
STUDENTS PERCEPTION OF USING ZEP QUIZ IN ENGLISH LANGUAGE LEARNING AT THE TENTH GRADE OF SMAN 1 TANJUNGPINANG

Dea Aisyah Wulandari, Elsa Ernawati Nainggolan, Benni Satria
Jurusan Pendidikan Bahasa Inggris Universitas Maritim Raja Ali Haji
e-mail: 2203050072@student.umrah.ac.id, elsanainggolan@umrah.ac.id,
bennisatria@umrah.ac.id

ABSTRACT

This study explores tenth-grade students' perceptions of Zep Quiz in English language learning at SMAN 1 Tanjungpinang. Employing a mixed-method approach, the study involved 181 students through a 4-point Likert scale questionnaire and 6 students through semi-structured interviews. Quantitative data were analyzed descriptively, while qualitative data were examined thematically based on the Technology Acceptance Model (TAM) and Engagement Theory. The findings reveal positive perceptions: 98% of students perceived Zep Quiz as useful, 99% found it easy to use, 99% reported high engagement, and 98% acknowledged minimal challenges. Students stated that Zep Quiz was enjoyable, competitive, and interactive, with gamification elements (leaderboards, avatars, instant feedback) enhancing motivation and participation. Unlike the findings of Kartika & Budiarta (2025) on Quizizz, Zep Quiz demonstrates superiority in visual immersion and virtual map exploration. Qualitative findings identified technical issues (network instability, bugs) and pedagogical concerns (limited explanations, time pressure) as minor obstacles. The overall perception remains positive, particularly in fostering behavioral and emotional engagement, while cognitive engagement still requires optimization. The study concludes that Zep Quiz effectively increases student motivation and participation, with recommendations for teachers to integrate reflective discussions and for developers to add material explanation features to optimize cognitive engagement.

Keywords: Students' perception, Zep Quiz, English language learning, Mixed method, Gamification, Technology Acceptance Model

ABSTRAK

Penelitian ini mengeksplorasi persepsi siswa kelas X terhadap Zep Quiz dalam pembelajaran bahasa Inggris di SMAN 1 Tanjungpinang. Dengan pendekatan mixed-method, penelitian melibatkan 181 siswa melalui kuesioner skala Likert 4 poin dan 6 siswa melalui wawancara semi-terstruktur. Data kuantitatif dianalisis secara deskriptif dan kualitatif secara tematik berdasarkan Technology Acceptance Model (TAM) dan Engagement Theory. Hasil menunjukkan persepsi positif: 98% siswa menilai Zep Quiz bermanfaat, 99% mudah digunakan, 99% menunjukkan keterlibatan tinggi, dan 98% mengakui tantangan minimal. Siswa menyatakan Zep Quiz menyenangkan, kompetitif, dan interaktif, dengan elemen gamifikasi (papan peringkat, avatar, umpan balik instan) meningkatkan motivasi dan partisipasi. Berbeda dengan temuan Kartika & Budiarta (2025) pada Quizizz, Zep Quiz menunjukkan keunggulan dalam imersi visual dan eksplorasi peta virtual. Temuan kualitatif mengidentifikasi kendala teknis (gangguan jaringan, bug) dan pedagogis (keterbatasan penjelasan, tekanan waktu) sebagai hambatan minor. Persepsi keseluruhan tetap positif, terutama dalam keterlibatan perilaku dan emosional, sementara keterlibatan kognitif masih perlu dioptimalkan. Penelitian menyimpulkan Zep Quiz efektif meningkatkan motivasi dan partisipasi siswa, dengan rekomendasi bagi guru untuk mengintegrasikan diskusi reflektif dan bagi pengembang untuk menambahkan fitur penjelasan materi guna mengoptimalkan keterlibatan kognitif.

Kata Kunci: *Persepsi siswa, Zep Quiz, Pembelajaran bahasa Inggris, Mixed method, Gamifikasi, Technology Acceptance Model*

INTRODUCTION

The integration of digital technology into education has transformed English language learning by providing more interactive and student-centered learning experiences. As English is one of the essential subjects for developing students' communication skills and global competence, teachers are encouraged to implement instructional strategies that not only improve learning outcomes but also enhance students' motivation and classroom engagement. In Indonesian senior high schools, particularly after the rapid digital transformation in education, teachers have increasingly adopted various digital learning platforms to support classroom instruction and formative assessment.

Perception is defined as the cognitive process by which individuals interpret and give meaning to stimuli from their environment (Robbins, 2019). In the context of educational technology, students' perceptions play a crucial role in determining the success of technology implementation, as they influence attitudes, motivation, and behavioral intentions (Scherer, 2018). Understanding how students perceive a learning platform is essential because positive perceptions lead to higher acceptance, sustained usage, and improved learning outcomes (Davis, 1987). Therefore, examining students' perceptions of gamified learning platforms like Zep Quiz is critical for optimizing their integration into English language classrooms.

Consequently, digital game-based learning (DGBL) has

attracted considerable attention because it combines educational content with game elements that create enjoyable and meaningful learning experiences. Digital Game-Based Learning (DGBL) has emerged as an innovative educational approach that integrates elements of digital games into the learning process to enhance students' engagement, participation, and learning effectiveness. According to Plass et al. (2016) DGBL creates meaningful learning experiences by incorporating adaptive challenges, clear learning goals, immediate feedback, and a sense of progression, enabling students to actively interact with learning materials through exploration, competition, and problem-solving activities.

Gamification in education refers to the application of game-design elements in non-game contexts to enhance user engagement and motivation (Deterding Sebastian, Dixon Dan, Khaled Rilla, 2013). Key gamification elements include points, badges, leaderboards, levels, and immediate feedback. These elements are designed to trigger psychological needs such as competence, autonomy, and relatedness, which are central to self-determination (Ryan, 2009). In language learning, gamification has been shown to increase vocabulary retention, reduce anxiety, and promote active participation (Kapp, 2012). Furthermore, Hamari and Sarsa (2014) argued that gamification elements such as points, badges, leaderboards, and rewards consistently increase learners' motivation and engagement when

they are supported by appropriate instructional design.

Among the various gamified learning platforms, Zep Quiz has recently emerged as an innovative digital quiz platform that offers immersive learning experiences through virtual maps, customizable avatars, tournament-based competitions, and real-time feedback. Unlike conventional quiz applications, Zep Quiz provides students with interactive learning environments that encourage exploration, collaboration, and competition simultaneously. These features enable teachers to conduct formative assessments in a more engaging manner while allowing students to practice English through repeated exposure to vocabulary, grammar, and reading comprehension activities.

Unlike Quizizz and Kahoot!, which primarily rely on quiz-based formats, Zep Quiz incorporates a virtual map system where students navigate through checkpoints, creating a sense of adventure and progression (Rohmatus et al., 2021). While Kahoot! emphasizes speed and competitiveness through its color-coded response system, Zep Quiz focuses more on exploration and narrative immersion. Quizizz, on the other hand, offers asynchronous play and homework features that Zep Quiz currently lacks (Kartika & Budiarta, 2025). This distinction suggests that Zep Quiz may foster different types of engagement compared to its counterparts, making it a unique contribution to the gamified learning landscape.

Several previous studies have investigated the implementation of gamified

learning platforms in English language learning. Kartika and Budiarta, (2025) reported that Quizizz positively influenced students' motivation and classroom participation despite technical challenges such as unstable internet connections. Similarly, Wahid et al. (2025) found that the implementation of Zep Quiz significantly improved students' English vocabulary mastery through gamified learning activities. Setyaningrum et al. (2025) also demonstrated that Zep Quiz increased students' learning motivation by creating active and competitive classroom environments. Furthermore, Rohmatus et al. (2021) revealed that integrating Zep Quiz and Wordwall into the Think-Pair-Share strategy generated positive student perceptions toward English learning. Although these studies confirm the educational potential of gamified learning platforms, they mainly focus on learning outcomes, motivation, or the integration of several platforms rather than examining students' perceptions of Zep Quiz as an independent learning tool.

Despite the growing body of research on digital game-based learning, several gaps remain. Studies specifically investigating students' perceptions of Zep Quiz in English language learning are still limited, particularly at the senior high school level, as most previous research has concentrated on platforms such as Quizizz and Kahoot!. Furthermore, research involving tenth-grade students is scarce,

even though this stage represents a crucial transition in English learning. To address these gaps, this study employs a mixed-method approach, as prior studies have predominantly used either quantitative or qualitative designs, limiting a comprehensive understanding of student perceptions.

This need for research is reinforced by preliminary observations during a teaching practicum at SMAN 1 Tanjungpinang, which revealed that English teachers regularly used Zep Quiz as a formative assessment tool for tenth-grade students. However, students' perceptions regarding its usefulness, ease of use, engagement, and challenges had never been systematically explored, despite the importance of such insights for successful technology implementation. Therefore, this study aims to explore tenth-grade students' perceptions of Zep Quiz at SMAN 1 Tanjungpinang, focusing on these key dimensions. The findings are expected to contribute to the literature on gamified English learning and offer practical guidance for teachers and schools in implementing digital formative assessment more effectively.

METHOD

This study employed a mixed-methods research design to obtain a comprehensive understanding of students' perceptions of the use of Zep Quiz in English

language learning. According to John W Creswell, (2018) mixed-methods research is a process of collecting, analyzing, and integrating quantitative and qualitative data in a single study to achieve a deeper understanding of the research topic. The quantitative phase was conducted using a questionnaire to identify general patterns of students' perceptions, while the qualitative phase employed semi-structured interviews to explore students' experiences and provide deeper explanations of the quantitative findings. The integration of quantitative and qualitative data enabled a more comprehensive interpretation through data triangulation.

The study was conducted at SMAN 1 Tanjungpinang, Kepulauan Riau, Indonesia, during the 2025/2026 academic year. The population consisted of all tenth-grade students who had experienced using Zep Quiz in English language learning. Using cluster sampling, five classes were selected from nineteen tenth-grade classes, resulting in a target sample of 200 students (Creswell, 2012). A total of 181 students completed the questionnaire (91% response rate). For the qualitative phase, six students were selected purposively using criterion sampling and extreme case strategies (Palinkas et al., 2016).

Quantitative

Quantitative data were collected using a structured questionnaire developed by the researchers using Google Forms. The

questionnaire consisted of 40 positive statements measured using a four-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). The instrument measured four dimensions of students' perceptions: Perceived Usefulness, Perceived Ease of Use, Engagement, and Challenges, which were adapted from the Technology Acceptance Model (Davis, 1987) and Engagement Theory (Jennifer A Fredricks, Phyllis C Blumenfeld, 2004). To ensure content validity, the instrument was reviewed by the researcher's academic supervisors, who are lecturers in English Language Education with expertise in educational technology and research methodology.

The validation process involved a thorough review of each questionnaire item against criteria including relevance to the intended construct, clarity of wording, appropriateness for tenth-grade students' comprehension level, and alignment with the theoretical framework. Based on the validators' feedback, several revisions were made, such as simplifying complex sentence structures and removing ambiguous items to ensure that all statements accurately reflected the four dimensions being measured. The validators confirmed that the questionnaire was appropriate for use in the main study. Regarding reliability, although a formal pilot test with Cronbach's Alpha analysis was not conducted due to time constraints, the questionnaire items

were adapted from previously validated instruments in established studies (Davis, 1989; Fredricks et al., 2004; Kartika & Budiarta, 2025).

Additionally, the use of positively worded statements throughout the questionnaire was informed by recommendations from recent methodological research, which found that reversed items tend to reduce scale reliability (Chun et al., 2015), thus minimizing potential response errors and enhancing internal consistency. A neutral scale was intentionally excluded to avoid neutral responses and force clear perception choices. All questions were written in Bahasa Indonesia to facilitate student comprehension. The collected quantitative data were analyzed using descriptive statistical techniques by calculating the frequency and percentage of each response category (Creswell, 2012). The results were then interpreted based on perception level categories adapted from Sugiyono (2013) with 75%-100% categorized as "Strongly Agree," 51%-74% as "Agree," 26%-50% as "Disagree," and 0%-25% as "Strongly Disagree."

Qualitative

Qualitative data were collected through semi-structured interviews to obtain more detailed information regarding students' experiences, opinions, and challenges in using Zep Quiz during English learning (Karatsareas, 2022). The interview guide con-

sisted of five open-ended questions covering perceived usefulness, perceived ease of use, engagement, challenges, and overall suggestions. All interviews were conducted face-to-face with the six selected participants and were audio-recorded with the participants' consent. Each interview session lasted approximately 15-20 minutes and was conducted in Bahasa Indonesia to ensure participants could express their thoughts comfortably. The interview data were analyzed using thematic analysis in accordance with the guidelines provided by Braun and (Braun, 2006). following the six phases: (1) familiarizing with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the final report. To ensure the trustworthiness of the qualitative findings, data triangulation was employed by comparing the qualitative findings with the quantitative data obtained from the questionnaires (Creswell, 2012). This process was conducted to enhance the validity and consistency of the findings by ensuring that the data complemented and supported each other, providing a more comprehensive understanding of students' perceptions of the use of Zep Quiz in English language learning.

RESULT AND DISCUSSION

RESULT

QUESTIONNAIRE RESULT

This section presents the findings of the study regarding

students' perceptions of the use of Zep Quiz in English language learning at SMAN 1 Tanjungpinang. The findings are organized into two parts: quantitative findings obtained from the questionnaire and qualitative findings obtained from semi-structured interviews.

The questionnaire was completed by 181 out of 200 tenth-grade students, representing a response rate of 91%. Students' perceptions were measured across four dimensions: Perceived Usefulness, Perceived Ease of Use, Engagement, and Challenges.

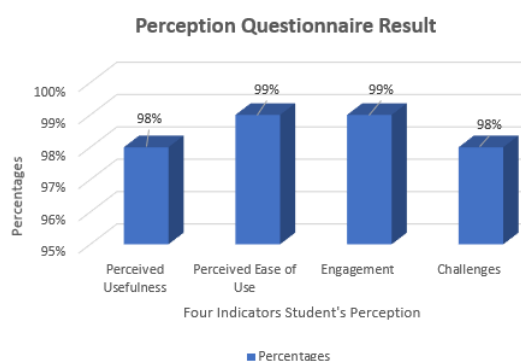
Table 1. Students' Perceptions of the Use of Zep Quiz

Percep- tion Di- mension	Strongly agree	Agree	Disa- gree	Strongly Disa- gree
Perceive Useful- ness	72%	26%	2%	0%
Perceived Ease of Use	76%	23%	1%	0%
Engage- ment	82%	17%	1%	0%
Chal- lenges	60%	39%	2%	0%

The questionnaire results indicate that most respondents selected either "Agree" or "Strongly Agree" across all four dimensions, with the highest percentage of "Strongly Agree" responses found in the Engagement dimension (82%), followed by Perceived Ease of Use (76%), Perceived Usefulness (72%), and Challenges (60%). It is important to note that the challenge statements were positively worded; therefore, higher agreement indicates fewer perceived difficulties. This pattern suggests that students generally

held positive perceptions toward the use of Zep Quiz in English language learning, with engagement being the most dominant factor, followed by ease of use and usefulness, while challenges were perceived as minimal.

Diagram 1. Overall Questionnaire Results



The overall findings show consistently high positive responses in all dimensions. The combined percentages of "Agree" and "Strongly Agree" ranged from 98% to 99%, indicating that students expressed favorable perceptions toward the implementation of Zep Quiz in English language learning.

INTERVIEW RESULT

Semi-structured interviews were conducted with six students to obtain a deeper understanding of their experiences using Zep Quiz. The participants were selected purposively using criterion and extreme case sampling (Palinkas et al., 2016), comprising four high-achieving students, one with very positive perceptions, and

one with very negative perceptions based on questionnaire results. The sample included three male and three female students from different classes to ensure diverse representation. The interview data were analyzed using thematic analysis following (Braun, 2006) six phases.

Four major themes emerged from the analysis: Perceived Usefulness, Perceived Ease of Use, Engagement, and Challenges. For example, statements such as "It helps me understand the lesson better" and "We can practice what we've learned" were coded as "improving understanding" and "practice learning," which were grouped into Perceived Usefulness. Similarly, responses such as "It's easy because it directly directs you to the game area" and "It only needs email, so it's easy to access" were coded as "easy navigation" and "simple login," which were grouped into Perceived Ease of Use. Codes such as "competing with friends is exciting" and "learning becomes more enjoyable" were grouped into Engagement, while codes such as "internet connection is sometimes slow" and "the time limit can disturb our focus" were grouped into Challenges.

Regarding perceived usefulness, students considered Zep Quiz beneficial for reviewing lessons, practicing English, receiving immediate feedback, and preparing for examinations. One participant stated, "It helps me understand the lesson better" (P4),

while another emphasized, "We can practice what we've learned and identify our mistakes" (P5). A student highlighted its effectiveness for exam preparation: "It helps me prepare for exams like a flashcard" (P4). Additionally, students reported feeling more confident: "I feel more confident because I can interact and compete with my friends" (P4). However, a critical perspective emerged: "For actual learning, it is still lacking" (P1), indicating the platform primarily supports surface-level practice rather than deep conceptual understanding.

In terms of perceived ease of use, students reported that the platform was easy to access and navigate because of its simple interface. One participant explained, "It's easy, because it directly directs you to the game area" (P2). The login process was perceived as uncomplicated: "It only needs email, so it's easy to access" (P4). Students also appreciated the visual design: "The display is easy to understand, and we can customize the character" (P2). However, technical issues were mentioned, including bugs, QR code failures, and slow internet connections: "Once there was a bug, I had to log in again" (P2); "When I scanned it, it didn't work" (P5); "The network is slow because many students use it" (P3).

With respect to engagement, students described the learning activities as enjoyable, interactive, competitive, and motivating. One

participant reported, "It's more exciting because you can compete with friends" (P2). The immediate display of results contributed to enthusiasm: "The results come out immediately, so it makes me more motivated" (P2). Students expressed that learning became fun: "Learning becomes fun and not boring" (P6), and it made them more active: "It makes me more active in class" (P2). However, one contrasting perspective emerged: "I'm not motivated because it's too repetitive" (P1), suggesting engagement may depend on individual learning preferences.

As for challenges, several participants mentioned minor technical and pedagogical issues. Network instability was a common concern: "At school, usually just the network. Because many people use it, so it's a bit slow" (P3). Bugs occasionally disrupted the learning process: "Once there was a slight bug issue, because I could exit the quiz area" (P2). Students also noted a lack of explanations: "But maybe just the explanations are lacking. Explanations about the vocabulary and grammar" (P3). Time pressure affected focus: "There is pressure to answer questions correctly... the time limit can disturb our focus when reading questions" (P4). Concerns about fairness in the ranking system were also raised: "Maybe it needs a limit per user, so you can't repeat the quiz, because yesterday someone repeated it, so the leaderboard wasn't fair" (P2).

To ensure trustworthiness, data triangulation was employed by comparing qualitative findings with quantitative questionnaire results, confirming consistency across both data sources (Sugiyono, 2020).

Overall, the interview findings indicate that students experienced Zep Quiz as a useful and engaging learning platform while reporting only minor technical and pedagogical challenges during classroom implementation.

DISCUSSION

The findings of this study indicate that students generally have a positive perception of the use of Zep Quiz in English language learning. Based on the quantitative data, engagement emerges as the most dominant factor (82% strongly agree), followed by perceived ease of use (76%) and perceived usefulness (72%). This pattern aligns with the findings of Kartika and Budiarta (2025) on Quizizz, who also found that engagement and motivation were the most valued aspects by students. Similarly, Wahid et al. (2025) reported significant improvement in vocabulary mastery through Zep Quiz, while Setyaningrum et al. (2025) demonstrated that Zep Quiz increased students' learning motivation through active and competitive classroom environments.

Within the framework of the Technology Acceptance Model (TAM), perceived ease of use and perceived usefulness significantly

shape students' positive perceptions of Zep Quiz (Davis, 1987). Students found the platform easy to access and operate, which encouraged their participation. The perceived usefulness was mainly functional, helping students practice material, identify mistakes through instant feedback, and prepare for exams. This finding is consistent with Bakhtiar et al. (2024), who reported that digital quiz platforms enhance classroom interaction and provide quick feedback. However, interview results revealed that students' perceived benefits were limited to practice and review activities, suggesting that Zep Quiz supports "surface learning" rather than deeper conceptual understanding (Rohmatus et al., 2021).

Despite technical and pedagogical challenges, students maintained overwhelmingly positive perceptions (98-99%). This may be attributed to the novelty effect, as students were exposed to Zep Quiz as a new and exciting tool that temporarily heightened engagement and masked technical difficulties. Hamari and Sarsa (2014) found that while gamification initially increases motivation, sustained engagement requires continuous instructional adjustments. However, this positive perception may not be sustainable, as gamification effectiveness often declines after the novelty period. Zulfa (2024) reported that some students experienced anxiety due to time pressure and ranking systems in Kahoot!, and the present study found similar

concerns. Kartika and Budiarta (2025) also noted that some students eventually lost interest in Quizizz due to repetitive question formats. These findings suggest that engagement sustainability depends on how teachers manage competitive elements and vary activities over time.

Based on engagement theory (Jennifer A Fredricks, Phyllis C Blumenfeld, 2016), student engagement appears strong in behavioral and emotional aspects, characterized by active participation and enjoyment. However, cognitive engagement was not optimally developed, as evidenced by students' statements about repetitive questions and limited material explanations. This indicates that while Zep Quiz effectively captures students' attention, it does not necessarily promote higher-order thinking skills (Plass et al., 2016).

To address this, teachers should integrate Zep Quiz with reflective activities that encourage deeper processing, such as group discussions or written reflections following each session. Additionally, varying question types and incorporating open ended or analytical tasks could stimulate cognitive engagement beyond surface-level recall. For future research, longitudinal studies are recommended to examine whether the positive perceptions observed in this study persist over extended periods, as the novelty effect may diminish with repeated use. Experimental

designs comparing Zep Quiz with other gamified platforms could also provide deeper insights into its relative effectiveness across different language skills and proficiency levels. Furthermore, investigating how teachers can effectively integrate Zep Quiz into genre-based or project-based learning frameworks would offer practical guidance for optimizing its pedagogical value.

CONCLUSION

This study aimed to explore tenth-grade students' perceptions of the use of Zep Quiz in English language learning at SMAN 1 Tanjungpinang. The findings indicate that students generally perceived Zep Quiz as a useful, easy to use, and engaging learning platform. Students considered the platform beneficial for reviewing learning materials, practicing English skills, and receiving immediate feedback that supported their learning process. Its interactive features, simple interface, and game-based environment also encouraged active participation and increased students' interest during classroom activities.

Although students expressed overwhelmingly positive perceptions, several minor challenges were identified during the implementation of Zep Quiz. These challenges were mainly related to technical issues, internet connectivity, login difficulties, time limitations, and the limited expla-

nations provided within the platform. Nevertheless, these obstacles did not substantially reduce students' positive learning experiences. Overall, the study concludes that Zep Quiz is an appropriate gamified learning platform for supporting English language learning at the senior high school level and has the potential to create a more interactive, enjoyable, and student-centered learning environment.

REFERENCES

- Bakhtiar, K. B., Iskandar, I., & Sunra, L. (2024). Analysing Students' Perception of Web-Based Learning with Quizziz Application in Reading Comprehension at SMP Negeri 3 Sungguminasa. *International Journal of Contemporary Studies in Education (IJ-CSE)*, 3(2), 107–114. <https://doi.org/10.56855/ijcse.v3i2.907>
- Braun, and C. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77–101.
- Chun, C., Kam, S., & Meyer, J. P. (2015). How Careless Responding and Acquiescence Response Bias Can Influence Construct Dimensionality : The Case of Job Satisfaction. *SAGE*, 1–30. <https://doi.org/10.1177/1094428115571894>
- Creswell, J. (2012). *Educational Research Planning: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. SAGE Publications Ltd.
- Davis, F. (1987). User Acceptance of Information Systems: The Technology Acceptance Model (TAM). *Division of Research School of Business Administration*, (January 1987), 1–33.
- Deterding Sebastian, Dixon Dan, Khaled Rilla, N. L. (2013). From Game Design To Gamefulness: Defining "Gamification". *Association for Computing Machinery*, 9–15. <https://doi.org/10.1145/2181037.2181040>.
- Hamari, J., & Sarsa, H. (2014). Does Gamification Work ? — A Literature Review of Empirical Studies on Gamification. *Hawaii International Conference on System Sciences*, 3025–3034. <https://doi.org/10.1109/HICS.S.2014.377>
- Jennifer A Fredricks, Phyllis C Blumenfeld, and A. H. P. (2004). School Engagement: Potential of the Concept, State of the Evidence. *SAGE*, 1–9. <https://journals.sagepub.com/doi/10.3102/00346543074001059>
- Jennifer A Fredricks, Phyllis C Blumenfeld, and A. H. P. (2016). Student engagement , context , and adjustment : Addressing definitional , measurement , and

- methodological issues. *Science Direct*, 43, 2014–2017.
<https://doi.org/10.1016/j.learninstruc.2016.02.002>
- John W Creswell, J. D. C. (2018). *Research Design Qualitative, Quantitative and Mixed Methods Approaches*. Sage.
- Kapp, K. M. (2012). *The Gamification of Learning and Instruction: Game-Based Methods and Strategies for Training and Education*. Hoboken.
<https://doi.org/https://doi.org/10.1145/2207270.2211316>
- Karatsareas, P. (2022). Semi-Structured Interviews. *Research Methods in Language Attitudes*, 99–113.
- Kartika, N. L. P. I., & Budiarta, L. G. R. (2025). Quizizz in EFL Classroom Learning: Students' Perception and Challenges. *The Art of Teaching English as a Foreign Language (TATEFL)*, 6(1), 28–40.
<https://doi.org/10.36663/tatefl.v6i1.939>
- Kurniawan, R., Oktavia, D., Lestari, R., Fussalam, Y. E., & Sulityo, U. (2026). Designing for Autonomy in EFL: Implementing an AI–VR Virtual Speaking Partner to Enhance Independent Learning in Suburban Areas. *Jurnal Inovasi Pendidikan dan Teknologi Informasi (JIPTI)*, 7(1), 422–433.
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., Hoagwood, K., Angeles, L., & Northwest, K. P. (2016). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544.
<https://doi.org/10.1007/s10488-013-0528-y>
- Plass, J. L., Homer, B. D., Kinzer, C. K., Plass, J. L., Homer, B. D., Kinzer, C. K., Plass, J. L., Homer, B. D., & Kinzer, C. K. (2016). Foundations of Game-Based Learning. *Educational Psychologist*, 1520(February), 27.
<https://doi.org/10.1080/00461520.2015.1122533>
- Robbins, S. P. (2019). *Organizational Behavior*. Pearson Education.
- Rohmatus, H., Sofeny, D., & Zahro, S. K. (2021). Students' Perceptions of the Use of Wordwall and ZepQuiz Integrated into the Think-Pair-Share Strategy in English Learning. *Bliss Journal*, 01(02), 46–56.
- Ryan, R. and E. L. (2009). Experiential Probes: probing for emerging behavior patterns in everyday life. *International Journal of Design*, 9(1), 2880–2888.
- Scherer, R. (2018). The technology acceptance model (TAM): A meta-analytic structural equation modeling approach to explaining teachers' adoption of digital technology in education.

- Computers & Education*, 1–70.
- Setyaningrum, T. D., Saputro, H., & Apriani, D. R. (2025). Implementation of the Team Games Tournament (TGT) Learning Model Assisted by Zep Quiz Media in Science Learning to Improve Students ' Learning Motivation in Grade VIII at SMP Muhammadiyah. *Proceedings of International Conference on Teacher Profession Education*, 3(1), 820–831.
- Sugiyono. (2013). *Metode penelitian kuantitatif kualitatif dan R&D*. ALFABETA.
- Sugiyono. (2020). *Metodologi Penelitian Kuantitatif, Kualitatif dan R & D*. ALFABETA.
- Wahid, R., Putra, P., Karimullah, I. W., & Mustofa, M. (2025). Zep Quiz in Action : Empowering Students ' Vocabulary through Gamified Learning. *Journal on Language Teaching and Learning, Linguistics and Literature*, 4778, 5461–5473. <https://doi.org/10.24256/ideas>.
- Zulfa, A. O. (2024). EFL Students' Perception Towards Kahoot! as A Gamification Tool in English Learning. *Educalingua*, 2(2), 106–118. <https://doi.org/10.26877/educalingua.v2i2.1214>
- Bakhtiar, K. B., Iskandar, I., & Sunra, L. (2024). Analysing Students' Perception of Web-Based Learning with Quizziz Application in Reading Comprehension at SMP Negeri 3 Sungguminasa. *International Journal of Contemporary Studies in Education (IJ-CSE)*, 3(2), 107–114. <https://doi.org/10.56855/ijcse.v3i2.907>
- Braun, and C. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77–101.
- Chun, C., Kam, S., & Meyer, J. P. (2015). How Careless Responding and Acquiescence Response Bias Can Influence Construct Dimensionality : The Case of Job Satisfaction. *SAGE*, 1–30. <https://doi.org/10.1177/1094428115571894>
- Creswell, J. (2012). *Educational Research Planning: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. SAGE Publications Ltd.
- Davis, F. (1987). User Acceptance of Information Systems: The Technology Acceptance Model (TAM). *Division of Research School of Business Administration*, (January 1987), 1–33.
- Deterding Sebastian, Dixon Dan, Khaled Rilla, N. L. (2013). From Game Design To Gamefulness: Defining "Gamification". *Association for Computing Machinery*, 9–15. <https://doi.org/10.1145/2181037.2181040>.
- Hamari, J., & Sarsa, H. (2014).

- Does Gamification Work ? — A Literature Review of Empirical Studies on Gamification. *Hawaii International Conference on System Sciences*, 3025–3034.
<https://doi.org/10.1109/HICS.S.2014.377>
- Jennifer A Fredricks, Phyllis C Blumenfeld, and A. H. P. (2004). School Engagement: Potential of the Concept, State of the Evidence. *SAGE*, 1–9.
<https://journals.sagepub.com/doi/10.3102/00346543074001059>
- Jennifer A Fredricks, Phyllis C Blumenfeld, and A. H. P. (2016). Student engagement , context , and adjustment : Addressing de fi nitional , measurement , and methodological issues. *Science Direct*, 43, 2014–2017.
<https://doi.org/10.1016/j.learn.instruc.2016.02.002>
- John W Creswell, J. D. C. (2018). *Research Design Qualitative, Quantitative and Mixed Methods Approaches*. Sage.
- Kapp, K. M. (2012). The Gamification of Learning and Instruction: Game-Based Methods and Strategies for Training and Education. *Hoboken*.
<https://doi.org/https://doi.org/10.1145/2207270.2211316>
- Karatsareas, P. (2022). Semi-Structured Interviews. *Research Methods in Language Attitudes*, 99–113.
- Kartika, N. L. P. I., & Budiarta, L. G. R. (2025). Quizizz in EFL Classroom Learning: Students' Perception and Challenges. *The Art of Teaching English as a Foreign Language (TATEFL)*, 6(1), 28–40.
<https://doi.org/10.36663/tatefl.v6i1.939>
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., Hoagwood, K., Angeles, L., & Northwest, K. P. (2016). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544.
<https://doi.org/10.1007/s10488-013-0528-y>
- Plass, J. L., Homer, B. D., Kinzer, C. K., Plass, J. L., Homer, B. D., Kinzer, C. K., Plass, J. L., Homer, B. D., & Kinzer, C. K. (2016). Foundations of Game-Based Learning. *Educational Psychologist*, 1520(February), 27.
<https://doi.org/10.1080/00461520.2015.1122533>
- Robbins, S. P. (2019). *Organizational Behavior*. Pearson Education.
- Rohmatus, H., Sofeny, D., & Zahro, S. K. (2021). Students ' Perceptions of the Use of Wordwall and ZepQuiz Integrated into the Think-Pair-Share Strategy in English Learning. *Bliss Journal*, 01(02), 46–56.
- Ryan, R. and E. L. (2009).

- Experiential Probes: probing for emerging behavior patterns in everyday life. *International Journal of Design*, 9(1), 2880–2888.
- Scherer, R. (2018). The technology acceptance model (TAM): A meta-analytic structural equation modeling approach to explaining teachers' adoption of digital technology in education. *Computers & Education*, 1–70.
- Setyaningrum, T. D., Saputro, H., & Apriani, D. R. (2025). Implementation of the Team Games Tournament (TGT) Learning Model Assisted by Zep Quiz Media in Science Learning to Improve Students ' Learning Motivation in Grade VIII at SMP Muhammadiyah. *Proceedings of International Conference on Teacher Profession Education*, 3(1), 820–831.
- Sugiyono. (2013). *Metode penelitian kuantitatif kualitatif dan R&D*. ALFABETA.
- Sugiyono. (2020). *Metodologi Penelitian Kuantitatif, Kualitatif dan R & D*. ALFABETA.
- Wahid, R., Putra, P., Karimullah, I. W., & Mustofa, M. (2025). Zep Quiz in Action : Empowering Students ' Vocabulary through Gamified Learning. *Journal on Language Teaching and Learning, Linguistics and Literature*, 4778, 5461–5473. <https://doi.org/10.24256/ideas>.
- Zulfa, A. O. (2024). EFL Students' Perception Towards Kahoot! as A Gamification Tool in English Learning. *Educalingua*, 2(2), 106–118. <https://doi.org/10.26877/educalingua.v2i2.1214>