prior knowledge, problem solving, monitoring of comprehension, knowledge construction, and understanding of narrative text structure. Indicator 2 focuses on students' behavioral and emotional engagement during learning activities, including participation, motivation, attention, self-confidence, and emotional responses when using the ZEP Quiz. These indicators are used to analyze how students respond to the implementation of the ZEP Quiz in reading comprehension instruction.

Furthermore, semi-structured interviews were conducted with the English teacher to obtain more in-depth information regarding the implementation process, challenges, and teaching strategies used during classroom activities. Semi-structured interviews are flexible in nature and do not strictly follow a rigid list of questions, allowing participants to describe their experiences more openly and naturally. This interview technique allows the researcher to explore teacher opinions and experiences in greater depth while remaining focused on the research objectives. Some of the topics discussed in the interviews included students' difficulties with reading comprehension, the reason the teacher used the ZEP Quiz, and technical challenges during implementation.

To answer research question 1, the researcher analysed classroom observation data to identify how the teacher implemented ZEP Quiz during the pre-reading, while-reading, and post-reading stages of reading comprehension instruction. The observation findings were supported by interview data that explained the teacher's instructional decisions, classroom practices, and reasons for using ZEP Quiz. To answer research question 2, the researcher analysed interview data to identify the challenges experienced by the teacher during the implementation of the ZEP Quiz and the strategies used to overcome those challenges. Classroom observation data were then used to confirm how these challenges appeared during classroom activities and how the teacher managed them in practice.

The collected data were analysed to answer the two research questions. First, the observation and interview data related to the implementation of the ZEP Quiz were organized to describe the teaching process during the pre-reading, while-reading, and post-reading stages. Second, interview and observation data concerning classroom challenges were analysed to identify the problems encountered and the teacher strategies for addressing them. The findings from both data sources were compared through data triangulation to enhance the credibility and trustworthiness of the study.

III. RESULTS AND DISCUSSION

A. Results

This section presents the results of a study based on classroom observations and interviews with the English teacher at SMPN 1 Candi Sidoarjo. The research findings are organized according to the two research questions addressed in this study. The first section discusses how the teacher implements the ZEP Quiz in reading comprehension instruction, while the second section discusses the challenges encountered during implementation and the strategies the teacher used to overcome them.

1. The Implementation of the ZEP Quiz in Reading Comprehension Instruction

Based on classroom observations and interviews, the implementation of the ZEP Quiz in reading comprehension instruction was integrated into three stages: pre-reading, while-reading, and post-reading activities. Observation and interview data indicate that the teacher did not use ZEP Quiz as a standalone activity but integrated it into the overall reading comprehension lessons.

pre-reading stage

During the pre-reading stage, the teacher introduced the topic of the narrative text by asking several guiding questions to activate students' prior knowledge. The teacher also introduced unfamiliar vocabulary, discussed important expressions, and explained the learning objectives before students began reading. According to the interview, the teacher explained that students often experienced difficulties in understanding that vocabulary preparation was conducted before students used the ZEP Quiz.

The teacher stated:

"I have been teaching for several years. In practice, students often experience difficulties in understanding reading materials and vocabulary. Therefore, I use various strategies such as guided reading, question-and-answer activities, and interactive media to improve students' comprehension. One of the media I use is ZEP Quiz."

The interview results showed that the use of ZEP Quiz was integrated with Guided reading and other question-and-answer activities to support students' reading comprehension.

While-reading stage

During the while-reading stage, students read the narrative text and identify important information such as characters, setting, conflicts, and moral values. The teacher guided students through questioning activities and encouraged them to recognize narrative structure, including orientation, complication, and resolution. Classroom observations showed that students actively reread certain parts of the text, discussed answers with classmates, and attempted to verify information before responding to questions. Several students connected the content of the story with their prior experiences and background knowledge, demonstrating the activation of schema during the reading process. After students completed the reading activities, the teacher implemented the ZEP Quiz as an interactive evaluation and reinforcement activity. The students answered reading comprehension questions based on the narrative text through the ZEP Quiz platform.

The teacher stated:

"I implement ZEP Quiz by first introducing the reading text, particularly narrative texts, and explaining important vocabulary that students may not understand. After that, students answer the questions interactively through the ZEP Quiz platform."

Post-reading stage

During the reading activity, students connected the narrative text with their prior knowledge and experiences. Some students identified the narrative structure, such as orientation, complication, and resolution, before answering the questions. Several students reread the text to ensure their understanding before submitting their answers. The observation also showed that students demonstrated active participation and enthusiasm during the learning process. Students answered questions quickly, paid attention to the activity until the end of the session, and showed positive emotional responses such as smiling, clapping, and cheering during the quiz activity. Some students also expressed interest in continuing the activity by asking the teacher to conduct another quiz session.

The teacher also highlighted the positive impact of the ZEP Quiz on students' participation during classroom activities. The teacher stated:

"Students become more active, enthusiastic, and cheerful during the learning process."

These results are consistent with the observations in the classroom, which showed that students remained focused throughout the quiz session and participated actively until the end of the activity. The implementation of the ZEP Quiz was further reflected in the observation findings. The results presented in Tables 1-3 summarize students' cognitive processes, schema activation, and behavioral engagement during reading comprehension activities. Indicator 1 refers to students' cognitive processes during reading comprehension activities, while Indicator 2 refers to students' behavioral and emotional engagement during learning activities.

Table 1. Observation Results Related to Schema Theory

No	Aspect of observation	Examples of student responses	Indicator 1	Indicator 2
1.	Student involvement during quiz activities	Students answered questions quickly.	✓	✓
2.	Emotional engagement	Students smiled, clapped, and cheered during the activity.	✓	✓
3.	Motivation to complete reading tasks	"Teacher, can we do another quiz?"	✓	✓

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4.	Sustained attention	Students stayed focused until the end of the session.	✓	✓
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Table 2. Observation Results Related to Discovery Learning

No	Aspect of observation	Examples of student responses	Indicator 1	Indicator 2
1.	Activation of prior knowledge	"This story is like a legend I know."	✓	✓
2.	Connecting prior knowledge with new text	Students relate characters to real life	✓	✓
3.	Understanding narrative structure	"This is the complication part."	✓	✓
4.	Monitoring comprehension	"Let me read again to be sure."	✓	✓

Table 3. Observation Results Related to Students' Engagement in Game-Based Learning

No	Aspect of observation	Examples of student responses	Indicator 1	Indicator 2
1.	Active problem solving	Students thought carefully before answering questions.	✓	✓
2.	Independent decision making	"I think this answer is correct."	✓	✓
3.	Self correction	"Oh, my answer was wrong."	✓	✓
4.	Knowledge construction	"Students explained the reasons for their answers."	✓	✓

The results of the observation indicate that students demonstrated active problem-solving skills, comprehension monitoring, knowledge construction, and schema activation throughout the learning process. Students also showed positive behavioral engagement, including active participation, sustained attention, enthusiasm, and confidence during the quiz activities. These data suggest that the implementation of the ZEP Quiz supports the development of reading comprehension and student engagement.

2. Challenges in implementing the ZEP Quiz and the teacher Strategies for Overcoming Them

Although the implementation of the ZEP Quiz showed positive results during reading comprehension activities, several challenges were encountered during the learning process. Based on the interview results, the teacher identified unstable internet connections and students' unfamiliarity with the ZEP Quiz platform as the main obstacles during classroom activities. One of the challenges encountered during the implementation of the ZEP Quiz was unstable internet connectivity. Since the platform requires internet access, unstable connections sometimes hinder students' ability to access the platform smoothly. This issue occasionally slows down the quiz process and disrupts teaching and learning activities. Therefore, the stability of the internet connection is a key factor in ensuring the successful implementation of this platform.

The teacher stated:

"One of the challenges is the internet connection. Another challenge is students' lack of familiarity with the ZEP Quiz platform, as they are not yet accustomed to the icons available on the platform."

To minimize disruptions caused by internet instability, the teacher prepared a stable internet connection before conducting the lesson. This preparation was intended to ensure that students could access the platform without significant interruptions during the quiz session. In addition, the teacher monitored the connection throughout the

activity to maintain the continuity of the learning process. The strategy helped reduce technical disruptions and allowed students to participate more effectively in the quiz activities.

Another challenge was students' unfamiliarity with the ZEP Quiz platform during the initial implementation. Some students experienced difficulties understanding the icons and navigation features available on the platform. As a result, some students required additional guidance before they could participate independently in the activity. To address these challenges, the teacher first explained what ZEP Quiz was and demonstrated how to use the platform step by step before the activity began. The teacher also prepared alternative learning activities in case technical problems occurred during the lesson.

The teacher stated:

"First, I explained what ZEP Quiz is and how to use it. Sometimes, I prepare alternative activities in case of technical issues."

Classroom observations showed that students gradually became more familiar with the platform after receiving guidance from the teacher. In subsequent quiz sessions, students were able to participate in learning activities more independently and with greater confidence.

IV. Discussion

The findings of this study are discussed based on the two research questions, namely the implementation of ZEP Quiz in teaching reading comprehension and the challenges encountered during its implementation. Unlike the results section, which presents classroom observations and interview findings, this discussion interprets the findings by relating them to relevant theories and previous studies. Regarding the first research question, the findings indicate that the teacher successfully implemented the ZEP Quiz throughout the pre-reading, during-reading, and post-reading stages of reading comprehension instruction. Rather than serving merely as an assessment tool, the ZEP Quiz was integrated into the learning process to support students' comprehension of narrative texts. During the reading phase, students identify narrative elements, discuss the text's content, and reread specific sections of the text before answering questions. Finally, in the post-reading phase, students complete an interactive quiz via the ZEP Quiz platform as a reinforcement and assessment activity. This approach encourages students to participate actively and remain engaged throughout the learning process.

The implementation of the ZEP Quiz has a positive impact on the teaching and learning process of reading comprehension at the junior high school level. Unlike the results section, which focuses on descriptions of classroom observations and interview findings, this discussion section interprets the significance of these findings in relation to theory and previous research. The implementation of the ZEP Quiz reflects the principles of Game-Based Learning (GBL), in which learning activities are designed to increase student participation and motivation through gamification features. The use of points, leaderboards, instant feedback, and time-based challenges encourages students to become more engaged during reading activities. These elements create a learning environment that is not only interactive but also positively competitive. As a result, students become more motivated to complete reading assignments and actively participate in classroom discussions. These findings reinforce previous studies indicating that gamification tools can enhance student engagement and motivation in language learning activities [8] [9].

The observation findings presented in Table 1 showed that students activated their prior knowledge, connected narrative texts with personal experiences, identified narrative structures, and monitored their comprehension during reading activities. These findings support Schema Theory, which suggests that comprehension occurs when learners relate new information to their existing knowledge structures. By connecting the narrative text with their prior experiences, students were able to construct meaning more effectively and understand the content of the text. Furthermore, the teacher introduced the narrative text and explained unfamiliar vocabulary before the quiz activity, which helped students activate relevant background knowledge. This strategy enabled students to connect prior knowledge with new information from the text. According to Grabe and Stoller [15], reading comprehension occurs when readers are able to link new information to the background knowledge they already possess. During the quiz activities, students not only answered questions but also reread the text, identified narrative structures, and monitored their understanding. Therefore, the ZEP Quiz served as a medium that facilitated schema activation, comprehension monitoring, and the construction of meaning throughout the reading process.

The findings presented in Table 2 also indicate that students demonstrated active problem solving, independent decision-making, self-correction, and knowledge construction throughout the learning process. These behaviors reflect the principles of Discovery Learning proposed by Bruner [21], which emphasize learners' active involvement in discovering and constructing knowledge. Rather than receiving information passively, students explored the reading material, evaluated their answers, and developed understanding through interactive learning activities. The instant feedback feature provided by the ZEP Quiz enabled students to recognize mistakes, revise their thinking, and improve their understanding independently. These findings suggest that the ZEP Quiz supports a student-centered learning environment and reflection.

Regarding the second research question, the findings revealed two main challenges during the implementation of the ZEP Quiz: an unstable internet connection and students' unfamiliarity with the platform during the initial stages of use. These challenges occasionally disrupted classroom learning activities and affected student participation, particularly when accessing the digital learning environment. Nevertheless, the teacher minimized these challenges by ensuring a stable internet connection before class began, introducing the platform, explaining its features and icons, and providing hands-on guidance before students started the quiz activity. The teacher also prepared alternative learning activities to anticipate potential technical issues. These findings align with previous research emphasizing that the effectiveness of digital learning media depends not only on technological features but also on teacher readiness, technical preparation, classroom management, and students' digital literacy [12], [13]. Therefore, the successful implementation of the ZEP Quiz requires adequate technological infrastructure as well as ongoing teacher support to ensure that students can fully benefit from game-based learning activities.

Compared to previous research, this study provides a more detailed explanation of how teachers apply the ZEP Quiz in real classroom situations. Previous research mainly focused on student motivation and learning outcomes, while this study highlighted teacher strategies, classroom practice, and challenges during the implementation process. Therefore, this study contributes to the understanding that successful integration requires not only interesting media but also pedagogical strategies and adequate technical preparation. Overall, the findings show that the ZEP Quiz can be an effective digital learning medium to teach reading comprehension at the junior high school level. This platform supports active learning, increases student motivation, and encourages students to be more involved in the reading process. However, to maximize its effectiveness, schools and teachers need to provide adequate technological support and guidance for students during implementation.

V. Conclusion

This study concludes that the implementation of the ZEP Quiz in reading comprehension instruction has a positive impact on learning activities at the junior high school level. The results indicate that the ZEP Quiz fosters a more interactive and student-centered learning environment through the use of gamification features such as points, leaderboards, immediate feedback, and time-limited challenges. These features encourage students to participate actively, maintain their attention, and become more motivated during reading comprehension activities. The implementation of the ZEP Quiz also reflects the principles of Game-Based Learning (GBL), Schema Theory, and discovery learning. Through quiz activities, students are encouraged to analyze questions, connect prior knowledge with new information, reread texts, and monitor their own understanding throughout the learning process. Additionally, the real-time feedback features help students evaluate and correct their answers independently, thereby supporting self-directed learning and critical thinking skills.

However, this study also identified several challenges during the implementation process, particularly those related to unstable internet connections and students' lack of familiarity with the ZEP Quiz platform. To address these challenges, teachers provided clear instructions, guided students in using the platform, and prepared alternative solutions in case of technical difficulties. These findings indicate that the success of implementing digital learning media depends not only on the technology itself but also on teacher readiness, classroom management, and digital literacy support. Overall, this study contributes to understanding how ZEP Quiz can be implemented in reading comprehension instruction and how teachers adapt the use of the platform in real classroom situations. Therefore, ZEP Quiz can be considered an effective digital learning medium to support student engagement and the development of reading comprehension skills in English language learning. This study contributes to the limited qualitative literature on ZEP Quiz by providing a detailed description of the teacher implementation strategies, classroom practices, and challenges encountered during reading comprehension instruction.

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