THE IMPACT OF ZEP QUIZ ON STUDENTS' ENGAGEMENT IN THE ESP CLASS

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Abstract

Getting students' engagement in the process of learning English as a foreign language is such a never-ending challenge for teachers, especially students with specific purposes, namely Nursing students at Poltekkes Kemenkes Malang. ZEP Quiz offers different learning experiences by providing students with game-based activities. Therefore, English teachers are required to apply this web platform in the classroom both online and offline to encourage students' participation. This study aimed to find out the impact of ZEP Quiz media on students in the Nursing Department in English language learning. Survey research design was employed in this study. A questionnaire was administered to the respondents to investigate their point of view regarding the platform, and a written interview with a Likert Scale was used to capture the students' engagement. The result showed that 90% of students had a positive perception of using ZEP Quiz for learning English, and more than 85% of respondents were involved in class activities. It was concluded that the ZEP Quiz is highly recommended as an alternative tool to help students be more active in the classroom, enabling them to achieve their learning goals effectively.

Keywords: ESP, Students' Engagement, ZEP Quiz

INTRODUCTION

In today's dynamic educational atmosphere, fostering student engagement is a top priority for educators, especially in English for Specific Purposes (ESP) classrooms. Student engagement in language learning comprises cognitive, emotional, and behavioral dimensions. ESP, by definition, requires students to be highly motivated and actively participate as they work with specialist language, technical concepts, and context-specific communication abilities. These types of English content commonly found to be a bit challenging for many students, so keeping the students' engagement will require extra effort from the lecturers. With the rapid change of educational technologies, gamified platforms such as Zep Quiz have emerged as promising methods for addressing the issue of student engagement that can also be implemented in a language classroom.

In ESP classes, this refers to students' readiness to engage themselves in subject-specific knowledge, actively participate in conversations, apply taught concepts to real-world circumstances, and persevere in their language acquisition journey. Traditional ESP teaching methods, while effective, can occasionally struggle to maintain student interest, particularly when dealing with complex or specific technical content. Innovative tactics, such as gamification, can be particularly useful in this context.

Gamification, or the application of elements and concepts from game design to non-gaming contexts, has become more and more popular in the field of education. Its primary appeal comes from its ability to appeal to basic human demands for achievement, competition, mastery, and social interaction, turning routine educational tasks into thrilling and engaging encounters (Hamari et al., 2014). Points, badges, leaderboards, and interactive challenges are examples of gamification elements in language learning that have been shown to boost both internal and external motivation, enhance cognitive abilities, and encourage group learning.

One of the game applications that can be utilized in ESP classroom is Zep Quiz. Zep Quiz is a metaverse-based educational technology platform that uses gamification to produce interactive and entertaining quizzes. Zep quiz consists some features that can help teachers to create interactive and visually rich educational quiz rooms with various design of maps and customizable avatars that make learning more attractive. It also enables teachers to automatically generating questions based on the topics and difficulty levels with the help of AI, which can reduce lesson preparation time. Students can also participate in real-time quizzes with friends with live leaderboards and get immediate feedback on answers, so with its competitive aspects it can promote students' engagement in ESP learning. Finally, Zep quiz is web-based, no need for application installation, and designed to be easy and intuitive to be used by teachers and students to use across various devices.

Integrating Zep Quiz into ESP classes is expected to be able to bring some positive implications along the process. The use of this online quiz which is completed with competitive elements and immediate rewards can increase students' motivation to engage with ESP content. They can also be more active and be more willing to overcome the vocabulary and language elements problems they deal with in ESP classrooms (Inayati & Waluyo, 2022). The interactive and real-time nature of Zep Quiz forces students to be more focused and attentive during lessons too.

Another positive impact of Zep Quiz application in ESP classroom setting is that it can improve knowledge retention and application since when learning becomes an enjoyable experience, students will be more active in to recall and apply their knowledge, reinforcing their understanding of ESP-specific terms and principles. Zep Quiz also offers quick feedback, helping students to identify knowledge gaps and areas for growth, meanwhile the teachers can also monitor student development and performance, which allows them to adjust their instruction to individual requirements. At last, Zep Quiz may reduce anxiety and create positive learning environment due to its non-threatening and fun environment created by gamified quizzes which can encourage more relaxed learning atmosphere.

While the advantages of Zep Quiz are clear, teachers should also evaluate the potential drawbacks. These may include ensuring that all students have equal access to technology, addressing any distractions from the game aspects itself, and carefully incorporating the quizzes into the overall ESP curriculum to guarantee its suitability with learning objectives. Furthermore, while the platform includes AI elements for question development, teachers must still moderate and evaluate the information to ensure its accuracy and relevance to certain ESP topics.

Zep Quiz, as a gamified educational platform, has a promising solution for enhancing student engagement in English for Specific Purposes classes. By transforming learning into an interactive and competitive experience, it can boost students' motivation, fostering

more active participation, improving focus and attention, and enhancing knowledge retention. Based on those considerations, this study was aimed to find out the impact of Zep Quiz on students' engagement in ESP class

METHOD

This study aimed to find out the impacts of ZEP Quiz on students' engagement in ESP classroom according to the students points of view, so that a survey research design and qualitative approach were used in this study. Survey research is normally used to describe a point of view, attitudes, preferences, and perceptions of a large population of interest to the researcher (Latief, 2011). Through a survey research, the writer would get representative data of a large population, which is fairly simple to tabulate and analyze. Crowl (1996) stated that the qualitative research approach is employed to test questions that can best be answered by verbally describing how respondents in a research study observed and interpreted various characteristics of their setting. By using qualitative methods, writers were allowed to investigate social phenomena concerning people's everyday lives. Through a process of data explanation, the qualitative research approach offers evidence about what, why, and how a phenomenon in a society occurs. In addition, Denzin & Lincoln (2005) also claimed that the qualitative research approach included an informative, realistic method to the public.

The instrument of this study was an online questionnaire adopted and modified by the writer based on the literature review regarding the topic of research (Domínguez et al, 2013; Fredricks et al, 2004). There were 19 items included, corresponding to the demographic information and students' points of view regarding the use of ZEP Quiz to learn English. Those questions aimed to figure out respondents' perspectives on dealing with the impacts of ZEP Quiz on the engagement of students at Poltekkes Kemenkes Malang. This is the link to the questionnaire: https://forms.gle/wfUZhXtJWhw6ukPo8. The research data were collected from the questionnaire administered to the 53 students of A and B classes. They filled out the form, and the response was recorded in the form of a spreadsheet. After that, the writer conducted data analysis. The data collected from the questionnaire were analyzed in three phases: data reduction, data display, and conclusion. The writers selected data that met the research scope and simplified it for display in a table format. Then, the writers drew a conclusion based on the purpose of the study.

RESULTS AND DISCUSSION

In this section, the study reported demographic information of the respondents and the data about students' points of view on the ZEP Quiz to enhance their involvement in the process of English learning in the classroom.

Demographic Data

The information included age, gender, major of study, and internet access. All the result was displayed in Table 1 below.

Table 1. Demographic Data

No	Item	N	Percentage
1.	Age; 21 years old	53	100%

2.	Gender: Female	53	100%
3.	Major: midwifery	53	100%
4.	Internet Excellent	20	37.7%
	Good	32	60.4%
	Fair	1	1.9%

According to Table 1, the respondents of the research consisted of 53 female students of the Midwifery Department at Poltekkes Kemenkes Malang. All of them were 21 years old, and during the learning process in taking the ZEP Quiz, they had excellent internet access (37.7%), good access (60.4%, and fair access (1.9%). This information is very important to capture the real situation when the students used the ZEP Quiz for learning English. This steady and reliable internet access likely contributed significantly to their engagement with ZEP Quiz, because a good connection of internet connection plays a pivotal role in keeping the smooth user communication via the digital learning platform (Dhawan, 2020). Previous research has stated that adequate access to internet infrastructure increases students' enthusiasm and involvement in online or offline activities, including quizzes and digital assessments (Adedoyin & Soykan, 2020). Furthermore, the equality in age and major of study helped control variables that could affect digital engagement, supporting the conclusion that ZEP Quiz's effectiveness was not delayed by technological blockades. This makes parallels with findings by Means et al. (2014), who recommended that practical readiness is a key feature in efficacious online and offline learning atmospheres.

ZEP Quiz on Students' Engagement

The information about students' perspectives on the use of ZEP Quiz to enhance their engagement was displayed in Table 2 below. There were 15 items figuring out students' learning experiences through the ZEP Quiz in the context of the ESP classroom.

Table 2. Students' Points of View

No	Item	S	SA	Total
1.	I actively participate in English class activities when ZEP Quiz is used	22.6%	77.4%	100%
2.	ZEP Quiz helps me stay focused during online English lessons	18.9%	81.1%	100%
3.	I complete ZEP Quiz activities even when they are not graded	18.9%	77.4%	96.3%
4.	I make more effort to understand the lesson when ZEP Quiz is included	24.5%	64.2%	88.7%
5.	I feel more motivated to learn English when using ZEP Quiz	18.9%	81.1%	100%
6.	Using ZEP Quiz in class makes English learning more enjoyable	22.6%	77.4%	100%
7.	I feel less anxious when answering questions through ZEP Quiz than in traditional settings	37.7%	60.4%	98.1%

8.	I look forward to English class when I know ZEP Quiz will be used	32.1%	66%	98.1%
9.	ZEP Quiz encourages me to think critically about what I have learned	28.3%	69.8%	98.1%
10.	I try to understand my mistakes when I get a wrong answer on ZEP Quiz	26.4%	73.6%	100%
11.	ZEP Quiz helps reinforce my understanding of the lesson	30.2%	69.8%	100%
12.	I reflect more on my English learning progress after using ZEP Quiz	35.8%	62.3%	98.1%
13.	ZEP Quiz is easy to use and accessible on my device	24.5%	75.5%	100%
14.	The game-like format of ZEP Quiz makes learning more interactive	22.6%	77.4%	100%
15.	I prefer ZEP Quiz over traditional paper-based quizzes	22.6%	73.6%	96.2%

According to Table 2, the first finding presented that 100% students actively participated in English class of ESP when they used ZEP Quiz. Secondly, 100% of respondents considered that using ZEP Quiz kept their focus very well during the lesson. In addition to that, ZEP Quiz helped the students stay motivated (1005), English learning became more enjoyable (100%), understanding the materials (100%), and made the learning more interactive.

The data also reported that 96.3% of respondents completed ZEP Quiz activities even when they are not graded, 88.7% of students made more effort to understand the lesson when ZEP Quiz was included, 98.1% of students felt less anxious when answering questions through ZEP Quiz, 98.1% of students were waiting for English class by using ZEP Quiz, 98.1% of respondents felt encouraged to think more critically in learning English, 98.1% of students stated that they could reflect English learning progress after using ZEP Quiz, and the last result reported that 96.2% of respondents preferred ZEP Quiz over traditional-paper based game/quizzes.

This confirms the role of game-based learning tools like ZEP Quiz in promoting active participation and reducing learning anxiety, especially in digital environments. For example, Zainuddin et al. (2020) found that digital gamification tools improve student motivation and foster intrinsic engagement in language learning. Similarly, Alsawaier (2018) emphasized that game-like features increase learner enjoyment and enhance cognitive focus, which aligns with the high percentages seen in items related to concentration, critical thinking, and error reflection. Notably, 98.1% of students agreed or strongly agreed that ZEP Quiz encouraged them to think critically and reflect on their learning—traits associated with higher-order engagement (Fredricks, Blumenfeld, & Paris, 2004). In addition, students reported reduced anxiety (60.4% strongly agreed), which supports Poole's (2019) claim that digital assessment tools can create a low-stress environment for language learners compared to traditional testing formats. The preference for ZEP Quiz over paper-based quizzes (96.2%) further suggests that interactive digital tools are not only accessible but also more aligned with students' learning preferences. These findings reinforce the idea that integrating educational technology like ZEP Quiz can significantly enhance both the affective and cognitive dimensions of student engagement in ESP classrooms.

CONCLUSION

The result of the research represented that the use of ZEP Quiz in the ESP classroom has a significant positive effect on the students' engagement. The communicative and game-like features of ZEP Quiz successfully fostered students' attitude, emotional, and cognitive involvement during the English learning process. The students performed positive points of view, knowing that the technology created fun learning, motivated participation, and helped them focus better on the learning materials. These findings recommend that ZEP Quiz can be a priceless web-based learning tool to encourage active learning and enhance students' engagement in ESP context.

While this research finds the impact of ZEP Quiz in improving students' involvement, further study could investigate its power on specific language skills such as reading comprehension, vocabulary, or speaking fluency. Future research could also adopt a comparative or longitudinal approach to test differences in engagement levels across various ESP contexts. Furthermore, mixing teacher perspectives or using classroom observations could develop the comprehension of how technology or online platform like ZEP Quiz alter teaching and assessment practices in ESP education.

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