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THE IMPLEMENTATION OF ZEP QUIZ AS AN INTERACTIVE LEARNING IN READING COMPREHENSION

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ABSTRACT

Advances in digital technology have encouraged teachers to adopt innovative learning strategies to enhance student engagement. One of strategy is the use of Zep Quiz as an interactive learning media for reading comprehension. However, reading comprehension instruction still faces challenges, such as low student interaction and the use of methods that tend to be monotonous. Therefore, more engaging and interactive learning media are needed. This study aims to analyze the implementation of Zep Quiz as an interactive learning media for reading comprehension which covering the implementation process, student responses, and challenges encountered. The method of this study is a descriptive qualitative approach with data collection techniques including observation, interviews, and documentation. The study participants consisted of English teachers and 10th-grade students at SMAN Colomadu. The data were analyzed using an interactive analysis model through data collection, data reduction, data display, and conclusions. The results showed that the implementation of Zep Quiz created a more interactive learning experience, students participation, and encouraged active engagement during reading instruction.

Keywords: Zep Quiz, gamification, interactive learning media, reading comprehension.

INTRODUCTION

In the 21st century, innovations in digital technology have significantly changed education, particularly in teaching and learning practice. The transformation has a paradigm shift in education, moving away from teacher-centered learning and toward student-centered education. Therefore, teachers must be able to integrate digital technology to create learning experiences that are more interactive and collaborative. The adoption of technology has brought about significant change in the world of education, particularly in teaching methods (Handayani S, Anhar Nur Hidayah, 2025). Digital technology also contributes to enhancing learning motivation, student engagement, and the quality of the learning process. In this context, the implementation of student-centered

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learning is a relevant approach because it encourages students to think critically, actively explore various learning resources, collaborate, and take responsibility for their own learning process through the use of digital technology (Togatorop et al., 2025).

In English language learning, reading comprehension is one of the key competencies that plays a strategic role in helping students understand. To evaluate the information contained in a text (Harmer, 2004). This skill not only supports the achievement of language proficiency but also contributes to enhance students' critical thinking and problem-solving skills. However, teaching reading comprehension still faces various challenges, such as low motivation to learn, lack of student participation, and the use of teaching methods that remain conventional (Damayanti et al., 2025). These conditions result in a less interactive learning process, causing students to tend to be passive and experience difficulties in understanding the content of English reading material.

To support this challenge, a learning approach is needed that can create a more active and meaningful learning experience, and the teacher needs to develop creative learning strategies so that students can understand the material effectively and enjoyably (Ramadhani & Sya, 2025). One relevant approach is interactive learning in the learning process that places students at the center of the learning activity through active interaction with teachers, peers, and learning media (Ali et al., 2025).

Interactive learning media serve as tools designed to integrate digital technology that can create and capture students' attention with encourage active learning (Restiani et al., 2022). These resources can take the form of digital learning platforms and interactive quizzes that allow students to interact directly with the learning material. Through the use of interactive learning resources, students are encouraged to discuss, collaborate, receive immediate feedback, and actively participate in the learning process, thereby enhancing students' engagement and understanding of the material being studied. According to Wulandari et al. (2024) interactive quizzes can significantly improve students' concentration and learning retention (Wulandari et al., 2025).

In the learning process, gamification is defined as a method to education that employs game elements to motivate students. The media used in this method are thought to be able to hold students' attention and motivate them to remain in gamification in learning (Windarti et al., 2025) which supports the implementation of interactive learning is Zep Quiz. According to Feriansyah & Titaley (2025) Zep Quiz is a gamification-based learning platform designed to allow teachers to present material through game-based activities that encourage students to actively participate, collaborate, and get quick feedback. In reading comprehension instruction, Zep Quiz can be used to present reading texts followed by various interactive reading comprehension activities.

Although various studies have explained that Zep quiz-based gamification has a positive impact on student motivation, engagement, and learning outcomes, most studies

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still focus on measuring the effectiveness of using this media. This studies focus to describing the implementation of the Zep Quiz as interactive learning, particularly in reading comprehension instruction, remain relatively limited.

Based on the background and research gap described above, this study aims to describe the implementation of Zep Quiz as an interactive learning for reading comprehension, focusing on the implementation process, students' responses, and challenges encountered during the learning activities.

METHOD

This study employs a descriptive qualitative research design. This method is applied to discover phenomena as viewed from the participants' perspective (Creswell John and Creswell David, 2023). The participants of this study consisted of an English teacher and tenth-grade students at SMAN Colomadu. The English teacher served as an informant, meanwhile the tenth grade students participated in the learning process to the use of Zep Quiz n reading comprehension.

The data were collected through classroom observations, interviews, and documentation. By combining these techniques, researchers can validate participant feedback more effectively and address the limitations of each technique independently.

To analyze qualitative data, an interactive model proposed by Miles and Huberman was used, including data collection, data reduction, data display, and conclusion (Matthew B. Miles, n.d.). First, the researcher collected data from classroom observations, interviews, and documentation. Second, relevant data were selected, organized, and reduced according to the focus of the study. Third, the reduced data were presented to identify the findings. Finally the conclusions were drawn based on the information identified throughout the data analysis process.

RESULT AND DISCUSSION

This part elaborates the result of the study based on classroom observation and interviews during the implementation of Zep Quiz in helping students' ability in reading comprehension. The data were obtained from observations and interviews that focus on the implementation of Zep Quiz, students' responses, and challenges encountered.

a. Implementation of Zep Quiz as an Interactive learning

In the first step, the researcher explained the Zep Quiz and how to use the Zep Quiz as an interactive learning tool through a screen projector at the front of the class. When the researcher distributed the class digital access code and instructed students to prepare their devices, the classroom atmosphere simultaneously transformed into an interactive and enthusiastic one. Students responsively accessed the platform, selecting

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their desired digital avatar characterization, and preparing themselves to begin the quiz session.

Throughout the quiz, students' attention and cognitive focus were fully focused on their digital devices, reading and answering the practice questions. Because the use of interactive learning media is a solution for creating more interesting and meaningful learning (Sri Sugiyanti, Ch. Evy Tri Widyahening, 2024). This was because the evaluation instrument had been fully integrated with the short interactive reading text. Observations recorded that all students read the descriptive text carefully and comprehensively.

Furthermore, significant learning behavior was documented during an ongoing evaluation phase. Students demonstrated high levels of positive outcomes when receiving immediate feedback confirming their correct answer. Conversely, when the answers they selected were incorrect, students did not express any difficulty but instead independently read the description box displayed on their platform to evaluate their errors. This process has an interactive that provided students with a different learning experience during reading activities.

b. Students' Responses to the Use of Zep Quiz

To elaborate on participants' perspectives in depth, the researchers reduced the interview results. The interview findings showed that students responded positively to the use of Zep Quiz in reading comprehension activities. The interactive features, visual rewards system, and avatar customization were proven to directly build students' self-confidence and interest in English texts. Based on in depth interviews with teachers, it was indirectly stated that students experienced have an impact and increase in reading comprehension scores after implementing the Zep Quiz platform. This findings are supported by (Dhea Widyaningrum, Azhar Ahmad Smaragdina, Dion Dwi Rizky, Yanuar Eko Ardiansyah, 2025), which shows that a participatory and competitive learning environment was successfully created through the implementation of Zep Quiz. This ultimately encouraged active student engagement throughout the learning process.

c. Challenges Encountered during the Implementation Process

The data from the interview by a teacher shows positive results in terms of response and academic score. However, it is important to clarify the limitations and challenges encountered in the classroom during the learning process. Challenges identified during the implementation concerned the infrastructure; some devices had delayed loading times and delayed logins when entering codes. These technical network constraints disrupted the flow of the quiz in class. Based on the interviews with students, several students reported unstable internet connections in the school environment because the Zep Quiz platform was accessed simultaneously by the class. According to (Dhea Widyaningrum, Azhar Ahmad Smaragdina, Dion Dwi Rizky, Yanuar Eko Ardiansyah,

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2025) Digital facilities can hinder the learning process, especially when using the Zep Quiz as digital media.

DISCUSSION

The findings indicate that Zep Quiz supported a more interactive reading comprehension learning process. The observation showed that students directly interacted with reading questions through the platform, while the interview findings indicated positive students responses. These findings are consistent with the concept of interactive learning, in which students actively interact with learning materials and receive feedback during the learning process.

The students' responses in reading the explanatory description column when answering an incorrect quiz question validate the gamification proposed by Deterding & Dixon (2011) which states the integration of game mechanics into a non-game context is highly effective in addressing students' engagement.

In this context, the Zep quiz serves not only as entertainment but as a safe learning space, where incorrect answers are packaged as interactive feedback. Furthermore, the improvement in students' reading scores reported by the teacher aligns with the theoretical framework for reading comprehension by (Snow, 2002) and (Wolley, 2011) that reading comprehension can be an active process of extracting and constructing meaning through direct interaction between the reader and the text.

The findings in this study regarding network connection constraints indicate that digital media efficiency is not a key point in the successful implementation of Zep Quiz in the classroom, structurally dependent on the readiness of the school's technological infrastructure. Therefore, the use of Zep Quiz is useful for maintaining the habit of positive interactions and cognitive growth of students.

CONCLUSION

This study aimed to describe the implementation of Zep Quiz as an interactive learning tool for reading comprehension, focusing on the implementation process, students' responses, and challenges encountered during the learning activities. Based on the findings from classroom observation, interviews, and documentation, the implementation of Zep Quiz provided a more engaging and interactive learning experience for the tenth-grade students. Students actively interacted with reading texts and comprehension questions through the platform, while the interactive features, such as digital avatars, rewards, and immediate feedback, elicited positive responses and encouraged students' participation during the learning activities.

Therefore, the English teacher should be able to design the teaching-learning process as interesting as possible with the subject and the students' needs. It aims to make students enjoy, be enthusiastic, and be more interested in joining the teaching-learning

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process. The teacher can apply this strategy because the implementation of Zep Quiz as an interactive learning in reading comprehension can help the students read more easily. Zep Quiz can also provide quick feedback and explanations for students to develop their reading skills.

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