

**STUDENTS' EXPERIENCES AND CHALLENGES IN USING  
WAYGROUND FOR READING ACTIVITIES: A QUALITATIVE CASE  
STUDY AT SMA NEGERI 1 GARAWANGI**

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**ABSTRAK**

Penelitian ini bertujuan untuk mengeksplorasi pengalaman, tantangan, dan persepsi siswa dalam menggunakan Wayground untuk aktivitas membaca bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus yang dilakukan di SMA Negeri 1 Garawangi. Peserta penelitian terdiri dari 17 siswa kelas X yang telah mengikuti aktivitas membaca menggunakan platform Wayground. Data dikumpulkan melalui wawancara terbuka berbasis Google Forms dan dianalisis menggunakan teknik analisis tematik. Hasil menunjukkan bahwa sebagian besar siswa memiliki pengalaman positif dalam menggunakan Wayground karena tampilan yang menarik, elemen gamifikasi, dan umpan balik instan, yang meningkatkan motivasi dan keterlibatan mereka dalam aktivitas membaca. Siswa memandang Wayground sebagai media belajar yang menyenangkan yang mengurangi kebosanan dalam membaca teks bahasa Inggris. Namun, penelitian ini juga mengidentifikasi beberapa tantangan, seperti tekanan waktu akibat fitur timer, gangguan akibat kompetisi, keterbatasan perangkat, dan masalah koneksi internet. Temuan ini menunjukkan bahwa meskipun Wayground efektif dalam meningkatkan keterlibatan dan motivasi siswa, penerapannya perlu disesuaikan dengan strategi pedagogis yang tepat guna mendukung pemahaman membaca yang mendalam. Penelitian ini diharapkan dapat berkontribusi pada pengembangan pembelajaran membaca berbasis teknologi di tingkat sekolah menengah.

**Kata kunci:** Wayground, reading activities, students' experiences, students' perceptions, qualitative case study

**ABSTRACT**

*This study aims to explore students' experiences, challenges, and perceptions in using Wayground for English reading activities. This study uses a qualitative approach with a case study design conducted at SMA Negeri 1 Garawangi. The research participants consisted of 17 tenth-grade students who had participated in reading activities using the Wayground platform. Data were collected through open-ended interviews based on Google Forms and analyzed using thematic analysis techniques. The results showed that most students had positive experiences using Wayground because of its attractive appearance, gamification elements, and instant feedback, which increased their motivation and engagement in reading activities. Students viewed Wayground as a fun learning medium that reduced boredom in reading English texts. However, this study also revealed a number of challenges, such as time pressure due to the timer feature, distraction due to competition, device limitations, and internet connection problems. These findings indicate that although Wayground is effective in increasing student engagement and motivation, its application needs to be adjusted with appropriate pedagogical strategies in order to support in-depth reading comprehension. This study is expected to contribute to the development of technology-based reading learning at the secondary school level.*

**Keyword:** Wayground, reading activities, students' experiences, students' perceptions, qualitative case study

## **INTRODUCTION**

The rapid development of digital technology has significantly transformed English language teaching and learning, particularly in the area of reading instruction. In contemporary educational contexts, digital and mobile-based learning environments are increasingly adopted to address students' low engagement and motivation in reading English texts. Reading, as a receptive skill, is often perceived by EFL learners as challenging due to limited vocabulary, complex text structures, and monotonous instructional practices. Consequently, educators have turned to technology-enhanced learning platforms to create more engaging, interactive, and student-centered reading activities.

Within this digital transformation, Mobile-Assisted Language Learning (MALL) has gained prominence as an effective approach for facilitating language learning through portable devices such as smartphones and tablets. Previous studies have demonstrated that MALL can support reading comprehension by providing flexible access to learning materials, immediate feedback, and interactive tasks that promote learner autonomy and engagement. In the Indonesian EFL context, several studies have reported that mobile-based applications positively influence students' reading comprehension and motivation, particularly when learning activities are designed to be interactive and contextualized. However, the effectiveness of MALL largely depends on how technology is pedagogically integrated into classroom practices rather than on the technology itself.

In parallel with MALL, gamification has emerged as a widely used instructional strategy in English language learning. Gamification refers to the integration of game elements—such as points, leaderboards, time limits, and instant feedback—into non-game learning contexts to enhance students' motivation and engagement. Numerous studies have shown that gamification can make reading activities more enjoyable, reduce learning anxiety, and encourage active participation. Platforms such as Quizizz, now known as Wayground, have been widely implemented in EFL classrooms

due to their user-friendly interface and game-based features that combine instruction, practice, and assessment in a single platform.

Wayground has evolved from a simple quiz application into a comprehensive learning platform that supports reading activities through interactive texts, timed questions, and immediate feedback. In reading instruction, Wayground allows teachers to embed comprehension questions directly into reading tasks, enabling students to engage with texts in a more dynamic manner. Empirical studies have reported that Wayground can increase students' motivation and engagement in reading activities, particularly at the secondary school level. Students tend to perceive Wayground as fun, interactive, and less intimidating compared to traditional reading exercises.

Despite these positive findings, existing research on Wayground and similar gamified platforms has predominantly focused on quantitative outcomes, such as test scores, achievement gains, or perception survey results. While such studies provide valuable insights into learning effectiveness, they offer limited understanding of how students actually experience the use of gamified platforms during reading activities. Students' lived experiences, interpretations, and challenges when engaging with reading texts through Wayground remain underexplored, particularly from a qualitative perspective. Moreover, many previous studies have examined general English skills such as grammar or vocabulary, rather than focusing specifically on reading activities and the cognitive processes involved in reading comprehension.

Several previous studies have highlighted both the benefits and challenges of using gamified and digital platforms in EFL learning. Research has shown that students generally respond positively to gamified learning environments due to increased motivation, enjoyment, and active participation. However, challenges such as time pressure, competition-induced anxiety, technical issues, limited internet access, and distraction have also been consistently reported. In reading contexts, some studies suggest that excessive focus on speed and scores may encourage surface-level reading

strategies, such as skimming, rather than deep comprehension and critical reading. These findings indicate that while gamification can enhance engagement, it may also unintentionally hinder deeper reading processes if not supported by appropriate instructional strategies.

In the Indonesian senior high school context, qualitative studies that specifically explore students' experiences and challenges in using Wayground for reading activities are still limited. There is a lack of contextualized research that captures students' voices and perspectives regarding how Wayground influences their reading engagement, comprehension strategies, and learning difficulties in real classroom settings. This gap highlights the need for qualitative inquiry that goes beyond measuring outcomes and instead focuses on understanding how students perceive, experience, and make sense of gamified reading activities.

Therefore, this study aims to address this research gap by conducting a qualitative case study on students' experiences and challenges in using Wayground for reading activities at SMA Negeri 1 Garawangi. By focusing on tenth-grade students, this study seeks to explore how Wayground is experienced in an authentic classroom context, how its features influence students' interaction with reading texts, and what challenges students encounter during its implementation. The central research questions guiding this study focus on how students experience the use of Wayground in reading activities, how they perceive its effectiveness in supporting reading comprehension, and what challenges they face when engaging with reading tasks through the platform.

This study holds significant relevance for English language education, particularly in the fields of MALL and gamification. Theoretically, it contributes to the growing body of literature by providing an in-depth qualitative understanding of students' reading experiences in a gamified digital environment. Practically, the findings are expected to inform English teachers and curriculum designers about how Wayground can be more effectively integrated into reading instruction to balance engagement and comprehension. By

foregrounding students' experiences and challenges, this study offers valuable insights for designing more meaningful, pedagogically sound, and student-centered technology-based reading activities in Indonesian senior high schools.

The integration of digital technology into English language learning has increasingly reshaped instructional practices, particularly in reading activities at the secondary school level. Reading comprehension remains a challenging skill for EFL learners, as it requires sustained attention, vocabulary knowledge, and strategic processing of texts. In many Indonesian senior high school contexts, students often perceive reading activities as monotonous and cognitively demanding, resulting in low engagement and limited motivation. Consequently, educators have sought alternative instructional approaches that can foster active participation and improve students' reading experiences.

One approach that has gained considerable attention is Mobile-Assisted Language Learning (MALL). Research consistently demonstrates that mobile learning environments provide flexibility, accessibility, and opportunities for learner-centered instruction. Studies by Novarita and Srikandi, (2021) and Kieu et al. (2021) revealed that students perceived mobile technology as useful and easy to use, enabling them to access learning materials anytime and anywhere. In the context of reading instruction, MALL-based applications have been shown to enhance students' reading comprehension and learning autonomy by offering interactive content and immediate feedback. Pratiwi and Firdaus (2025) found that the use of mobile applications significantly improved Indonesian EFL students' reading comprehension and positively influenced their perceptions of reading tasks. Similarly, Widiawati et al. (2024) reported that MALL-based reading applications effectively supported students' comprehension through structured tasks and flexible learning modes.

In addition to MALL, gamification has emerged as a prominent pedagogical strategy in English language learning. Gamification

involves integrating game elements—such as points, leaderboards, badges, timers, and instant feedback—into learning environments to enhance motivation and engagement. Numerous studies indicate that gamification positively influences students' motivation and participation in EFL classrooms. Anggrainy et al. (2024), Ashfiah et al. (2025), and Neman and Warouw (2024) concluded that gamified learning environments stimulate intrinsic and extrinsic motivation by making learning more enjoyable and interactive. In reading instruction, Septianto (2025) reported that gamification encourages students to engage more actively with texts, although time pressure may sometimes affect deep comprehension.

Wayground (formerly Quizizz) represents a widely used gamified digital learning platform that integrates assessment, practice, and feedback into a single interactive system. Research examining Wayground and similar platforms generally reports positive outcomes in terms of student engagement and motivation. Shafira and Sulistyani (2025) demonstrated that Wayground improved vocational students' reading comprehension and motivation through gamified reading tasks. Torreon (2025) also found that gamification-based platforms, including Wayground, enhanced high school students' reading motivation and comprehension scores. Furthermore, Wibowo et al. (2024) reported that gamification-based task implementation increased students' social engagement and interaction during reading activities.

Several studies focusing on students' perceptions reveal that learners generally respond positively to Wayground due to its attractive interface, instant feedback, and competitive elements. Palupi and Cahyono (2025) and Zamzami et al. (2025) found that students perceived Wayground as enjoyable and motivating, particularly in text-based learning activities. Azizah et al. (2025) also reported that Wayground increased engagement and enjoyment, although their study primarily focused on grammar mastery rather than reading activities. These findings suggest that Wayground has strong potential as a supportive tool in English learning; however,

its role in reading comprehension remains underexplored from a qualitative perspective.

Despite these positive findings, previous studies also highlight recurring challenges associated with gamified and technology-based learning platforms. Technical issues such as unstable internet connections, limited access to devices, and screen size constraints frequently affect students' learning experiences Ahmad et al. (2025) and Imelda et al. (2025). Pedagogical challenges, including excessive competition, distraction, and time pressure, have also been reported. Ridwan et al. (2025) noted that students sometimes focus more on scores and speed than on understanding the reading text. Similarly, Ra'uf and Purwati (2025) found that while digital platforms supported reading comprehension through interactive exercises, limited learning time and unclear instructions hindered students' deeper understanding.

Qualitative studies on digital learning tools further emphasize the importance of students' lived experiences. Aminah (2025) reported that students felt more confident and active when reading texts through application-based media, although distractions and unfamiliar features posed challenges. Suryani et al. also revealed that while students appreciated instant feedback and gamification, they struggled with long texts without sufficient teacher scaffolding. These findings align with broader studies on digital and AI-assisted learning tools, such as those by Murtuza and Oliullah, (2024) and Laila and Daulay (2024), which emphasize that students' positive perceptions of technology are often accompanied by concerns regarding overreliance, cognitive load, and reduced critical thinking.

Furthermore, studies on digital reading and online learning environments consistently indicate that students' experiences are shaped not only by technological features but also by instructional design and teacher support. Kaldırım and Çalışkan highlighted that technology-enhanced reading activities increased engagement, yet teachers' readiness and students' digital literacy played crucial roles in determining learning effectiveness. Research on multisensory and interactive

reading activities Yılmazlar and Görden (2023) also supports the notion that engaging learning environments enhance motivation and comprehension, provided that instructional guidance is present.

Although the existing literature confirms the potential benefits of MALL, gamification, and platforms such as Wayground in English learning, a significant research gap remains. Most previous studies predominantly employ quantitative or mixed-method designs and focus on learning outcomes, motivation scores, or general perceptions. Fewer studies adopt an in-depth qualitative approach that explores how students experience, interpret, and cope with the challenges of using gamified platforms specifically for reading activities. Moreover, research focusing on senior high school students in Indonesian contexts remains limited.

Therefore, this study seeks to address this gap by conducting a qualitative case study on tenth-grade students' experiences and challenges in using Wayground for English reading activities at SMA Negeri 1 Garawangi. By foregrounding students' voices, this research aims to provide a deeper understanding of how gamified mobile learning platforms influence engagement, reading strategies, and comprehension in real classroom settings. The findings are expected to contribute to the development of more pedagogically sound and student-centered technology-based reading instruction in EFL contexts.

## **METHOD**

This study employed a qualitative research method with a case study design to explore students' experiences, perceptions, and challenges in using Wayground for English reading activities. A qualitative approach was chosen because it allows the researcher to gain an in-depth understanding of students' subjective experiences, feelings, and interpretations regarding the use of a gamified learning platform in a real classroom context.

According to Creswell (2018), qualitative case study research focuses on exploring a bounded

system through detailed data collection involving multiple sources of information. In this study, the bounded system was the use of Wayground in English reading activities at SMA Negeri 1 Garawangi. The case study design was considered appropriate because this research aimed to examine a specific phenomenon in its natural setting and to understand how students experience and make meaning of the learning process rather than measuring learning outcomes quantitatively.

The research was conducted at SMA Negeri 1 Garawangi, a public senior high school where Wayground had been implemented in English reading activities for tenth-grade students. The site was selected because the students were familiar with the use of Wayground as part of their regular English learning activities, particularly in reading comprehension lessons.

The participants of this study consisted of 17 tenth-grade students who had direct experience using Wayground during English reading activities. The participants were selected using purposive sampling, as they met the main criterion of having actively participated in Wayground-based reading tasks. This sampling technique allowed the researcher to obtain rich and relevant data from students who could provide meaningful insights into their learning experiences.

The primary data in this study were collected through open-ended interviews. Interviews were chosen as the main data collection method because they enable participants to express their thoughts, feelings, and experiences freely and in detail.

The interviews were conducted using Google Forms (G-Form) to ensure accessibility and flexibility for the participants. This method allowed students to respond at their own pace and reduced pressure, enabling them to provide more honest and reflective answers. The use of online interviews was also practical considering time constraints and students' familiarity with digital platforms.

The interview instrument consisted of 20 open-ended questions designed to explore students' experiences, perceptions, and challenges in using Wayground for reading activities. The questions were developed based on the research objectives and research questions of the study.

The interview questions focused on several key aspects, including:

- Students' initial experiences using Wayground in reading activities
- Emotional responses and engagement compared to traditional learning methods
- Perceived effectiveness of Wayground in supporting reading comprehension
- The influence of Wayground features such as timers, scoring systems, and question formats
- Challenges related to time pressure, technical issues, and comprehension difficulties
- Students' overall preferences and suggestions for improving Wayground in reading instruction

The open-ended format allowed participants to provide detailed explanations and examples based on their personal experiences.

The interview process followed several steps to ensure systematic data collection:

1. The researcher first explained the purpose of the study to the participants and assured them that their responses would remain confidential and be used solely for research purposes.
2. The interview questions were distributed to the participants via Google Forms.
3. Participants were given sufficient time to read and respond to each question thoughtfully.
4. The responses were collected automatically through Google Forms and organized for further analysis.

This procedure ensured that all participants received the same questions and had equal opportunities to express their views.

The data collected from the interviews were analyzed using thematic analysis. The analysis process followed several stages:

1. Data familiarization: The researcher read all interview responses repeatedly to gain a comprehensive understanding of the data.
2. Coding: Important statements and recurring ideas related to students' experiences, perceptions, and challenges were identified and coded.
3. Theme development: Similar codes were grouped into broader themes that reflected key aspects of students' learning experiences with Wayground.
4. Interpretation: The themes were interpreted and linked to the research questions, research objectives, and relevant theories such as MALL, gamification, and reading comprehension.

This systematic analysis enabled the researcher to identify meaningful patterns and provide an in-depth interpretation of how Wayground influenced students' reading activities.

## RESULT AND DISCUSSION

This chapter presents the results of the qualitative case study investigating students' experiences, perceptions, and challenges in using Wayground (Quizziz) for English reading activities at SMA Negeri 1 Garawangi. The data were obtained from semi-structured interviews with tenth-grade students who had experienced the use of Wayground during reading lessons. The analysis was conducted through thematic analysis, resulting in several major themes aligned with the research questions and objectives of the study.

The findings are presented by organizing the themes into five main areas:

- (1) students' learning experiences,
- (2) perceptions of engagement and motivation,
- (3) the influence of Wayground features on reading interaction,

- (4) challenges and obstacles in using Wayground, and
- (5) students' overall perspectives on Wayground as a reading learning tool.

Most students described their initial experiences with Wayground as fun, interesting, and different from conventional reading activities. The game-based format, interactive interface, and immediate feedback created a learning atmosphere that felt less stressful compared to traditional paper-based exercises.

Several students reported that using Wayground made reading activities more enjoyable because the questions were presented in a quiz-like format. This experience encouraged them to participate actively, even students who previously felt bored or less confident in English reading lessons.

*"Belajarnya jadi lebih seru dan tidak membosankan karena seperti bermain game."*

However, some students also mentioned that the competitive nature of Wayground sometimes made them focus more on answering quickly rather than fully understanding the text. This indicates that while Wayground enhances engagement, it may also shift students' attention from deep comprehension to speed.

Interpretation:

These findings address Identification Problems 1 and 2, showing that Wayground successfully increases student engagement and offers a learning experience that is more student-centered. The results also fulfill Research Objective 1 by identifying students' lived experiences during Wayground-based reading activities.

The majority of students perceived Wayground as an effective tool for increasing motivation and interest in reading English texts. Features such as scores, rankings, music, and visual design made students more enthusiastic about participating in reading tasks.

Students stated that they felt more motivated to read because they wanted to answer correctly and achieve good scores. Some students also felt more confident when they received immediate feedback after answering questions.

*"Saya jadi lebih semangat membaca karena ingin mendapatkan skor yang bagus."*

Nevertheless, a few students expressed that motivation sometimes came from competition rather than genuine interest in understanding the text.

Interpretation:

These perceptions indicate that Wayground plays a positive role in enhancing engagement and motivation, addressing Research Objective 2 and Research Question 2. However, the findings also suggest that motivation may be extrinsic rather than intrinsic, which is important for interpreting its effectiveness in long-term reading development.

Students highlighted several Wayground features that influenced how they interacted with reading texts, including:

- Timer and time limits
- Multiple-choice question format
- Instant feedback and scoring system

Many students reported that the timer encouraged them to read more quickly, sometimes leading to skimming rather than careful reading. While some students felt challenged and focused, others felt rushed and anxious.

*"Kadang saya membaca cepat karena waktunya terbatas."*

The multiple-choice format helped some students identify key information more easily, but others felt it limited their ability to express understanding in their own words.

Interpretation:

These findings respond to Research Objective 3 and Research Question 1 by showing how

Wayground features shape students' reading strategies. The results indicate that Wayground supports efficiency and engagement but may reduce opportunities for deep reading and critical thinking.

Despite the positive experiences, students also reported several challenges, including:

1. Time pressure caused by the timer
2. Internet connectivity issues
3. Device limitations (battery, screen size)
4. Difficulty concentrating due to competition and background music

Some students stated that unstable internet connections disrupted their focus and caused frustration. Others mentioned that the pressure to answer quickly negatively affected their reading comprehension.

*"Kalau jaringan lambat, jadi tidak fokus dan ketinggalan soal."*

Interpretation:

These challenges directly address Identification Problems 3 and 5 as well as Research Objective 4 and Research Question 3. The findings highlight that while Wayground offers many benefits, technical and design-related issues can hinder effective reading comprehension.

Overall, most students expressed a positive attitude toward the continued use of Wayground in reading activities. They believed that Wayground made learning more enjoyable, interactive, and less intimidating.

However, students suggested improvements such as:

- Longer reading time
- Reduced competition mode for reading tasks
- More varied question types

*"Quizziz bagus, tapi waktunya sebaiknya ditambah supaya bisa membaca lebih teliti."*

Interpretation:

This theme fulfills Research Objective 5 by explaining how Wayground contributes to students' reading experiences from their own perspectives. The findings also emphasize the importance of pedagogical design when integrating gamified platforms into reading instruction.

The following table summarizes the results of the thematic coding process derived from students' interview data. The themes and sub-themes were generated through data reduction, categorization, and interpretation, aligning with the research questions and objectives of the study.

Table 1. Coding Results

No	Main Theme	Sub-Themes	Description
1	Students' Learning Experiences	Enjoyment and fun learning; Reduced anxiety; Novel learning atmosphere	Students experienced Wayground as an enjoyable and less stressful platform compared to traditional reading activities.
2	Engagement and Motivation	Competition-based motivation; Active participation; Increased attention	Wayground features such as scores, rankings, and visuals enhanced students' motivation and engagement in reading.
3	Interaction with Reading Texts	Time-limited reading; Skimming strategies; Focus on keywords	The timer and quiz format influenced how students read texts, often encouraging

			faster but less in-depth reading.	anytime during class activities, consistent with MALL theory that highlights learning unconstrained by time and space.
4	Perceived Effectiveness	Improved vocabulary recognition; Better understanding of main ideas; Immediate feedback	Students perceived Wayground as helpful in supporting comprehension through instant feedback and structured questions.	However, the challenges related to device limitations and internet connectivity suggest that effective MALL implementation requires adequate technological infrastructure and pedagogical planning.
5	Challenges and Obstacles	Time pressure; Internet issues; Device limitations; Distraction	Technical and design-related challenges hindered some students' reading comprehension processes.	From a gamification perspective, Wayground incorporates game elements such as points, rankings, time limits, and immediate feedback. These elements were found to significantly enhance students' motivation and engagement in reading activities. This supports gamification theory, which posits that game mechanics can increase learner engagement through competition and rewards.
6	Overall Learning Contribution	Positive learning experience; Preference for blended use; Suggestions for improvement	Students viewed Wayground as a beneficial supplementary tool rather than a replacement for traditional reading instruction.	Nevertheless, the study also found that excessive competition and time pressure may shift students' focus from comprehension to speed. This finding suggests that gamification should be carefully balanced to support meaningful learning rather than surface-level task completion.

The findings of this study align with the principles of Mobile-Assisted Language Learning (MALL), which emphasize flexibility, accessibility, and learner-centered experiences. Students' positive experiences indicate that Wayground supports learning beyond conventional classroom practices by allowing interactive and technology-mediated reading activities. The use of mobile devices enabled students to engage with reading tasks

However, limited opportunities for open-ended responses may restrict higher-order reading skills such as inference-making, critical analysis, and reflective interpretation. Therefore, Wayground is more effective when used as a supplementary tool combined with other reading strategies that promote deeper comprehension.

To strengthen the credibility and trustworthiness of the findings, this study applied data triangulation by comparing qualitative interview results with quantitative score data obtained from Wayground reading

activities. The score data included question accuracy percentages, the number of correct and incorrect answers, and average time spent per question.

The Wayground results show that students generally achieved moderate to high accuracy levels, with question accuracy ranging from approximately 50% to over 80%. Most students were able to answer factual and main-idea questions correctly, while questions requiring deeper understanding showed lower accuracy. The average time spent per question ranged from around one minute, indicating relatively fast reading and response behavior.

These quantitative patterns suggest that students were actively engaged in completing reading tasks but often worked under time constraints.

The score data supports students' interview statements describing Wayground as engaging and motivating. High participation and relatively strong accuracy rates confirm that students were not passive during reading activities, addressing the issue of low engagement identified earlier.

At the same time, the relatively short average time per question aligns with students' reports that they tended to read quickly or skim texts due to time limits. This triangulation confirms that the Wayground timer influenced students' reading strategies, as reflected both in their experiences and performance data.

Students perceived Wayground as helpful for understanding main ideas and vocabulary, which is supported by the higher accuracy rates on literal comprehension questions. However, lower accuracy on more complex questions supports students' concerns that Wayground does not always allow sufficient time for deeper comprehension. This finding confirms that Wayground mainly supports surface-level comprehension, consistent with students' perceptions.

Interview data revealed that time pressure and competition were major challenges. These

challenges are corroborated by the score data, which shows rapid response times and occasional incorrect answers that may be attributed to rushed reading rather than lack of ability. Technical issues mentioned by students, such as internet instability, may also explain unanswered or incorrect responses.

Overall, the triangulation results indicate strong consistency between qualitative and quantitative data. Students' positive engagement is supported by active participation and reasonable accuracy scores, while their reported challenges are reflected in time-related performance patterns. This triangulation enhances the validity of the study by demonstrating that students' perceptions, experiences, and challenges are not only subjective but also observable in their learning performance data.

In summary, the triangulated findings reveal that Wayground contributes positively to students' engagement and motivation in English reading activities, while also presenting challenges related to time pressure and reading depth. The integration of interview data and Wayground score data provides a more comprehensive understanding of how gamified mobile learning platforms influence students' reading experiences in the Indonesian senior high school context.

## **CONCLUSION**

This study aimed to explore students' experiences, perceptions, and challenges in using Wayground for English reading activities at SMA Negeri 1 Garawangi through a qualitative case study approach. Based on the findings obtained from in-depth interviews and supported by triangulation with Wayground score data, several important conclusions can be drawn. First, the findings reveal that Wayground provides a generally positive learning experience for students in reading activities. Most students perceived Wayground as an enjoyable, interactive, and engaging platform that differs significantly from conventional reading instruction. The gamified elements, such as points, rankings, visual displays, and instant feedback, contributed to

reducing students' anxiety and increasing their willingness to participate actively in reading tasks. As a result, Wayground successfully addressed the issue of low student engagement in reading activities and created a more student-centered learning environment. Second, in terms of students' perceptions, Wayground was viewed as an effective tool for enhancing motivation and interest in reading English texts. Students felt more enthusiastic and encouraged to read because the activities were presented in a game-like format. Immediate feedback helped students recognize their mistakes and supported their understanding of main ideas and vocabulary. However, the study also indicates that students' motivation was often driven by extrinsic factors, such as competition and scores, rather than intrinsic motivation to deeply comprehend the text. This suggests that while Wayground effectively boosts engagement, its impact on long-term reading development depends on how it is pedagogically implemented. Third, the study found that Wayground features significantly influenced students' interaction with reading texts. The presence of time limits and multiple-choice questions encouraged students to read more quickly and focus on keywords or main information. While this supported efficiency and surface-level comprehension, it sometimes limited opportunities for careful reading, critical thinking, and deeper interpretation. Therefore, Wayground was found to be more effective in supporting literal comprehension rather than higher-order reading skills. Despite its benefits, the study also identified several challenges faced by students when using Wayground for reading activities. These challenges included time pressure caused by the timer, unstable internet connections, device limitations, and distraction due to competitive elements and background features. Such challenges occasionally hindered students' concentration and reading comprehension, indicating that technological and design-related factors play a crucial role in shaping students' learning experiences. Overall, this study concludes that Wayground has a positive contribution to students' reading learning experiences by enhancing engagement, motivation, and active participation. However, Wayground should not be used as a stand-alone

tool for reading instruction. Instead, it is most effective when integrated with appropriate instructional strategies, sufficient reading time, and teacher guidance to support deeper comprehension. By balancing gamification elements with pedagogical objectives, Wayground can serve as a valuable supplementary tool in English reading instruction. This qualitative case study provides valuable insights into students' lived experiences with gamified reading activities and contributes to the existing literature on Mobile-Assisted Language Learning (MALL) and gamification in EFL contexts. The findings are expected to inform teachers, researchers, and educational institutions in designing more effective and meaningful technology-enhanced reading activities, particularly in Indonesian senior high school settings.

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