Journal of English Teaching
e-ISSN: 2622-4224 | p-ISSN: 2087-9628
http://ejournal.uki.ac.id/index.php/jet
Volume 12. Number 3, October 2026, pp. 351-362

The Influence of Zep Quiz-Based Gamification on Students' Reading Comprehension

Luthfia Fanyna Amanda,[1]* Sei Handayani,[2] Imroatul Ma'fiyah[3]

Received: 04/06/2026
Revised : 10/08/2026
Accepted: 23/08/2026
Available Online: 28/10/2026

Keywords:
Gamification, Reading Comprehension, English Learning, Zep Quiz.

ABSTRACT
Reading Comprehension is a critical skill in English language learning, yet conventional reading instructions often yield suboptimal students engagement and comprehension. This research aimed to find out the influence of using Zep-Quiz based gamification on the reading comprehension. This study used a quantitative method with a one-group pretest-posttest design. The instruments to collect the data were a pretest and posttest consisting of 20 multiple-choice items. Data were analyzed using descriptive statistics and a paired sample t-test with the help of SPSS Statistics 27 to find the influence of using Zep Quiz-based gamification on students' reading comprehension. The findings indicate a significant influence of Zep Quiz-based gamification, with the mean score increasing from 78.19 in the pretest to 87.92 in the posttest. The paired sample t-test confirm that $t_{count} > t_{table}$ or 9.974 > 2.030 at a 5% significance level, meaning that H_0 is rejected and H_a is accepted. . It can be concluded that the utilization of Zep Quiz-based gamification has a significant influence on students' reading comprehension.

[1] Universitas Slamet Riyadi, Surakarta, Indonesia. Email: luthfiafanynaamanda@gmail.com *Corresponding author
[2] Universitas Slamet Riyadi, Surakarta, Indonesia, Indonesia. Email: Jihandayani.2017@gmail.com
[3] Universitas Slamet Riyadi, Surakarta, Indonesia, Indonesia. Email: imroatulhardiyanto@gmail.com

INTRODUCTION

Education in Indonesia is currently undergoing an important transformation to adapt with global challenges and the demands of the 21st century. According to the Law on the National Education System No. 20, the goal of national education is to develop students' potential so they can become healthy, intelligent, creative, and self-sufficient human beings. In this modern era, the Indonesian educational classroom are shifting away from conventional teacher to student centered learning to achieve the aforementioned goals. This is not merely a procedural change, rather, it is a responsibility to help students develop their 21st-century skills, such as critical thinking and problem solving. As a result, schools are designed to foster learning environments that encourage active participation, helping students address the complexity of global challenges.

In the national education system, English holds a strategic position as a mandatory language taught at the high school level. In addition to being an academic language, English is also used as a practical tool for international communication and access to technology. Over the years, English language teaching in Indonesia has evolved from a traditional structural approach that focused on language rules to a communication and text-based approach. The goal of this pedagogical approach is to enable students to use language functionally across various contexts and to understand the patterns of language. Therefore, English language teaching in schools today aims to provide students with the ability to participate in global communication and access knowledge internationally.

In the process of learning English, students are encouraged to develop four integrated language skills, namely listening, speaking, writing, and reading. In general, these skills can be classified as receptive (listening and reading) and productive (speaking and writing). Although the above-mentioned aspects are closely related, reading is a crucial skill for students to acquire new knowledge, understand complex concepts, and develop insight (Pardede, 2022). Without comprehensive reading skills, students will face significant difficulties in processing written information, which is the basis for all learning materials.

Reading is an essential skill in teaching English as a second language (ESL) or English as a foreign language (EFL). Through practical learning strategies, students can acquire information, understand complex concepts, and develop critical thinking. However, studies worldwide indicate that reading skills remain a challenge for many students. According to (Septia et al., 2022) more than 50% of students have difficulty understanding written English, which significantly impacts their reading comprehension. This is due to internal factors, including poor reading comprehension and ineffective teaching strategies, which hinder students' academic achievement. Faced with this global challenge, strategic innovation in learning is needed to increase student engagement and motivation. The most effective teaching method is a combination of a strategic and targeted approach. Therefore, interactive teaching is the most effective means of addressing reading comprehension difficulties.

Indonesian teachers' limited ability to address the various problems that arise in the learning process is still dominated by conventional methods. In practice, teachers often focus on textual analysis or answering questions literally without offering

interactive learning strategies. This condition impairs students' understanding of meaningful reading concepts and their learning process. Therefore, (Ramadhani & Sya, 2025) emphasize that teachers need to develop creative, context-specific learning strategies so students can understand the material effectively and enjoyably. In addition, (Restiani et al., 2022) emphasize the need to use effective learning media to capture students' attention and to encourage active, interactive learning. Therefore, it is necessary to enhance reading teaching strategies that can inspire students and encourage active participation in the learning process. This aligns with the findings of (Fitria et al., 2024), who reported that effective teaching strategies can help students become more confident and accurate in understanding reading materials.

The application of gamification in education is an innovative strategy that is increasingly popular because it can create an engaging, interactive learning environment. Gamification is one of many innovative methods that move us from the old world to the new. This approach has been shown to increase student motivation and participation in language learning. One of the most widely used gaming platforms is Zep Quiz, an interactive digital application developed by ZEP Co., Ltd. In Korea in 2023 (Feriansyah & Titaley, 2025). The utilization of Zep Quiz is also consistent with the characteristics of the young generation, who are comfortable with digital technology, and it has the potential to enhance their English reading comprehension skills in high school English language teaching.

Although several studies have substantiated the utility of gamification in language learning, the utilization of Zep Quiz remains relatively new. Regarding the teaching of English, it has not been thoroughly researched. Previous research has shown that Zep Quiz has the potential to improve students' German reading comprehension (Feriansyah & Titaley, 2025). However, the previous study did not examine how Zep Quiz affects students' reading comprehension in the context of English language teaching. In addition, the study of Wahid et al., (2025) using Zep Quiz focused on empowering students and developing vocabulary rather than on helping them understand the material clearly and concisely. Moreover, the study of (Septrianto et al., 2026) analyzed the students' responses and perceptions towards the use of Zep Quiz, but the previous study did not measure whether the use of Zep Quiz actually had an influence on students' reading comprehension. Therefore, the purpose of this study is to investigate the effects of Zep Quiz-based gamification on students' reading comprehension skills at the high school level, particularly at SMAN Colomadu.

Given the importance of reading comprehension in English language teaching, it remains unclear how Zep Quiz is an innovative approach that is needed to increase students' motivation and engagement. Gamification-based learning with Zep Quiz is an effective way to create an engaging and interactive learning environment. Research indicates that digital media has become an important component of their learning process, offering flexible and interactive tools that facilitate reading comprehension (Hasanaturro'i & Zihori Maulida, 2025). Therefore, the purpose of this study is to ascertain the influence of Zep Quiz-based gamification on students' reading comprehension and to contribute to the advancement of more innovative approach for learning strategies that are relevant to the characteristics of the digital learners.

LITERATURE REVIEW

Reading Comprehension in English

Reading is a receptive skill that involves understanding and connecting meanings. It means that, in the context of teaching English, teachers play a crucial role in helping students understand concepts and information (Harmer, 2004). Therefore, education must be designed so that students are not too distracted by the ability to write or speak in a particular language. This includes focusing on students' ability to write effectively and efficiently while actively connecting their writing to their personal experiences and knowledge.

In addition, (Francoise Grellet, 1981) argued that reading is a process of interpretation, and that what a person says in a text is often more important than what is written in the text itself. It means that learning is not a passive process in which learners actively create meaning rather than just absorbing information from the text. Reading is an activity that has various purposes, such as seeking information, acquiring knowledge, analysing written material, or understanding the author's point of view. These purposes aim to influence the methods and approaches used by students when interacting with texts to achieve the best possible understanding. In the modern educational landscape, the integration of digital technology has fundamentally transformed that interactive digital media allows students to engage digital platform to their learning.

Gamification in English Language Teaching

The term "gamification" was first used by Nick Pelling in a 2002 presentation at the TED conference (Technology, Entertainment, Design). At this point, Pelling uses the concept discussed above to illustrate how to modify game elements in non-gaming systems to increase user satisfaction and create more engaging experiences. In education, gamification is employed as an effective strategy to increase students' participation and motivation to learn. According to the findings of (Manuel et al., 2023) The systematic implementation of game elements in the educational process enables students to develop critical thinking skills, maximise their learning potential, and create more engaging and interactive learning environments.

By applying gamification principles, learning activities become less monotonous and are transformed into more engaging, stimulating, and entertaining experiences that enhance students' skills. Gamification offers several advantages, gamification can enhance students' motivation and engagement (Wang, 2024), and gamification can encourage their study more diligently and make the learning environment less monotonous, students feel more comfortable because game element help create a supportive learning atmosphere (Matyakhan et al., 2024). In addition, gamification also has weaknesses, such as differences in access to technology among students, because not all students have the necessary devices or a stable internet connection. This weakness can lead to gaps in the learning and teaching process, and the implementation of gamification requires appropriate support for teachers, including training, time, and resources (Matyakhan et al., 2024). Furthermore, the use of technology provides teachers with opportunities to create an active and participatory learning environment (Arlinta & Katemba, 2026). One way to implement this is through gamification, where the integration of game elements

into learning has been shown to significantly increase students' intrinsic and interactive engagement.

Zep Quiz as an Interactive Learning Teaching

In this context, Zep Quiz has become a digital learning tool that integrates gamification principles into classroom activities. Zep Quiz is an educational digital learning platform that uses gamification to boost student engagement through interactive activities. This platform combines elements such as points, time, and leaderboards to create a competitive and stimulating learning environment, which indicates that student involvement and enthusiasm are significantly improved through Zep Quiz (Tiodora et al., 2026). Research by (Chotimah & Mutiara, 2025) shows that the utilization of Zep Quiz can increase students' learning motivation from 43% to 88% in two learning sessions. This indicates that gamification through Zep Quiz can motivate students to be more involved and focused on understanding the material, including in reading comprehension

In addition, research by (Feriansyah & Titaley, 2025) shows that Zep Quiz is effective for language learning, as it can improve students' understanding of texts. According to (Wang, 2024) gamification can significantly increase engagement and reading comprehension by integrating the cognitive, practical, and motivational dimensions of learning. It is estimated that the utilization of Zep Quiz-based gamification in reading instruction will help students develop their ability to understand text actively, with motivation, and meaningfully.

Conceptual Framework

The conventional teaching techniques are considered ineffective in improving students' reading comprehension scores. Consequently, students faced difficulties in determining the main idea and identifying information from reading texts. To address these challenges, the implementation phase involved the use of Zep Quiz-based gamification as a reading learning tool to make learning interactive. Furthermore, the final condition of this process indicated that the reading comprehension learning environment became more active. There was a significant influence on students' reading comprehension, as evidenced by the posttest results. The following figure presents the research conceptual framework:

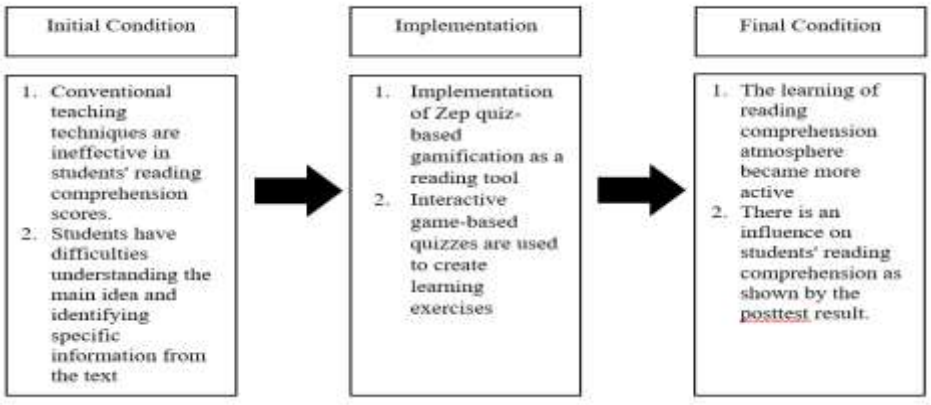


Figure 1. Conseptual Framework

Research Hypothesis

Ho: There is no significant influence on the reading comprehension score of tenth grade students before and after using Zep Quiz-based gamification.

Ha: There is a significant influence on the reading comprehension score of tenth grade students before and after using Zep Quiz-based gamification.

RESEARCH METHODS

Research Design

This study employs a quantitative experimental design. The design used is a pre-experiment design with a one-group pretest and posttest design. In this design, the class will take two tests, a pretest to assess students' initial reading comprehension skills and a post-test to evaluate the increase in learning outcomes following the implementation of a Zep Quiz-based learning program. and post-test.

Population and Sample

In this study, the population used is all students in class X at SMAN Colomadu in the 2025/2026 academic year. The research sample comprises students of class X2 at SMAN Colomadu, consisting of 36 students: 15 male students and 21 female students. Based on the observations and previous academic records, their English proficiency level is generally categorized at a beginner to intermediate level. In this study, probability sampling was employed, specifically random sampling. This method was chosen to ensure that all members of the population have an equal probability of being chosen and to ensure the accuracy of the research results.

Data Collection Methods and Instruments

Data was collected using Multiple-Choice tests (pretest and posttest). Students were asked to answer multiple-choice questions to find the main idea, understand explicit information, read quickly to get the general idea, and to locate specific information. The pretest was administered before the implementation, and the posttest after the implementation. The purpose of the tests was to measure students' reading comprehension before and after using Zep Quiz to assess their reading comprehension. The test items were designed based on the micro skill reading outlined by (Alderson, 2000) which consists of identifying main ideas, understanding explicit information, skimming, and scanning.

To ensure the accuracy of the research instrument, validity and reliability testing were performed prior to the test. Validity is the extent to which a research instrument accurately measures its intended construct. This validity test computes a score for each item using the Pearson product-moment correlation coefficient from SPSS 27. The result of the validity test for the reading comprehension item containing micro skill reading indicator, obtained through a try out in SMAN Colomadu to students in class X5 from the 25 item multiple choice were tested, 21 were valid namely number 1, 2, 3, 4, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 24, and 25 and 4 item invalid namely number 5, 9, 20, and 23 based on the result, the questions used for the pretest and posttest consisted of 20 items questions. Furthermore, reliability is defined as the degree to which an instrument is consistent in measuring. Reliability testing was conducted to ensure that

each instrument was used consistently when measuring research variables. In this research, reliability was assessed using Cronbach's alpha from SPSS 27. Based on the results of the reliability test, a value of 0,785 Was obtained. According to the reliability level table, a value between 0,601 – 0,80 Are classified as high reliability, meaning that the value of 0,785 falls within the reliable category.

Data Collection Procedures

This study was conducted in three phases, namely the pretest, the implementation phase, and the posttest. In the pretest phase, students were asked to answer multiple-choice questions before using Zep Quiz. This phase aimed to obtain data on students' initial reading comprehension for comparison. In the second phase, the invention was implemented, and students were introduced to Zep Quiz as an interactive digital learning tool for reading comprehension. The researcher guided the students in using the Zep Quiz. Through this platform, students were given practice questions, and the researcher provided explanations by using the discussions about the topic after the students finished answering each question.

Data Analysis Methods

The data in this study were analysed using a normality test and a paired sample t-test with the aid of SPSS software. This statistical analysis was employed to determine whether the research data were normally distributed and to ascertain whether there was a significant difference between the students' pretest and posttest scores following the implementation of Zep Quiz.

Normality test

In this study, the normality test that was carried out aimed to determine whether the data met the requirements for the technique to be used. The data collected prior to and following the test that is pretest and posttest scores. The Shapiro-Wilk test was employed in the normality test. The data normality test used the Shapiro-Wilk test because the sample size was 36 students, which is less than 50. This data normality test applied the Shapiro-Wilk normality test; if the probability is > 0.05, then the data distribution is normal, and if the probability is < 0.05 indicates an abnormal data distribution.

Paired Sample T-Test

According to Sugiyono, (2013) A paired-samples t-test is one technique used to evaluate the effectiveness of treatment. The paired-samples t-test was used to determine the effect of Zep Quiz-based gamification on students' reading comprehension. The formulation of the hypothesis testing criteria is if the significance value (2-tailed) > 0,05 then H_a is rejected. It means there is no significant influence of using Zep Quiz-based gamification on student reading comprehension and then if the significance value (2-tailed) < 0,05 then H_a is accepted. It means there is a significant influence of using Zep Quiz-based gamification on student reading comprehension.

FINDINGS

Description of Research

Research on 36 participants revealed a significant influence on students' reading comprehension. Table 1 shows that the average score of the pretest was 78.19 with a standard deviation of 9.867. After the Zep Quiz was implemented, the posttest average increased to 87.92 with a standard deviation of 6.801. These results show a significant influence on students' reading comprehension and indicate that Zep Quiz was successful in improving the atmosphere for learning and participants. Therefore, H1, stating that there is no significant influence of using Zep Quiz-based gamification on students' reading comprehension, is rejected, while Ha, stating that there is a significant influence of using Zep Quiz-based gamification on students' reading comprehension, is accepted. This confirms that Zep Quiz is effectively enhances students' motivation and engagement through gamification elements like scores that foster a fun learning experience to enhance students' reading comprehension

Table 1. Pretest and Posttest Descriptive Statistic

	N	Mean	Median	Maximum	Minimum	Stadard Deviation
Pretest	36	78.19	80.00	95	60	9.867
Posttest	36	87.92	87.50	100	75	6.801
N	36					

Reading Comprehension Test Result

The results of the pre-test, which was taken by 36 students, indicate that students' reading comprehension is still at the intermediate level. Statistical data show that the lowest score (minimum) is 60, and the highest score (Maximum) is 95. The mean score is 79.19, the median is 80, and the mode is 80. Most students still had difficulty identifying the main ideas and detailed information in the text.

Based on the table above, it can be described that the distribution of students' pretest reading comprehension scores reflects their initial condition before the implementation, and then in the posttest score, it can be described that the distribution of students' posttest reading comprehension scores shows a positive result after the utilization of Zep Quiz-based gamification.

Discussion of Research Findings

A Normality test is a statistical procedure used to assess the distribution of data within a dataset or variable.

Table 2. Test of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest	.953	36	.130
Posttest	.941	36	.054

Based on the Shapiro-Wil normality test (Table 2), the data result for significace level of the students reading comprehension pretest showed a value of 0.130, which is > 0.05. The data result of the normality test for the significance level of the students posttest show a value of 0.054, which is > 0.05.

Hypothesis Testing

The result of the paired sample t-test (Table 5) indicates a significant increase in students reading comprehension after implementation Zep Quiz based gamification as learning media. The result of data analysis was conducted using t-test and obtained result of 9.974. This result was then consulted with the table for (N-1), then (36-1) = 35, at a significance level of 5%, which is 2.030. Since the $t_{count} > t_{table}$ value (9.974>2.030) and the significance value (2-tailed) indicates 0,000 < 0.05. this result indicates that the alternative hypothesis (Ha) is accepted, which states there is a significant influence of using Zep Quiz based gamification on students' reading comprehension.

Table 3. Paired Sample T-Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pretest - Posttest	-9.722	5.849	.975	-11.701	-7.743	-9.974	35	.000

DISCUSSION

Initially, the condition in SMAN Colomadu, particularly in class X2, showed that there are some students who are not comfortable and struggle to understand the learning process, specifically in reading comprehension, because of monotonous learning activities, causing students to lose interest in their learning. Teachers need to be able to provide varied learning activities to increase students' reading comprehension in the English subject. Students expected the teacher to apply more varied learning activities by using media. This can influence students' reading comprehension.

Based on these conditions, the teacher applied Zep Quiz-based gamification, which provides students with fun learning activities and helps to change the boring atmosphere to be interesting and stimulates excitement in students to be active in learning activities, then focuses on understanding, especially in reading comprehension. In addition, an interesting learning activity can be easily created as an engaging and memorable learning experience.

In this condition, before the implementation was given, learning activities proceeded as usual without the use of media. The material was delivered directly by the teacher using the conventional method. So that students only listened without using a learning model or media that is more fun, the students feel bored, do not understand, and easily forgot the material provided. However, after the implementation of Zep Quiz,

students found it easier to understand reading passages in a more engaging and enjoyable way. As a result, students have experienced increasing motivation to understand the reading text. In line with (Tiodora et al., 2026), which states that using Zep Quiz, as a digital educational learning tool effectively enhances students' enthusiasm and involvement through gamification elements like scores and leaderboards, fostering a fun learning environment. Moreover, (Ni et al., 2026) state that Zep Quiz significantly influences students in their learning by making activities more interactive and easier to understand.

After implementing the Zep Quiz to influence students' reading comprehension, the use of Zep QZep Quiz was found to have a positive impact on students because it was found that before using Zep Quiz, the lowest score was 60 and the highest score was 95, with a mean of 78.19, a median of 80, and a standard deviation of 9.867. Meanwhile, the posttest result showed a lowest score of 75 and a highest score of 100. The result of the data analysis showed a mean of 87.92, a median of 87.50, and a standard deviation of 6.801. Thus, there is an influence of using Zep Quiz-based gamification on students' reading comprehension.

The findings of this study show that students' reading comprehension has a significant influence after implementing Zep Quiz as a learning medium, as evidenced by the increase in the average score from 78.19 in the pretest to 87.92 in the posttest. This increase indicates that Zep Quiz effectively supports the learning process for students' reading comprehension by providing an interactive learning medium. The decrease in the standard deviation from 9.867 to 6.801 also indicates that students' reading comprehension skills have become more evenly distributed after the intervention.

These results align with previous research by (Feriansyah & Titaley, 2025), which also shows that the use of Zep Quiz has a positive impact on reading comprehension and active student involvement, and this study has proven to have a positive impact and increase student reading comprehension scores when using Zep Quiz. Supported by (Ni et al., 2026) Zep Quiz has an impact on students' motivation to learn Islamic education, whereas in this research, Zep Quiz has an impact on reading comprehension by making students feel engaged and motivated so they can improve their learning outcomes. Moreover, according to (Septrianto et al., 2026) Zep Quiz is a useful gamification-based teaching tool for raising students' engagement, so in this research, the Zep Quiz has a significant influence on students' reading comprehension

Based on the results of the hypothesis test analysis using SPSS 27, the paired sample t-test is used to determine whether there is an influence of using Zep Quiz-based gamification on students' reading comprehension. Obtained t_{count} is 2.030, then the value of t_{count} compared to t_{table} with df (N-1), so (36-1) = 35 at a significant level of 5% or $t_{count} > t_{table}$ = 16.062 > 2.030, then H_0 is rejected, and H_a is accepted. Then there is an influence of using Zep Quiz-based gamification on students' reading comprehension at the tenth-grade students at SMAN Colomadu in the 2025/2026 academic year,

CONCLUSION

Based on the findings of the t-test analysis conducted to evaluate the influence of Zep Quiz-based gamification on students' reading comprehension at the tenth grade students

of SMAN Colomadu, the following results can be made. Shapiro-Wilk statistic results with N= 36 and a 5% significant level indicate that if > 0,05, the data is normally distributed. The pretest results obtained a significance of 0.130 > 0,05 and the posttest obtained 0.054 > 0.05. Therefore, the results indicate that the pretest and posttest scores are normally distributed.

The students' reading comprehension scores in the pre-test obtained an average of 78.19. After being given the treatment by using Zep Quiz, the students' posttest results obtained an average of 87.92. This indicates that the posttest score acquisition is higher than the score acquisition during the posttest.

The computing using IBM SPSS 27 and the paired sample t-test procedure reveals that the significance value is less than 0.05 (0.000 < 0.05), which means that H_0 is rejected, and H_a is accepted. Based on the paired sample t-test table, the t_{count} obtained is 9.974. This t_{count} value was compared with the t_{table} with degrees of freedom df = (N-1), which is (36-1) = 35. At a 5% significance level, the t_{table} value obtained is 2,030.

Then it can be concluded that the $t_{count} > t_{table}$or 9.974 > 2.030, which means H_O is rejected. The lower value is 11.701, and the upper value is 7.743. H_a criterion is accepted if the $t_{count} > t_{table}$ H_0 is rejected and H_a is accepted. From the statement above, it can be concluded that the hypothesis states that the utilization of Zep Quiz-based Gamification has a significant influence on students' reading comprehension. This is proven at a significance of 5%.

ACKNOWLEDGMENTS

First, the author offers heartfelt thanks to Allah SWT, for the grace and strength which this research to be completed. The author extends the deepest gratitude and respect to my beloved parents, who have consistently provided prayers, love, and extraordinary moral support throughout this academic journey. And last, the author would also like to express appreciation to Universitas Slamet Riyadi University for the academic environment, facilities, and opportunities provided to the author during the course of study and the completion of this research.

REFERENCES

Alderson, J. C. (2000). Assessing reading. In *Cambridge University Press* (Vol. 02, p. 206). The Press Syndicate of the University of Cambridge.

Arlinta, C. Y., & Katemba, C. V. (2026). *The effects of Padlet on Grade VII students ' writing skills : Gender-based differences*. *12*(1), 122–134.

Chotimah, U., & Mutiara, T. M. (2025). *Enhancing learning motivation of Grade XI . 9 students through Zep Quiz media in Civics Education at SMA Negeri 3 Palembang*. *4*(1), 156–166.

Feriansyah, Z., & Titaley, A. (2025). Pengembangan latihan soal membaca pemahaman bahasa Jerman melalui media ZEP Quiz. *Laterne: Jurnal Pendidikan Bahasa Jerman*, *14*(02), 12–23.

Fitria, R., Widyantoro, A., & Sukarno, S. (2024). Strategies used by Indonesian high school English teachers to improve students' reading comprehension: A qualitative

study. *Englisia : Journal of Language, Education, and Humanities*, *12*(1), 70. https://doi.org/10.22373/ej.v12i1.22830

Francoise Grellet. (1981). *Developing reading skills - A practical guide to reading comprehension exercises*. https://www.dropbox.com/s/wscd0jdoqibj04f/Developing reading skills - Grellet.doc?dl=0

Harmer, J. (2004). *Just reading and writing intermediate*.

Hasanaturro'i, & Zihori Maulida. (2025). Peran digital interactive media dalam meningkatkan keterampilan berpikir kritis dalam pembelajaran reading comprehension. *Chatra: Jurnal Pendidikan Dan Pengajaran*, *2*(2), 46–52. https://doi.org/10.62238/chatra.v2i2.149

Manuel, N., Ccoa, Q., Elisabeth, M., Choquehuanca, F., Hugo, F., & Paucar, R. (2023). *An application of the Quizizz gamification tool to improve motivation in the evaluation of elementary school students*. *13*(3), 544–550. https://doi.org/10.18178/ijiet.2023.13.3.1837

Matyakhan, T., Chaowanakritsanakul, T., & Santos, A. L. (2024). *Implementing gamification to enhance reading engagement and reading comprehension of Thai EFL university students*. *0672*(June).

Ni, A., Ilmiyah, Q., & Krisnaeni, K. D. (2026). *Pengaruh media gamifikasi Zep Quiz berbasis digital terhadap minat belajar siswa di SMA Manbail Huda Jenu*. 156–168.

Pardede, P. (2022). Online Reading Strategies in EFL: A Review. Journal of English Teaching, 8(2), 329-339. https://doi.org/10.33541/jet.v8i2.4130

Ramadhani, A. D., & Sya, M. F. (2025). *Analisis isi modul ajar berbasis game-based learning : Pemanfaatan media AI Zep Quiz untuk meningkatkan pemahaman teks naratif*. *4*, 6980–6990.

Restiani, O. N., Arafik, M., & Rini, T. A. (2022). Analisis kesulitan membaca pemahaman teks narasi pada peserta didik kelas V SD. *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan*, *2*(11), 1053–1067. https://doi.org/10.17977/um065v2i112022p1053-1067

Septia, N. W., Indrawati, I., Juriana, J., & Rudini, R. (2022). An Analysis of students' difficulties in reading comprehension. *EEdJ: English Education Journal*, *2*(1), 11–22. https://doi.org/10.32923/eedj.v2i1.2519

Septrianto, Y., Suhartono, S., & Munir, A. (2026). Responses of eleventh grade students to the gamified ZEP QUIZ in teaching reading comprehension: A quantitative inquiry. *Journal of General Education and Humanities*, *5*(3), 3561–3569. https://doi.org/10.58421/gehu.v5i3.1559

Sugiyono, D. (2013). *Metode penelitian kuantitatif, kualitatif, dan tindakan*.

Tiodora, L., Imaniar, F., & Susanti, E. (2026). *Pre- service english teachers ' insights on using Zep Quiz as a learning tool in EFL classrooms*. *9*(2), 520–529.

Wahid, R., Putra, P., Karimullah, I. W., & Mustofa, M. (2025). *Zep Quiz in action : Empowering students ' vocabulary through gamified learning*. *4778*, 5461–5473. https://doi.org/10.24256/ideas.

Wang, Z. (2024). *Enhancing reading instruction through gamification : A systematic review of theoretical models, implementation strategies, and measurable Outcomes (2020-2024)*. *23*.