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THE USE OF WAYGROUND AS AN INTERACTIVE MEDIA IN TEACHING READING SKILLS AT SENIOR HIGH SCHOOL

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ABSTRACT

This study investigates the use of Wayground as an interactive media in teaching reading skills to tenth-grade students at MA Nurul Bayan. Employing a qualitative descriptive research design, the study aims to describe the implementation of Wayground in reading instruction, explore students' responses toward its use, and examine how the platform supports the development of students' reading skills. Data were collected through classroom observations, student interviews, and documentation of Wayground learning results. The findings reveal that Wayground was implemented through structured and interactive activities, including videos, quizzes, and step-based reading tasks. These features encouraged active student participation and provided immediate feedback, which helped students better understand the reading materials. Students demonstrated positive responses, such as increased motivation, focus, and engagement during the learning process. Although students showed varied levels of reading comprehension, Wayground facilitated meaningful learning experiences by supporting students in identifying main ideas, understanding vocabulary, and comprehending texts. Overall, the study concludes that Wayground serves as an effective interactive media that enhances student engagement and supports the development of reading skills in the senior high school context.

Keywords: *Wayground, interactive media, reading skills, qualitative research, senior high school*

INTRODUCTION

In the contemporary landscape of global education, the rapid evolution of digital technology has fundamentally reshaped pedagogical approaches, particularly in the field of English as a Foreign Language (EFL). As the world becomes increasingly interconnected, the ability to communicate effectively in English is no longer merely a desirable skill but a fundamental necessity for academic and professional success (Helmie, Nurviyani, et al., 2023). Within the domain of language acquisition, reading comprehension stands as a pivotal skill, serving as the primary conduit through which learners access new information,



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expand their vocabulary, and develop critical thinking abilities. However, despite its recognized importance, teaching reading skills effectively remains a persistent challenge for educators, especially in developing countries where traditional, teacher-centered methodologies often dominate classroom practices. In response to these challenges, the integration of digital innovation and interactive media into the learning process has emerged as a vital strategy to enhance student engagement and learning outcomes.

The integration of technology in language education is not merely a trend but a pivotal shift towards creating more dynamic and effective learning environments. According to Rkiki, et al. (2025) the harmonization of traditional pedagogies with digital innovations signifies a transformative movement in teaching and learning practices. This synergy is designed to enhance language acquisition by blending established instructional methods with the precision and adaptability of emerging digital technologies. In the context of the 21st century, students are often referred to as "digital natives" who have grown up in a digital, interactive, and fast-paced world. Consequently, traditional teaching strategies, which often rely on rote memorization, lengthy lectures, and static textbooks, are increasingly viewed as obsolete and unable to capture the attention of today's learners. Prensky (2001), as cited in Ridwan et al., (2025), argues that there is a growing mismatch between conventional teaching methods and the learning preferences of modern students, particularly Generation Z, who prefer immersive, technology-based environments that provide brief, interactive experiences with immediate feedback.

Specifically within the Indonesian context, the challenges associated with reading comprehension are multifaceted and significant. Reading is an active cognitive process that requires readers to decode symbols and construct meaning by interacting with the text. However, many Indonesian EFL students struggle with this complex process. Research by Ramadhianti & Somba, (2023) highlights that a vast majority of students encounter difficulties in distinguishing between main ideas and supporting details, getting the main idea between paragraphs, and inferring meaning from the text. Furthermore, cultural factors often exacerbate these issues; students frequently struggle to comprehend texts with topics derived from cultures different from their own, and they often lack the necessary background knowledge to bridge the gap between their own experiences and the content of the reading material (Helmie, Puspitawati, et al., 2023). Vocabulary deficiency also remains a primary barrier, as insufficient lexical knowledge hinders the ability to process sentences and paragraphs fluently. Ramadhianti & Somba, (2023) further note that these difficulties often stem from internal factors such as a lack of concentration, inadequate use of reading strategies, and low motivation. Consequently, students often perceive reading as a monotonous and tedious chore, leading to passive engagement and poor academic performance.



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The prevalence of these issues underscores the urgent need for innovative instructional strategies that can revitalize the reading classroom. One such approach that has gained considerable traction in recent years is gamification in education. Gamification involves the integration of game-design elements and principles into non-game contexts, such as the classroom, to motivate and engage learners. Fatimah, (2025) observes that traditional assessments often fail to actively engage students, resulting in passive learning and limited comprehension gains. In contrast, gamified assessment tools can create an interactive environment where students are encouraged to process texts actively rather than merely receiving information. Research indicates that gamification significantly boosts student motivation, active participation, and knowledge retention by providing immediate feedback, fostering a sense of competition, and reducing the anxiety often associated with traditional testing (Lo & Hew, 2020; Ofosu-Ampong et al., 2020). By transforming learning into an enjoyable experience, gamification addresses the affective barriers to learning, such as boredom and anxiety, thereby creating a more conducive atmosphere for developing reading skills.

Among the various digital platforms available for gamified learning, Wayground has emerged as a prominent tool with significant potential for enhancing EFL instruction. Wayground is a game-based learning platform that allows teachers and students to engage in interactive quizzes and multiplayer online games. Unlike many other applications that focus solely on entertainment or basic assessment, Wayground offers a comprehensive learning experience that includes student engagement, progress tracking, and motivational elements such as leaderboards and rewards. Ridwan et al., (2025) describe Wayground as a user-friendly, interactive platform that integrates game-based learning, enabling students to improve their language skills while participating in a competitive yet fun environment. The platform's ability to provide instant assessment results helps teachers and students monitor progress in real-time, making it an efficient tool for evaluating performance and identifying areas that require further attention.

Recent studies have begun to explore the efficacy of Wayground in various educational settings, yielding promising results regarding its impact on student participation and motivation. Ahmad, et al. (2025.) implemented Wayground as an interactive learning medium at a Madrasah Aliyah in Palangka Raya. Their findings indicated that the utilization of Wayground significantly enhanced students' participation, understanding, and learning motivation. The interactive features of the application, such as digital quizzes and real-time evaluations, made the learning process more engaging and collaborative. Teachers also reported greater ease in managing learning activities and monitoring student progress through the platform's dashboard. Similarly Ridwan et al., (2025) investigated students' perceptions of Wayground as a self-study tool at a senior high school in Jatinangor. Their study revealed that students generally held positive perceptions of the application in terms of convenience, excitement, and practicality. The game-like



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nature of the platform was found to support student engagement and foster a positive attitude toward learning English.

Despite these positive findings, the literature also identifies specific challenges and barriers associated with the use of Wayground that must be acknowledged to ensure effective implementation. Ridwan et al., (2025) found that while students enjoyed the interactive elements, they faced technical problems such as unstable internet connections, sudden logouts, and login failures. These technical disruptions interrupted the flow of learning and caused frustration among learners. Furthermore, affective barriers were also reported; some students experienced anxiety and stress due to the competitive features of the platform, such as the leaderboard system and timed quizzes (Jauhar Helmie & Taufik, 2025). The pressure to perform quickly and rank highly on the leaderboard created a high-pressure environment for some learners, leading to negative emotional responses that could potentially hinder their focus on comprehension tasks. This suggests that while Wayground is a powerful tool, its implementation requires careful pedagogical consideration to balance the motivational benefits of competition with the need to maintain a low-stress learning environment.

Moreover, while previous studies have established the general benefits of Wayground for motivation and general English learning, there remains a need to investigate its specific impact on reading skills at the senior high school level. Fatimah, (2025) successfully demonstrated that Quizizz, another gamified platform, could enhance reading comprehension in junior high school students by improving their ability to identify main ideas and make inferences. However, the specific cognitive processes involved in reading comprehension at the senior high school level which requires more advanced critical thinking, synthesis, and evaluation of texts may interact differently with gamified tools. Senior high school students face more complex reading materials and higher academic stakes; therefore, understanding how a platform like Wayground specifically aids them in overcoming the reading difficulties identified by Ramadhianti & Somba, (2023) such as inferring meaning and identifying main ideas is crucial.

Given this context, this research focuses on the use of Wayground as an interactive media in teaching reading skills at the Senior High School level. It seeks to bridge the gap between the technological capabilities of the application and the specific pedagogical needs of EFL readers. By integrating the insights of previous research which highlights the importance of immediate feedback, the potential of digital tools to reduce teacher workload, and the specific reading barriers faced by Indonesian students this study aims to provide a comprehensive analysis of Wayground's efficacy. It is not enough to know that students find the application "fun"; educators must understand whether this engagement translates into tangible improvements in reading comprehension skills.



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Therefore, this study is grounded in the premise that interactive, game-based learning environments can mitigate the passivity often found in traditional reading classes. By investigating the implementation of Wayground, this research contributes to the growing body of knowledge regarding the integration of digital innovations in language education, as advocated by Rkiki, (2025). It addresses the necessity of moving beyond traditional pedagogies to embrace tools that resonate with the digital habits of modern learners while simultaneously tackling the specific linguistic hurdles they face. Ultimately, this research aims to determine whether Wayground can serve as an effective bridge, transforming reading from a source of anxiety and difficulty into an interactive, motivating, and skill-building activity for senior high school students.

This study addresses the following research questions how is Wayground used as an interactive media in teaching reading for tenth-grade students at MA Nurul Bayan?, How do students respond to the use of Wayground in learning reading? And in what ways does Wayground support the development of students' reading skills?

This study is expected to contribute theoretically and practically. Theoretically, it enriches the discussion on interactive media and technology-enhanced reading instruction in EFL contexts. Practically, the findings can be used by English teachers as a reference for integrating digital interactive media in teaching reading, particularly procedure texts.

METHODS

This study employed a qualitative descriptive research design. Qualitative descriptive research aims to provide a comprehensive and detailed description of a phenomenon as it naturally occurs, without manipulating variables or applying experimental treatment (Creswell & Poth, 2018). This design was considered appropriate because the primary objective of the study was not to examine causal relationships but to explore and describe in depth the implementation of Wayground in teaching reading, students' responses toward its use, and the ways in which it supported students' reading skills based on authentic classroom practices. By using this approach, the researcher was able to capture the richness and contextual complexity of the learning process as experienced by both students and the teacher.

Research Subject and Setting

The research was conducted at MA Nurul Bayan, an Islamic Senior High School that integrates religious and general education. This setting was selected to represent a typical senior high school environment where digital technology is increasingly incorporated into EFL instruction. The main participants of the study were seven tenth-grade students (Class X) who participated in English reading



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lessons using Wayground as an interactive learning platform. These students were selected because they were at a critical stage of language development in which reading strategies become more complex and because they were familiar with the platform, ensuring the authenticity of their learning experiences. In addition, the English teacher participated as a supporting subject and key informant, providing contextual information regarding instructional practices, student characteristics, and challenges encountered during the implementation of Wayground.

Data Collection Techniques

To obtain comprehensive, credible, and in-depth data, this study employed triangulation by using three data collection techniques: classroom observation, student interviews, and documentation. The use of multiple data sources allowed the researcher to validate findings and gain a holistic understanding of the phenomenon.

1. Classroom Observation

Classroom observation was conducted systematically to examine how Wayground was implemented during reading instruction and to capture the dynamics of the learning environment. The researcher acted as a non-participant observer, focusing on instructional procedures, the use of Wayground features (such as Live Quiz and feedback mechanisms), student participation, and classroom interaction patterns. Particular attention was given to students' engagement levels, attentiveness, behavioral responses, and observable reactions while completing reading activities. This technique enabled the researcher to document learning behaviors that might not be fully expressed through interviews.

2. Student Interviews

Semi-structured interviews were conducted with selected students to explore their perceptions, experiences, and responses toward the use of Wayground in learning reading. This interview format allowed flexibility for probing questions and deeper exploration of students' statements. The interviews focused on students' motivation, engagement, perceived benefits of Wayground, and challenges encountered during the reading activities. Through this technique, the researcher obtained in-depth qualitative data explaining the reasons behind students' observed behaviors and responses.

3. Documentation

Documentation was used as a supplementary data source to support and verify data obtained from observations and interviews. The collected documents included screenshots of Wayground activities, students' task results, quiz score reports, lesson plans, and reading materials used during instruction. These documents provided concrete evidence of students' participation and reading performance and



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enabled the researcher to compare reported experiences with actual learning outcomes.

4. Data Analysis

The data collected from observations, interviews, and documentation were analyzed using thematic analysis as proposed by Miles, Huberman, and Saldaña (2020). The analysis was conducted concurrently with data collection and involved three interactive stages: data reduction, data display, and conclusion drawing/verification.

First, data reduction involved selecting, focusing, and simplifying raw data by transcribing interviews verbatim and coding observation notes to identify meaningful units. Second, data display was conducted by organizing the reduced data into thematic categories and matrices to facilitate interpretation of relationships among Wayground implementation, student responses, and reading skill development. Finally, conclusion drawing and verification were carried out by interpreting patterns in the displayed data and cross-checking findings across data sources to ensure consistency and credibility.

To ensure the trustworthiness of the findings, data triangulation was employed by comparing information obtained from observations, interviews, and documentation. This process strengthened the credibility of the data by confirming findings across multiple sources. Consistent patterns emerging from different techniques indicated the reliability of the interpretations.

Ethical principles were observed throughout the research process. Participants were informed about the purpose of the study, and their participation was voluntary. Students' identities were kept confidential, and all data were used solely for research purposes. The researcher ensured that the study did not interfere with regular teaching activities or disadvantage any participants.

RESULTS

The findings of this study are derived from a qualitative analysis supported by documented learning outcome data generated by the Wayground platform, classroom observations, and student interviews. The Wayground activity report served as the primary empirical evidence to examine student participation, performance distribution, and reading comprehension outcomes. The analysis was conducted to address the three research questions concerning the implementation of Wayground, students' responses, and its contribution to reading skill development among tenth-grade students at MA Nurul Bayan.

Based on classroom documentation and the Wayground report titled "Text Procedure", Wayground was implemented as an interactive digital medium during



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reading instruction for tenth-grade students at MA Nurul Bayan. The activity involved seven students who completed seventeen reading comprehension questions related to procedure texts. According to the system report, the activity achieved a 100% completion rate, indicating that all students who participated completed the reading tasks from beginning to end.

The teacher implemented Wayground using Live Quiz mode, enabling the platform to function simultaneously as a learning medium and a formative assessment tool. Reading materials were embedded directly into the Wayground activity rather than delivered through conventional worksheets or verbal explanation. Students read the procedure text and responded to questions presented digitally on their individual devices.

The questions focused on identifying the goal of the procedure, recognizing materials or tools, and understanding sequential steps. This design required students to repeatedly interact with the text to locate specific information. The Wayground report displayed student responses using color-coded indicators green for correct answers, red for incorrect answers, and blue for unanswered or non-scored items allowing real-time monitoring of student performance. These features enabled the teacher to identify questions that posed difficulty for multiple students during the lesson.

Students' responses toward the use of Wayground were identified through participation data and supported by interview results. The 100% completion rate indicates that all students remained engaged throughout the activity. The Wayground report showed that each student attempted all questions, with no incomplete submissions recorded.

Interview data revealed that students perceived the Wayground-based reading activity as more engaging and less intimidating than traditional paper-based reading exercises. Students reported that answering questions through a digital quiz format increased their interest and focus during the lesson. They also noted that immediate access to scores helped them understand their performance more clearly.

Instant feedback played a significant role in shaping students' learning experiences. When students answered questions incorrectly, the system immediately indicated the error, allowing them to recognize mistakes without public exposure. This contributed to a supportive learning atmosphere, particularly for students who often experience anxiety during reading activities.

Students' reading performance was analyzed through the Wayground learning outcome documentation. The report showed variation in achievement levels among students. The highest score recorded was 67%, while the lowest score was 27%. Most students achieved scores between 47% and 60%, indicating a moderate level of comprehension of the procedure text.



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Students generally performed better on questions requiring identification of explicit information. However, several incorrect responses were recorded across different questions, suggesting areas of difficulty. The Wayground report also provided detailed data on individual student performance, enabling the teacher to identify students who required additional instructional support.

Observation notes indicated that students often revisited the reading text after receiving incorrect feedback. This behavior reflected students' engagement with the task and their effort to locate correct information. The timed nature of the questions encouraged students to read efficiently, focusing on essential information rather than reading the text word by word. However, some students struggled with questions requiring broader understanding of text structure or overall meaning.

In summary, the results indicate that Wayground successfully facilitated active student participation, as evidenced by a 100% completion rate. The platform documented variations in reading performance, with scores ranging from 27% to 67%. Immediate feedback and visual performance reports supported students' awareness of their responses and provided useful diagnostic information for the teacher. While Wayground supported the practice of basic reading strategies, deeper comprehension challenges were still observed.

DISCUSSION

The findings of this study indicate that the integration of Wayground as a gamified interactive learning medium plays a significant role in teaching procedure texts for 10th-grade students at MA Nurul Bayan. The results, which showed a 100% completion rate and positive student perceptions regarding the application, suggest that digital engagement based on games can transform conventional classroom dynamics into a more dynamic environment. These findings are then substantiated and linked to previous studies that have been analyzed.

The findings of this study demonstrate that all students (100%) completed the entire set of reading exercises available on Wayground. This confirms the findings of Ginting & Ramadhan, (2024), whose study implies that interactive learning applications, including Quizizz (which is the Wayground platform), are capable of increasing student motivation and engagement. The finding that students found the digital learning activity more engaging and less intimidating compared to conventional paper exercises aligns with the **Self-Determination Theory (SDT)** supported by Ginting & Ramadhan, (2024), where the application provides students with autonomy to answer quickly and a sense of competence through immediately visible scores.



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Furthermore, Sultan et al., (2024) in their systematic review, also imply that Quizizz-based activities are effective in promoting active participation in the classroom. The finding in this study, which showed that students were more focused and interested in the texts when answering digital questions, supports the argument that gamification elements in Wayground successfully managed to overcome the boredom often encountered in conventional reading instruction.

One of the key findings in this study was the behavior of students who revisited the text after receiving incorrect feedback from Wayground. This indicates the occurrence of a **self-regulated learning** process. This finding is closely aligned with the statement by Jonathan & Safriyanti, (2025) who emphasized that the integration of assessment features (formative assessment) on platforms like Quizizz with instant feedback helps students identify and rectify their errors without waiting a long time for grading. The instant feedback provided visually (color-coded indicators of green for correct and red for incorrect) provided a sense of security for students to make self-corrections, allowing the learning process to continue continuously without waiting for teacher correction (Helmie, Aminah, et al., 2023).

However, although this feedback successfully promoted correction, the depth of understanding was still varied. Sultan et al., (2024) implied that while Quizizz is effective for basic reading strategies such as **scanning** and **skimming**, its effectiveness for deeper structural text understanding is highly dependent on the question design.

The students' comprehension level in this study showed a score range from 27% to 67%. This variation indicates that despite high engagement, students' cognitive understanding was not uniform. Students tended to excel in answering explicit information but faced difficulties in answering regarding text structure or overall meaning. This aligns with the study by Sultan et al., (2024), which found that EFL students often excel in identifying specific information through **scanning** strategies but require more assistance in comprehending the hierarchical structure of texts.

When compared to the study by Jonathan & Safriyanti, (2025), which suggested a significant improvement in procedural text comprehension through the integration of **Lesson Mode** (instruction) and **Paper Mode** (assessment), the findings in this study, which predominantly used **Live Quiz**, might explain why student scores had not achieved more uniform improvement. Jonathan & Safriyanti, (2025) emphasized that **Lesson Mode** acts as digital **scaffolding** that helps students build understanding step-by-step before assessment. This study shows that students often revisited the text after an error, implying that the process of structural scaffolding might not have been fully utilized by the **Live Quiz** feature alone, but rather requires specific design to explain structural text elements.

In the context of English as a Foreign Language (EFL) learning such as at MA Nurul Bayan, the use of Wayground is proven to be an alternative solution to



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address boredom and anxiety towards conventional texts. The findings of Ginting and Ramadhan (2024), which mentioned that students have positive perceptions of interactive applications, are supported by the findings in this study where students found the activity more enjoyable. However, the finding regarding moderate average scores (between 47%-60%) serves as an important reminder for teachers that gamification cannot stand alone as a solution. As suggested by Sultan et al. (2024), technology integration must be combined with appropriate pedagogical strategies to ensure deep understanding.

In summary, Wayground is proven effective as an interactive learning medium that increases student motivation and engagement, as confirmed by Indramaan et al. (2024) and Ginting and Ramadhan (2024). The instant feedback feature successfully fostered self-regulated learning processes, aligning with the statement by Jonathan & Safriyanti, (2025). However, to enhance a more comprehensive understanding of procedural text structure, this study implies the need for more careful integration between the **Live Quiz** mode and scaffolding elements (**Lesson Mode**) or instructional scaffolding, so that students are not only trained in **scanning** information but are also able to build a complete cognitive schema regarding the procedural text.

CONCLUSION

Based on the comprehensive analysis of learning outcomes and student responses, this study concludes that implementing Wayground as a gamified learning medium significantly enhances student engagement and motivation in reading procedure texts for tenth-grade students at MA Nurul Bayan. The 100% completion rate serves as strong evidence that digital gamification effectively transforms conventional reading exercises into dynamic activities. Students perceived the platform as less intimidating and more enjoyable, which successfully overcame the boredom often associated with traditional paper-based reading tasks.

Moreover, the study highlights the crucial role of instant feedback in fostering self-regulated learning. The observed behavior of students revisiting texts after receiving immediate error corrections indicates that the platform supports active error correction. This feature allowed students to identify their mistakes independently without the pressure of public exposure, thereby promoting a safe and supportive learning atmosphere.

However, despite the high engagement, the analysis of student performance revealed notable limitations. While students successfully identified explicit information, their understanding of the text's hierarchical structure remained moderate, with scores varying significantly. This suggests that while Wayground is highly effective for surface-level strategies like scanning, it has inherent limitations in facilitating a holistic understanding of complex text structures when used solely in Live Quiz mode.



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Therefore, it is concluded that Wayground is a potent tool for increasing participation and motivation. Nevertheless, to achieve comprehensive mastery of procedure texts, it should not be used as a standalone solution. Educators must integrate Wayground with deliberate instructional scaffolding such as structural explanations alongside the quizzes. This blended approach is necessary to ensure that the engagement generated by gamification translates into deep, conceptual understanding of procedural texts.

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