

ABSTRACT

Muhamad Rizal Baehaqi (2026). The Effect of ZepQuiz Application on Students' Motivation in Learning Modal Auxiliaries. A Research Paper of the Department of English Education, the Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Gunung Djati Bandung, 2026.

Students may experience difficulties in learning English grammar, particularly modal auxiliaries, because they need to understand both grammatical forms and the meanings expressed in different contexts. In addition to grammatical difficulties, students' motivation is an important factor that may influence their participation, effort, and persistence in learning activities. Therefore, this study aimed to investigate the effect of using the ZepQuiz application on students' motivation in learning modal auxiliaries. This study employed a quantitative method with a quasi-experimental two-group pre-test and post-test design involving an experimental class and a control class. The participants were eighth-grade students of classes 8C and 8D at SMPN 1 Majalaya. The final sample consisted of 59 students, with 31 students in the experimental class and 28 students in the control class. Data were collected through a 32-item students' motivation questionnaire administered before and after four treatment meetings. The experimental class was taught modal auxiliaries using the ZepQuiz application, while the control class was taught using non-gamified instructional media. The collected data were analyzed using descriptive statistics, the Shapiro-Wilk normality test, Levene's test of homogeneity, the Independent Samples t-test, and N-Gain analysis. The findings revealed that the mean motivation score of the experimental class increased from 101.00 in the pre-test to 124.84 in the post-test, while the control class decreased from 114.14 to 109.11. Furthermore, the Independent Samples t-test showed a significance value (Sig. 2-tailed) of less than 0.001, which was lower than the significance level of 0.05. The mean difference between the two groups was 15.732, indicating that the experimental class obtained significantly higher motivation scores than the control class. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. In addition, the experimental class obtained a mean N-Gain percentage of 41.4523%, which was categorized as a medium level of improvement, whereas the control class obtained a negative mean N-Gain percentage of -17.6674%. These findings indicate that the use of the ZepQuiz application had a statistically significant positive effect on students' motivation in learning modal auxiliaries compared with non-gamified instructional media.

Keywords: ZepQuiz Application, Students' Motivation, Modal Auxiliaries, Gamification, EFL Learning