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GAME-BASED LEARNING IN EFL CLASSROOMS: STUDENTS' PERCEPTIONS AND MOTIVATION THROUGH ZEP QUIZ

Diah Ayu Pertiwi[1*], Pasca Kalisa[2]
[1,2] Universitas Negeri Semarang, Semarang, Indonesia

diahayu23@students.unnes.ac.id

ABSTRACT

This study investigates EFL students' perceptions, motivation, and perceived learning effects of using Zep Quiz, a game-based learning application, in English classrooms. A qualitative descriptive approach was employed. Data was collected through a Likert-scale questionnaire distributed to 82 students and semi-structured interviews with 10 participants. Questionnaire data were analyzed descriptively using interval score interpretation to identify overall trends, while interview data were analyzed thematically to enrich and validate the questionnaire findings. The results indicate that students perceive Zep Quiz as an engaging and interactive learning tool that enhances classroom atmosphere, increases participation, and supports material review. The findings also reveal that Zep Quiz positively influences students' motivation, focus, and enthusiasm for learning English. However, several challenges were identified, including technical issues, limited explanation of answers, and time pressure that may shift attention from understanding to speed. The main contribution of this study is to emphasize that the effectiveness of game-based learning tools depends not only on their features but also on their integration into instruction. The findings suggest that Zep Quiz is most effective when used as a supplementary learning tool accompanied by teacher guidance, explanation, and reflective discussion in EFL classrooms.

Keywords: English Foreign Language, English Language Learning, Game-Based Learning, Zep Quiz

INTRODUCTION

The rapid advancement of digital technology has brought significant changes to educational practices, particularly in the way teaching and learning activities are designed and implemented. Traditional teacher-centered instruction has increasingly shifted toward student-centered approaches that emphasize interaction, engagement, and active participation (Almusharraf, 2023; Asniza et al., 2021). In this context, educators are encouraged to adopt instructional strategies that not only deliver content but also foster motivation, critical thinking, and meaningful learning experiences. One approach that has gained considerable attention is Game-Based Learning (GBL), which integrates game elements into instructional activities to support more engaging and effective learning environments.

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Game-Based Learning allows learners to actively explore learning materials through interactive tasks, challenges, and collaborative activities. By encouraging exploration, problem-solving, and critical thinking, GBL enables students to construct knowledge rather than passively receive information. Students generally viewed Digital Game-Based Learning (DGBL) positively, finding it easy to use and enjoyable, especially among those who liked games(Umamah & Saukah, 2022). Previous studies suggest that this approach supports deeper understanding and long-term retention, as learners engage with content in a meaningful and enjoyable way (Huang, 2023). Although the use of games in education is not a new concept, the integration of digital technologies has expanded the scope of GBL by providing innovative platforms and tools that can be easily implemented in classroom settings (Nurulhaq et al., 2023).

In the field of English as a Foreign Language (EFL), GBL has been widely recognized as a promising approach to address common challenges such as low motivation, limited student participation, and learning anxiety. Research has consistently shown that digital game-based learning can enhance vocabulary acquisition, reading comprehension, pronunciation, problem-solving skills, collaboration, communication, and learner autonomy(Adipat et al., 2021; Medina et al., 2024). In addition, GBL has been reported to reduce students' anxiety and foster a learning atmosphere that is both relaxed and productive, particularly important in language-learning contexts where affective factors play a crucial role(Ahmed, Ampry, et al., 2022).

As a result, various digital platforms such as Kahoot!, Quizizz, and Duolingo have been widely adopted in EFL classrooms. Studies conducted within the last decade indicate that these platforms increase student engagement, improve vocabulary retention, provide immediate feedback, and promote enjoyable learning experiences (Islam et al., 2025; Kurniawan et al., 2024; Zhou, 2024). Furthermore, gamified learning environments have been shown to enhance learner motivation compared to traditional instructional methods significantly (Dubey, 2025)and foster more interactive and creative classroom dynamics in ESL and EFL settings (Gallacher et al., 2023). These findings demonstrate that, for students, digital games are not merely sources of entertainment but also meaningful learning tools that support language development.

Despite these positive findings, existing research on digital game-based learning in EFL contexts reveals several limitations. Most studies have focused on a small number of well-established platforms, particularly Kahoot!, Quizizz, and Duolingo(Asniza et al., 2021; Pham et al., 2025). While these studies confirm the general effectiveness of GBL, they provide limited insight into how students respond to newly emerging digital platforms that may offer different features, learning experiences, and modes of interaction. Consequently, the current literature does not fully capture the evolving landscape of digital game-based tools used in contemporary EFL classrooms.

In addition, many previous studies have emphasized quantitative outcomes such as achievement scores or comparative effectiveness, while giving less attention to students' subjective experiences and perceptions. In EFL learning, learners' perceptions are particularly important, as motivation, engagement, and emotional responses strongly influence language acquisition(Al-Sofi, 2024). Without understanding how students

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experience and perceive a digital learning tool, it is difficult to determine whether the tool is pedagogically meaningful, sustainable, and suitable for classroom implementation. This indicates a need for research that foregrounds students' voices and explores their experiences in greater depth.

One emerging digital platform that remains underexplored in the existing literature is Zep Quiz. Zep Quiz is a digital quiz-based learning application that offers customizable content, diverse question formats, and visually engaging environments designed to promote interaction and learner engagement (Julia et al., 2025). Although Zep Quiz shares similarities with other quiz-based platforms, its distinctive features may shape students' learning experiences in different ways. However, empirical research on the use of Zep Quiz in EFL classrooms remains limited, particularly in the Indonesian educational context. As a result, there is insufficient understanding of how students perceive Zep Quiz, how it influences their motivation and engagement, and the strengths and challenges that arise during its implementation.

This lack of empirical evidence represents a clear research gap. While previous studies have established that digital game-based learning can enhance motivation and participation in EFL learning, they have not sufficiently examined students' perceptions of emerging platforms such as Zep Quiz. Moreover, it is necessary to examine whether the pedagogical benefits reported in studies of established platforms also apply to newer digital tools. Addressing this gap is important, as educators increasingly adopt new technologies without adequate guidance regarding their effectiveness and suitability for EFL learning environments. To address this gap, the present study employs a qualitative approach to explore students' experiences with Zep Quiz, a digital game-based learning tool, in the EFL classroom. Rather than measuring outcomes statistically, this study seeks to understand students' perspectives, feelings, and reflections as they engage with the platform. The following questions guide the research:

1. How do students describe their experiences of using Zep Quiz in an EFL classroom?
2. In what ways do students perceive Zep Quiz as influencing their motivation and engagement in learning English?
3. What strengths and challenges do students identify when using Zep Quiz as a game-based learning platform?

The purpose of this study is to provide a nuanced understanding of how students perceive Zep Quiz within their learning process. By examining their experiences and reflections, the study aims to determine the extent to which Zep Quiz can foster motivation, promote active engagement, and address the challenges associated with digital game-based learning. The findings are expected to contribute to the growing body of literature on innovative digital learning tools and to offer practical insights for educators seeking to adopt more interactive, student-centered strategies in English language classrooms.

Therefore, this study aims to explore students' experiences with Zep Quiz, a digital game-based learning tool, in the EFL classroom. Using a qualitative approach, the study focuses on learners' perceptions, motivation, and engagement rather than solely on measurable learning outcomes (Rochimah & Muslim, 2021). By examining how students

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experience Zep Quiz, this study seeks to provide a deeper understanding of the platform's pedagogical value and its potential to support interactive, student-centered EFL learning. In doing so, the study contributes to the growing body of literature on digital game-based learning by extending research beyond well-established platforms and offering insights into the use of emerging technologies in underexplored EFL contexts.

METHODS

This study employs a qualitative descriptive research design to explore students' perceptions of Zep Quiz, a digital game-based learning platform, in the EFL classroom. Although the study includes numerical data derived from Likert-scale questionnaire responses, these data are not used for statistical testing or quantitative inference. Instead, the numerical results serve a supportive and descriptive role, providing an overall picture of students' perceptions, motivation, and perceptions of the effects of using Zep Quiz. The primary focus of the study remains qualitative, emphasizing students' voices, reflections, and lived experiences rather than measuring relationships or testing hypotheses. A qualitative approach is considered appropriate because the study seeks to understand how students describe their learning experiences, how they perceive the use of Zep Quiz in relation to motivation and engagement, and what strengths and challenges they identify during its implementation. To achieve this aim, the study employs two complementary data collection techniques: a questionnaire and semi-structured interviews. The combination of these methods allows the researcher to obtain both a broad overview of students' perceptions and in-depth insights into their individual experiences.

The participants in this study are 82 eleventh-grade students from a senior high school in Semarang, comprising 49 females and 33 males aged 16-17 years. This representative sample of students encompasses a range of academic experience levels. All participants were selected through purposive sampling, with a minimum of 3 years of English experience. A purposive sampling technique will be employed to select participants who meet specific criteria: Students who have experienced using Zep Quiz during English lessons. Students who are willing to share their reflections openly. This criterion was established to ensure that participants were truly relevant to the research objectives and provided a realistic picture of their experiences in this study. From this group, a smaller subset of 10 students will be selected for in-depth interviews, allowing the researcher to explore detailed narratives without losing manageability. These students represent a key demographic because they are actively engaged in EFL learning and are familiar with digital tools commonly integrated into classroom practices.

Data was collected using two research instruments. The first instrument was a questionnaire that was distributed via Google Forms to participants. The questionnaire consisted of 12 closed-ended statements, each measured on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The items were designed to capture students' perceptions of game-based learning, their motivation when using Zep Quiz, and their perceived learning effects. The questionnaire provided a descriptive overview of students' responses and helped identify dominant tendencies in motivation, engagement, and learning experiences. Although numerical values were derived from Likert-scale

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responses, the results were interpreted descriptively and used to support the qualitative findings rather than as standalone quantitative evidence.

This structured tool encourages students to reflect on their experiences, highlighting both positive and negative aspects. However, recognizing the limitations of closed-ended scales, the study will also use in-depth semi-structured interviews to gain richer and more nuanced insights. These interviews will allow participants to elaborate on their answers, share personal stories, and describe both the strengths and challenges they encounter when using Zep Quiz. Here is a breakdown of the questions:

1. What do you think are the advantages of learning using Zep Quiz?
2. What are the disadvantages of learning using Zep Quiz?
3. Your suggestion to make learning with Zep Quiz more effective.

Following the questionnaire, the second stage involves conducting semi-structured interviews with a smaller subset of participants. The interviews will be conducted through an online meeting. These interviews provide a deeper exploration of students' experiences, offering them the opportunity to discuss their perceptions in detail, share the challenges they may have encountered, and reflect on the strengths of Zep Quiz as a game-based learning platform. Each interview is conducted flexibly, guided by key questions but allowing participants to highlight the issues they find most relevant. This two-stage process ensures that the data collected is both comprehensive, through the broad reach of the questionnaires, and nuanced, through the rich detail provided by the interviews.

To ensure the validity and credibility of the research findings, this study employed methodological triangulation, combining data obtained from questionnaires and in-depth interviews. The questionnaire provided a general overview of students' perceptions, motivation, and the effects of using Zep Quiz in English language learning. At the same time, the semi-structured interviews offered more profound insights into students' personal experiences and reflections. The triangulation process involved comparing and cross-checking data from both sources to ensure accuracy and reliability. Patterns, consistencies, and discrepancies between students' questionnaire responses and their interview statements were carefully examined to ensure accuracy and reliability. This approach helped to minimize research bias and strengthen the overall interpretation of the data. The triangulated data were then categorized and interpreted descriptively to draw meaningful conclusions about how students perceive Zep Quiz as a digital game-based learning tool in EFL classrooms.

RESULTS

The data were obtained through a research method that involved distributing questionnaires and conducting interviews to investigate EFL students' use of the Zep Quiz application in English language learning. Using a Likert scale of 1 to 5, ranging from 1 = strongly disagree to 5 = strongly agree. In the next step of the analysis, the researcher counted the interval scores. The findings of this study encompass three main aspects: perceptions, motivations, and effects of Zep Quiz. After that, the questionnaires will be analyzed, and the results will be presented qualitatively.

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Table 1. Interval score interpretation

Interval	Interpretation
1.00 – 1.79	Strongly disagree
1.80 – 2.59	Disagree
2.60 – 3.39	Neutral
3.40 – 4.19	Agree
4.20 – 5.00	Strongly agree

Students' Perceptions of the Zep Quiz in English Learning

The following results present students' perceptions of the Zep Quiz application in English learning. The data reflects students' views on its effectiveness, level of engagement, and overall contribution to their learning experience. The table below provides a detailed summary of students' responses.

Table 2. Questionnaire No. 1-4

No	Statement	Attitude	Scale	*f*	%	M	I
1.	Game-based learning makes learning more interesting.	SA	5	59	72%	4.63	SA
		A	4	17	20.7%		
		N	3	5	6.1%		
		D	2	1	1.2%		
		SD	1	0	0%		
2.	Game-based learning helps me understand the material faster.	SA	5	35	42.7%	5	SA
		A	4	34	41.5%		
		N	3	11	13.4%		
		D	2	1	1.2%		
		SD	1	1	1.2%		
3.	Using games in the classroom makes the atmosphere more engaging and fun.	SA	5	65	79.3%	4.68	SA
		A	4	10	12.2%		
		N	3	5	6.1%		
		D	2	2	2.4%		
		SD	1	0	0%		
4.	Game-based learning can increase student participation.	SA	5	49	59.8%	5	SA
		A	4	24	29.3%		
		N	3	8	9.8%		
		D	2	0	0%		
		SD	1	1	1.2%		

Note: *f* = Frequency, % = Percentage, M = Mean, I = Interpretation

Overall, the questionnaire results indicate that students hold strongly positive perceptions toward the use of Zep Quiz in English language learning. Across all perception-related items, students consistently expressed agreement that game-based learning makes lessons more interesting, creates a more engaging classroom atmosphere, and encourages active participation. These findings suggest that Zep Quiz is perceived as an effective medium

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for transforming conventional English lessons into more interactive and enjoyable learning experiences. In relation to the first research question, how students describe their experiences using Zep Quiz, the results show that students view the platform as a tool that enhances classroom interaction and supports their understanding of learning materials. This positive perception highlights Zep Quiz's role in addressing everyday challenges in EFL classrooms, such as passive learning and limited student involvement.

Students' Motivation in English Learning through Zep Quiz

The following results describe students' motivation to learn English through the Zep Quiz application. The data highlight changes in students' interest, participation, and enthusiasm during the learning process. The table below presents a detailed summary of students' motivational responses after integrating Zep Quiz into English instruction.

Table 2. Questionnaire No. 5–8

No	Statement	Attitude	Scale	*f*	%	M	I
1.	I feel more motivated to learn when I use games for learning.	SA	5	47	57.3%	4.41	SA
		A	4	24	29.3%		
		N	3	9	11%		
		D	2	2	2.4%		
		SD	1	0	0%		
2.	Zep Quiz makes me more focused during learning.	SA	5	27	32.9%	3.96	A
		A	4	30	36.6%		
		N	3	21	25.6%		
		D	2	3	3.7%		
		SD	1	1	1.2%		
3.	Zep Quiz encourages me to learn more actively.	SA	5	40	48.8%	5	SA
		A	4	26	31.7%		
		N	3	13	15.9%		
		D	2	2	2.4%		
		SD	1	1	1.2%		
4.	Zep Quiz makes me more excited for the next lesson.	SA	5	41	50%	4.28	SA
		A	4	25	30.5%		
		N	3	15	18.3%		
		D	2	0	0%		
		SD	1	1	1.2%		

Note: *f* = Frequency, % = Percentage, M = Mean, I = Interpretation

Findings on student motivation indicate a generally high level of enthusiasm and engagement when Zep Quiz is used during English lessons. Most students reported feeling more motivated, more active, and more excited about learning English when game elements were incorporated through the platform. Zep Quiz was also perceived as helping students stay focused during learning activities, although this aspect elicited slightly more varied responses than other motivation indicators. These results directly address the second research question concerning the influence of Zep Quiz on students' motivation and

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engagement. The overall trend indicates that the interactive and game-based features of Zep Quiz play a significant role in increasing learners' motivation, making English learning feel less monotonous and more enjoyable. This suggests that Zep Quiz supports affective aspects of EFL learning, which are crucial for sustaining students' interest and participation.

The Effect of the Zep Quiz Application on Students' English Learning

The following results present the findings on the effect of the Zep Quiz application on students' English learning. The data summarizes students' performance and responses after using the application, highlighting its impact on their engagement, understanding, and overall achievement in English. The table below provides a detailed overview of these results.

Table 4. Questionnaire NO. 9 - 12

No	Statement	Attitude	Scale	*f*	%	M	I
1.	The appearance of Zep Quiz is attractive and easy to use.	SA	5	52	63.4%	4.45	SA
		A	4	17	20.7%		
		N	3	11	13.4%		
		D	2	2	2.4%		
		SD	1	0	0%		
2.	The questions and quizzes in Zep Quiz help me remember the material I have learned.	SA	5	38	46.3%	4.13	A
		A	4	21	25.6%		
		N	3	20	24.4%		
		D	2	2	2.4%		
		SD	1	1	1.2%		
3.	I feel that using Zep Quiz improves my learning outcomes.	SA	5	31	37.8%	4.08	A
		A	4	31	37.8%		
		N	3	17	20.7%		
		D	2	2	2.4%		
		SD	1	1	1.2%		
4.	Zep Quiz is effective for repeating material that has already been taught.	SA	5	44	53.7%	5	SA
		A	4	23	28%		
		N	3	14	17.1%		
		D	2	0	0%		
		SD	1	1	1.2%		

Note: *f* = Frequency, % = Percentage, M = Mean, I = Interpretation

Regarding the perceived effects of Zep Quiz on learning, students generally agreed that the platform enhances their learning experience. The results show that students find Zep Quiz visually appealing and easy to use, which supports accessibility and classroom implementation. In addition, students reported that the quizzes helped them recall previously learned material, reinforce lessons effectively, and improve their overall learning outcomes. These findings address the third research question by highlighting both the strengths and practical benefits of Zep Quiz as a game-based learning tool. The platform is not only engaging but also perceived as helpful in reinforcing learning content, particularly in reviewing and consolidating previously taught materials.

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Some interviews supported the results of this study, thereby increasing their validity. These interviews involved three questions that asked participants to discuss the strengths, weaknesses, and suggestions regarding Zep Quiz in English Language Learning, a Game-Based Learning technique. The results of student interviews regarding the advantages of using Zep Quiz for English language learning were positive. Based on participant responses, Zep Quiz was seen as an engaging, interactive, and effective learning medium that supports student learning. These game-based quizzes can increase students' motivation, concentration, and memory by presenting the material in an engaging, enjoyable format. Features such as unique avatars and an engaging display provide students with an exciting learning experience, and the opportunity to play with friends creates a livelier learning atmosphere that can motivate students throughout the learning process(Cabrera-Solano, 2022). Additionally, Zep Quiz is considered to help students understand the material more easily and allow teachers to monitor students' learning outcomes directly. Overall, Zep Quiz offers students a comprehensive, engaging, and accessible learning experience, leading to the conclusion that it is a valuable and effective classroom learning tool.

"The advantages of learning with Zep Quiz are that it is more exciting and interesting, it can liven up the classroom atmosphere, and it is easy to use."

"It trains your memory, encourages you to study harder and more diligently, makes it easier to recall lessons, and is easy to understand."

"Zep Quiz has advantages because it makes learning more interactive and enjoyable, increases student motivation, makes it easier for teachers to monitor learning outcomes directly, and is flexible to use with a variety of interesting questions."

Then, the interview results, specifically question 2 on the shortcomings of using Zep Quiz for learning, yielded varied responses from the participants. In general, participants assessed that Zep Quiz still has several technical and pedagogical limitations that can affect students' learning experience. The most common obstacle is an unstable internet connection. This typically causes lag, access issues, and excessive battery consumption on some devices. In addition, some students feel that the explanations of the answers are incomplete, that there is no discussion session, and that the lack of control over the game can make the learning process less than optimal. In addition, some students felt that incomplete explanations of answers, the absence of discussion sessions, and a lack of control in the game could make the learning process less than optimal. There are also comments regarding questions that are too easy, a lack of landscape mode support, and time pressure that shifts the game's focus toward speed rather than understanding the material. Although some participants stated they did not identify significant shortcomings, the overall findings indicate that technical and instructional design aspects still need improvement for Zep Quiz to function more effectively as a learning tool.

Regarding the last question on students' suggestions for making learning with Zep Quiz more effective, participants provided a range of responses. The inputs primarily focused on improving learning, content variety, and user experience. Many participants emphasized the importance of explaining the material before the quiz and the need for more varied, challenging questions to encourage students' critical thinking. Some suggestions also

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highlighted the need to discuss answers after the quiz to reinforce students' understanding of the material. From a technical perspective, participants suggested improvements such as ensuring a stable internet connection, allowing sufficient time to answer questions, incorporating animations or interesting visual elements, and developing other game versions to enhance learning variety. Some participants considered the Zep Quiz application adequate, requiring only minor changes. However, overall, the feedback provided indicated that integrating material, varying questions, improving technical stability, and adding features could make Zep Quiz a more effective and attractive learning medium.

DISCUSSION

This study investigated students' perceptions, motivation, and learning experiences related to the use of Zep Quiz as a game-based learning (GBL) tool in EFL classrooms. The findings indicate that integrating Zep Quiz positively affects students' engagement, motivation, and perceived learning outcomes. These results are significant because they demonstrate how digital game-based applications can support language learning when aligned with pedagogical objectives and teacher guidance.

Importance of the Findings for EFL Teaching

The positive perceptions reported by students highlight Zep Quiz's potential to address common challenges in EFL classrooms, such as low motivation, anxiety, and limited participation. Language learning often requires sustained engagement and repeated practice, yet conventional instructional methods may fail to maintain students' interest. The findings suggest that Zep Quiz creates a more engaging learning environment by incorporating interactive elements, visuals, and immediate feedback. This supports previous studies indicating that game-based learning can reduce monotony and foster active participation in language classrooms (Gallacher et al., 2023; Zhou, 2024).

Importantly, students perceived Zep Quiz as facilitating faster understanding of learning materials and encouraging participation. This implies that GBL can function not only as an engagement tool but also as a cognitive support mechanism that enhances comprehension. In EFL contexts, where learners often struggle with confidence and language anxiety, an enjoyable and low-pressure learning environment is particularly valuable (Suharni et al., 2021). Thus, the findings contribute to the growing body of evidence supporting the pedagogical value of GBL in EFL education.

Implications for Student Motivation and Engagement

The results show that Zep Quiz significantly enhances students' motivation, focus, and enthusiasm for learning English. Motivation is a critical factor in second language acquisition, as it influences learners' persistence and willingness to engage with challenging material (Zhang & Crawford, 2024). The competitive elements, challenges, and avatars embedded in Zep Quiz appear to stimulate students' intrinsic motivation by making learning activities more enjoyable and meaningful. This aligns with Muthusamy et al. (2025), who emphasize that game-based learning can increase motivation while reducing learning anxiety. Game features such as challenges, competitions, and avatars are likely to support this motivational effect by making learning a fun and interactive experience. Increased motivation and focus are crucial factors that support students'

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willingness to engage with learning materials and persevere in active learning tasks (Jamaatthuddin & Or-Kan, 2021).

These positive results are evident from most students, who strongly agreed or agreed with their responses to the questionnaire. Thus, the use of Zep Quiz in implementing Game-Based Learning positively affects student motivation in learning (Julia et al., 2025). Students also perceived Zep Quiz as helpful in improving understanding, memory retention, and participation. Additionally, the application enables teachers to monitor learning outcomes in real time, thereby supporting the learning process (Islam et al., 2025). From a pedagogical perspective, these findings suggest that EFL teachers can use Zep Quiz as a motivational strategy to sustain learners' interest, particularly during practice or review sessions. When students feel motivated and focused, they are more likely to actively participate and use language, which is essential for developing communicative competence (Anggraini et al., 2022). Therefore, integrating Zep Quiz into EFL instruction may support both affective and behavioral dimensions of learning.

Learning Outcomes and Classroom Application

Students also reported positive learning effects from using Zep Quiz, including improved memory retention, better understanding of material, and enhanced learning outcomes (Bakhsh et al., 2022). The visually appealing interface and quiz-based format were perceived as helpful in reviewing previously learned content. These findings suggest that Zep Quiz can serve as an effective reinforcement tool, supporting repetition and consolidation—key processes in language learning. Juvrud et al. (2025) suggest that educational games can enhance participant motivation, engagement, and learning outcomes.

The effects obtained by students include the visually appealing and easy-to-use appearance of the Zep Quiz, which has an impact on students in remembering the material that has been learned, improving learning outcomes, which is one of the most important things in the learning process, and helping to review the material that has been taught. These findings demonstrate that the Zep Quiz serves as an effective reinforcement tool, enabling students to review previously learned material engagingly. The use of quizzes for repetition supports memory and understanding, both of which are essential components of successful English language learning. Thus, the use of interactive applications in learning has a positive effect on students (Meccawy et al., 2023).

In practical terms, EFL teachers can apply these findings by using Zep Quiz as a supplementary instructional tool rather than a standalone method. For example, quizzes can be used after explaining material to reinforce understanding or at the end of lessons to review key concepts. Teachers' ability to monitor student responses also supports formative assessment, enabling instructors to identify learning gaps and adjust instruction accordingly.

Insights from Interviews and Pedagogical Implications

The interview data provides deeper insight into how Zep Quiz influences students' learning experiences. Students noted that Zep Quiz creates an interactive, enjoyable learning environment that encourages participation and collaboration (Kurniawan et al., 2024). Features such as avatars and peer play were perceived as enhancing curiosity and enthusiasm. At the same time, the interviews revealed several limitations, including dependence on internet connectivity, limited explanation of answers, time pressure, and a tendency to emphasize speed over understanding.

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These challenges indicate that Zep Quiz's effectiveness may be reduced if technical conditions are not supportive or if the application is used without adequate instructional guidance. Students' suggestions highlight the importance of teacher involvement in implementing game-based learning (Medina et al., 2024). Providing explanations before and after quizzes, varying question difficulty, facilitating discussion sessions, and ensuring technical readiness were identified as key factors for improving effectiveness. These insights suggest that Zep Quiz should not be used as a standalone learning method, but rather as a complementary tool that supports teacher-led instruction. When integrated with clear explanations and reflective discussion, Zep Quiz has the potential to enhance both engagement and learning quality.

Thus, the results of this questionnaire and the interview answers address the research question in this study. Students describe their experiences of using Zep Quiz in the EFL classroom as generally positive and enjoyable (Ahmed, Sayed, et al., 2022). Based on both questionnaire responses and interview findings, students found English learning through Zep Quiz to be more interesting, interactive, and less monotonous than conventional classroom activities. The game-based format helped create a relaxed and fun classroom atmosphere, allowing students to participate more actively without feeling pressured (Umamah & Saukah, 2022). Students also reported that the visual features, such as avatars and game settings, contributed to a more engaging learning experience. Overall, students perceived Zep Quiz as an effective learning medium that combines learning and play, making English lessons more accessible and enjoyable (Pahamzah et al., 2020).

These findings have important implications for EFL teaching practice. They highlight the crucial role of teachers in mediating the use of game-based applications. Teacher involvement, such as providing clear explanations before and after quizzes, facilitating discussions, and adjusting question difficulty, is essential to ensure that learning objectives are met. This suggests that Zep Quiz should be integrated into a broader instructional framework that combines digital tools with reflective and communicative activities.

Contribution to EFL Teaching Practices

Overall, this study contributes to EFL teaching practices by demonstrating that Zep Quiz, when implemented with appropriate pedagogical support, can enhance student motivation, engagement, and learning experiences. The findings reinforce the view that game-based learning is not merely a motivational add-on but a meaningful instructional approach that can support language learning objectives. It also indicates that the use of Zep Quiz enhances students' interest in learning, promotes active participation, and facilitates maintaining focus during lessons (Pham et al., 2025). Students felt more motivated to engage with learning materials and expressed greater enthusiasm for attending subsequent English classes. The competitive and interactive elements of the game encouraged students to be more involved in learning activities, while the quiz-based format supported sustained attention (Rajendran et al., 2025). These perceptions suggest that Zep Quiz enhances both motivational and engagement-related aspects of English learning in the EFL classroom. By integrating Zep Quiz thoughtfully into classroom instruction, EFL teachers can create more interactive, enjoyable, and effective learning environments (Dhamayanti, 2021).

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Limitations of the Study

Despite its contributions, this study has several limitations that should be acknowledged. First, the study relied primarily on self-reported data from questionnaires and interviews, which students' subjective perceptions may influence. Second, the sample size and research context were limited to a specific educational setting, potentially limiting the generalizability of the findings to other EFL contexts. Third, the study focused on perceived learning outcomes rather than objective measures of language proficiency, such as test scores or performance-based assessments. Future research could address these limitations by involving larger, more diverse samples, incorporating experimental or longitudinal designs, and examining the impact of Zep Quiz on specific language skills, such as vocabulary acquisition, grammar mastery, or speaking fluency. Investigating teachers' perspectives and instructional strategies when using game-based learning tools would also provide a more comprehensive understanding of practical implementation.

CONCLUSION

This study contributes to research on game-based learning in English as a foreign language (EFL) context by providing empirical evidence of students' perceptions, motivation, and learning experiences related to the use of Zep Quiz. The findings demonstrate that Zep Quiz is perceived as an engaging and interactive learning tool that enhances classroom atmosphere, encourages active participation, and supports students' motivation and focus on learning English (Fauziah & Kalisa, 2025). By integrating visual elements, quizzes, and interactive features, Zep Quiz facilitates material review and recall, which are essential processes in effective language learning.

From a practical perspective, the findings suggest that Zep Quiz offers tangible benefits for EFL teachers seeking to create more student-centered and motivating learning environments. The application can effectively support review activities, reinforce previously taught material, and stimulate student engagement, particularly in contexts where learners may experience boredom or anxiety in English learning(Jihan & Supervisor, 2025). Importantly, this study highlights that the pedagogical value of Zep Quiz depends not solely on the game itself, but on how it is implemented in classroom instruction. Teacher guidance, clear explanations, and structured post-quiz discussions play a crucial role in ensuring that learning emphasizes comprehension rather than speed-based performance.

However, the findings should be interpreted with caution. The study involved a limited number of participants from a single educational context, which may restrict the generalizability of the results. In addition, the reliance on self-reported data reflects students' perceptions rather than objective measures of learning achievement. Technical constraints, such as internet connectivity and device availability, also influenced students' learning experiences and may have affected their responses (Annisa & Kalisa, 2017).

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Suggestions and Recommendations

Based on the findings, several practical recommendations can be offered for EFL teaching. Teachers are encouraged to use Zep Quiz as a complementary instructional tool rather than a substitute for direct instruction. To maximize its effectiveness, teachers should provide clear explanations before quizzes, use quizzes strategically to reinforce learning objectives, and conduct reflective discussions after gameplay to clarify misunderstandings. Varying question difficulty and ensuring adequate technical preparation are also essential to reduce excessive emphasis on speed and promote meaningful learning.

For future research, studies involving larger and more diverse samples across different educational levels and EFL contexts are recommended to improve the generalizability of findings. Future researchers may employ experimental or quasi-experimental designs to examine the effects of Zep Quiz on measurable language outcomes, such as vocabulary acquisition or reading comprehension. Longitudinal studies could further explore the long-term impact of game-based learning on motivation and engagement. Additionally, investigating teachers' perspectives and instructional strategies when integrating Zep Quiz would provide deeper insight into effective pedagogical practices in game-based EFL learning.

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