

THE EFFECTIVENESS OF QUIZIZZ TO IMPROVE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXTS

(A Quasi-experimental study done in the eighth grade of SMPN 1 Ibun)

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ABSTRACT

The research paper entitled *The Effectiveness of Quizizz to Improve Students' Reading Comprehension of Narrative Texts*. This study aimed to investigate the impact of Quizizz on students' reading comprehension in comparison with the conventional method and to explore students' responses toward the use of Quizizz in reading narrative texts. This research was conducted at SMPN 1 Ibun using a quasi-experimental design with two classes as the sample: VIII H as the experimental group and VIII I as the control group. The instruments used were pre-test, post-test, and questionnaire. The findings showed that the mean pre-test score of the experimental group was 52.13, and the control group was 48.27. After the treatment, the experimental group reached 76.01, while the control group gained 65.5. The t-test result (2.789) was higher than the t-table (2.000), which means the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. In addition, the questionnaire results indicated that 93.33% of students agreed that Quizizz improved their reading comprehension. Therefore, it can be concluded that Quizizz is effective in enhancing students' reading comprehension of narrative texts.

Keywords: Quizizz, reading comprehension, narrative texts, media

INTRODUCTION

Reading comprehension remains a persistent challenge in English as a Foreign Language (EFL) classrooms in Indonesia. Many students struggle to understand the meaning of texts, especially narrative ones, because of limited vocabulary, low motivation, and the dominance of teacher-centered methods. As a result, reading activities often become monotonous, focusing mainly on translation and literal questions rather than active engagement with meaning. These conditions make it difficult for students to develop deeper comprehension and critical thinking skills.

Reading comprehension, as stated by Das (2009) and Woolley (2011), involves constructing meaning by connecting textual clues with prior knowledge rather than simply decoding words. Similarly, Anderson and Anderson (2003) explain that narrative texts play an important role in helping students understand moral values and improve their reasoning through story elements such as orientation, complication, and resolution. However, traditional methods used in classrooms often fail to create interactive and stimulating learning experiences, leading to low student participation and limited comprehension progress.

To address this problem, teachers are encouraged to integrate digital tools that make learning more engaging and interactive (Rahayu, et al., 2026). One effective platform is Quizizz, a gamified learning application that allows teachers to create online quizzes with features such as leaderboards, instant feedback, and time-based questions. Mei, Ju, and Adam (2018) highlight that Quizizz increases motivation and enjoyment, while Priyanti et al. (2019) found that it supports students' understanding of reading materials, especially narrative texts, through active participation. The interactive nature of Quizizz transforms learning into a more student-centered process that encourages involvement and self-evaluation.

Based on these considerations, this study aims to examine the effectiveness of Quizizz in improving students' reading comprehension of narrative texts at SMPN 1 Ibun. It also explores students' responses toward the use of Quizizz compared to conventional learning methods.

RESEARCH QUESTION

1. Does the use of Quizizz improve students' reading comprehension of narrative texts compared to conventional methods?
2. What are students' perceptions toward the use of Quizizz in learning narrative texts?

LITERATURE REVIEW

Reading Comprehension

Reading comprehension is the process of understanding and constructing meaning from written texts (Paris & Stahl, 2005). It involves the interaction between readers' background knowledge, vocabulary, and cognitive strategies. Grabe and Stoller (2011) explain that good comprehension requires identifying main ideas, recognizing supporting details, making inferences, and summarizing information. Barrett's taxonomy (in Surtantini, 2019) divides comprehension into five levels: literal, reorganization, inferential, evaluation, and appreciation. These levels show that reading comprehension is not only about decoding words but also about critical thinking and interpretation.

Narrative Texts

Narrative texts aim to entertain, teach values, and build students' imagination (Anderson & Anderson, 2003). Their structure generally includes orientation, complication, resolution, and coda, and they often use past tense verbs and descriptive language. According to Derewianka (2015), narratives help EFL learners develop vocabulary, cultural understanding, and language awareness through meaningful stories that connect with students' experiences.

Quizizz as a Learning Platform

Quizizz is an interactive, game-based learning tool that allows students to join online quizzes using digital devices. It combines learning and assessment with elements of fun, such as points, timers, and leaderboards. Studies by Mei et al. (2018) and Pahamzah et al. (2020) show that Quizizz increases motivation and engagement, while Priyanti et al. (2019) and Zalika et al. (2020) found that it can effectively improve students' comprehension and learning outcomes. The use of Quizizz thus supports active and enjoyable learning, particularly in developing reading comprehension of narrative texts.

RESEARCH METHOD

Research Design

This study applied a quantitative approach using a quasi-experimental design with a pre-test and post-test control group, as suggested by Creswell (2012) for studies that aim to compare two groups under different treatments. The design was used to investigate whether the use of *Quizizz* could improve students' reading comprehension of narrative texts compared to the conventional method.

Population and sample

The research was conducted at SMPN 1 Ibun during the 2024/2025 academic year. The population consisted of all eighth-grade students, while the samples were selected through purposive sampling technique. Two classes were chosen as the research samples: Class VIII H as the experimental group, which was taught using Quizizz, and Class VIII I as the control group, which was taught through the conventional method. Each group consisted of 30 students, bringing the total number of participants to 60.

Table 1 Number of Students Based on Group Classification

Class	Treatment Type	Number of Students
VIII H	Experimental (Quizizz)	30
VIII I	Control (Conventional)	30
Total		60

Research Instruments

The instruments of this study were a reading comprehension test and a questionnaire.

The test consisted of 25 questions, including 20 multiple-choice and 5 short-answer items, designed to assess students' comprehension of narrative texts. The questionnaire included 15 yes/no items to identify students' responses and motivation toward the use of Quizizz. Both instruments were validated by two experts before being administered to ensure reliability and clarity.

Research Procedure

The study consisted of three stages:

1. Pre-test – Both experimental and control groups completed a reading comprehension test to measure their initial comprehension.
2. Treatment – The experimental group learned using Quizizz for four sessions, while the control group used conventional learning. During the Quizizz treatment, students answered narrative-based questions through their smartphones and received instant feedback.
3. Post-test and Questionnaire – Both groups took the same type of test to measure improvement, and the experimental group filled out the questionnaire about their experience with Quizizz.

Table 2 Research Procedure

Group	Pre-test		Treatment	Post-test and Questionnaire	
Experiment group	V		VVVV	V	
Control Group	V		VVVV	V	

Data Analysis

The pre-test and post-test results were analyzed using descriptive and inferential statistics. Mean and standard deviation were calculated to describe students' performance, and an independent sample t-test was used to find differences between the two groups.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{\sum x_1^2 - \frac{(\sum x_1)^2}{N_1} + \sum x_2^2 - \frac{(\sum x_2)^2}{N_2}}{N_1 + N_2 - 2} \right) \cdot \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

Where:

$\bar{X}_1$ = the mean of the scores of the first group

$\bar{X}_2$ = the mean of the scores of the second group

$\sum X \frac{1}{2}$ = the sum of the squares of the first group

$\sum X \frac{2}{2}$ = the sum of the squares of the second group

$(\sum X_1)^2$ = the squares of the sum of the scores of the first group

$(\sum X_2)^2$ = the squares of the sum of the scores of the second group

N_1 = the total number of scores in the first group

N_2 = the total number of scores in second group

Experiment Group (X_1) | Control Group (X_2)

The obtained t-value was compared to the t-table at the significance level of $p = 0.05$ (two-tailed test) to decide whether the null hypothesis (H_0) or the alternative hypothesis (H_1) was accepted.

A questionnaire worksheet was also distributed to the experimental group after the post-test to identify students' perception of learning with Quizizz. The worksheet contained 15 yes/no items related to motivation, engagement, and enjoyment. The responses were calculated in percentages and described to summarize students' attitudes toward using Quizizz in reading comprehension activities.

the data on the questionnaire will be processed by using formula below:

$$x = \frac{y}{z} \times 100$$

Where:

X = percentage (quality of the answer)

Y = given amount (total of the respondent answer)

Z = total amount (total of respondents)

After getting the results of the questionnaire calculation percentage, the researcher categorized them into validity standards as follows:

Table

Percentage	Categorized
1-25%	Small numbers of the students
26-49%	Nearly half of the students
50%	Half of the students
51-75%	More than half of the students

76-99%	Almost all of the students
100%	All of the students

FINDINGS AND DISCUSSION

Findings

After collecting and analyzing the data, the researcher compared the students' reading comprehension performance before and after the treatment. The data were analyzed using a t-test formula to determine the difference between the experimental and control groups. The results of the pre-test are presented in the table below.

Table 3 Computation of pre-test

No	Experimental Group			Control Group		
	Sample	Score 1	Score 1 ²	Sample	Score 2	Score 2 ²
1	Student 1	52	2704	Student 1	56	3136
2	Student 2	60	3600	Student 2	60	3600
3	Student 3	68	4624	Student 3	40	1600
4	Student 4	60	3600	Student 4	44	1936
5	Student 5	56	3136	Student 5	48	2304
6	Student 6	72	5184	Student 6	28	784
7	Student 7	36	1296	Student 7	56	3136
8	Student 8	56	3136	Student 8	64	4096
9	Student 9	64	4096	Student 9	24	576
10	Student 10	52	2704	Student 10	60	3600
11	Student 11	44	1936	Student 11	56	3136
12	Student 12	60	3600	Student 12	36	1296
13	Student 13	40	1600	Student 13	40	1600
14	Student 14	52	2704	Student 14	68	4624
15	Student 15	56	3136	Student 15	44	1936
16	Student 16	40	1600	Student 16	76	5776
17	Student 17	24	576	Student 17	40	1680
18	Student 18	80	6400	Student 18	64	4096
19	Student 19	32	1024	Student 19	40	1680
20	Student 20	60	3600	Student 20	28	1064
21	Student 21	48	2304	Student 21	44	1936
22	Student 22	68	4624	Student 22	40	1600
23	Student 23	36	1296	Student 23	48	2304
24	Student 24	64	4096	Student 24	52	2704
25	Student 25	32	1024	Student 25	56	3136
26	Student 26	60	3600	Student 26	40	1600
27	Student 27	44	1936	Student 27	60	3600
28	Student 28	40	1600	Student 28	40	1600
29	Student 29	52	2704	Student 29	56	3136
30	Student 30	56	3136	Student 30	40	1600
Total Score		1564	86576		1448	74272

From the data above, the researcher did some steps to compute the data using the t-test formula. The steps are:

Step 1: Calculate the $\bar{X}_1$ (the mean of the scores of the experimental group)

$$\bar{X}_1 = \frac{\sum X_1}{N_1} = \frac{1,564}{30} = 52.13$$

Step 2: Calculate the $\bar{X}_2$ (the mean of the scores of the control group)

$$\bar{X}_2 = \frac{\sum X_2}{N_2} = \frac{1,448}{30} = 48.27$$

Step 3: Calculate the $\sum X_1^2$ (the sum of the squares of the experimental group)

$$\sum X_1^2 = 86,576$$

Step 4: Calculate the $\sum X_2^2$ (the sum of the squares of the control group)

$$\sum X_2^2 = 74,272$$

Step 5: Calculate the $(\sum X_1)^2$ (the squares of the sum of the scores of the experimental group)

$$(\sum X_1)^2 = (1,564)^2 = 2,446,096$$

Step 6: Calculate the $(\sum X_2)^2$ (the squares of the sum of the scores of the control group)

$$(\sum X_2)^2 = (1,448)^2 = 2,096,704$$

Step 7: Calculate the Df

$$N_1 = 30$$

$$N_2 = 30$$

$$Df = N_1 + N_2 - 2$$

$$Df = 30 + 30 - 2 = 58$$

Step 8: Enter the values obtained in steps 1 – 7 into the formula for the t-test.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N_1}}{N_1 + N_2 - 2} + \frac{\sum X_2^2 - \frac{(\sum X_2)^2}{N_2}}{N_1 + N_2 - 2}} \cdot \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}$$

$$t = \frac{52.13 - 48.27}{\sqrt{\left(\frac{86,576 - \frac{(1,564)^2}{30}}{30 + 30 - 2} + \frac{74,272 - \frac{(1,448)^2}{30}}{30 + 30 - 2} \right) \cdot \left(\frac{1}{30} + \frac{1}{30} \right)}}$$

$$= \frac{3.86}{\sqrt{\left(\frac{86,576 - \frac{2,446,096}{30}}{58} + \frac{74,272 - \frac{2,096,704}{30}}{58} \right) \cdot \left(\frac{1}{30} + \frac{1}{30} \right)}}$$

$$= 3.86$$

$$\begin{aligned}
& \sqrt[15]{\left(\frac{86,576 - 81,536 + 74,272 - 68,890}{58}\right) \cdot \left(\frac{1}{15}\right)} \\
&= \frac{3.86}{\sqrt[15]{\left(\frac{5,040 + 5,383}{58}\right) \cdot \left(\frac{1}{15}\right)}}
\end{aligned}$$

$$= \frac{3.86}{\sqrt{\left(\frac{10,442}{58}\right) \cdot \left(\frac{1}{15}\right)}} = \frac{3.86}{\sqrt{(179.7) \cdot \left(\frac{1}{15}\right)}}$$

$$= \frac{3.86}{\sqrt{19.98}} = \frac{3.86}{3.46} = 1.116$$

The computation shows that the mean score of the experimental group (52.13) was slightly higher than that of the control group (48.27). However, the obtained t-value (0.941) was lower than the t-table (2.000) at the significance level of $p = 0.05$. This indicates that there was no significant difference between the two groups at the beginning of the study, meaning both groups had similar reading comprehension ability before the treatment.

After the treatment, both groups took the post-test. The post-test results were tabulated as follows:

Table 4 Computation of post-test

No	Experimental Group			Control Group		
	Sample	Score 1	Score 1 ²	Sample	Score 2	Score 2 ²
1	Student 1	72	5184	Student 1	76	5776
2	Student 2	88	7744	Student 2	76	5776
3	Student 3	88	7744	Student 3	84	7056
4	Student 4	72	5184	Student 4	40	1600
5	Student 5	52	2704	Student 5	68	4624
6	Student 6	92	8464	Student 6	60	3600
7	Student 7	56	3136	Student 7	64	4096
8	Student 8	96	9216	Student 8	52	2704
9	Student 9	92	8464	Student 9	44	1936
10	Student 10	76	5776	Student 10	84	7056
11	Student 11	76	5776	Student 11	88	7744
12	Student 12	80	6400	Student 12	68	4624
13	Student 13	60	3600	Student 13	88	7744
14	Student 14	88	7744	Student 14	88	7744
15	Student 15	52	2704	Student 15	40	1600
16	Student 16	68	4624	Student 16	80	6400
17	Student 17	52	2704	Student 17	40	1600
18	Student 18	88	7744	Student 18	68	4624
19	Student 19	84	7056	Student 19	64	4096
20	Student 20	72	5184	Student 20	68	4624
21	Student 21	76	5776	Student 21	44	1936
22	Student 22	68	4624	Student 22	92	8464
23	Student 23	80	6400	Student 23	44	1936
24	Student 24	80	6400	Student 24	56	3136
25	Student 25	76	5776	Student 25	52	2704
26	Student 26	80	6400	Student 26	64	4096

27	Student 27	72	5184	Student 27	68	4624
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28	Student 28	72	5184	Student 28	52	2704
29	Student 29	88	7744	Student 29	92	8464
30	Student 30	88	7744	Student 30	60	3600
Total Score		2284	178384		1964	136688

From the data above, the researcher did some steps to compute the data using the t-test formula. The steps are:

Step 1: Calculate the $\bar{X}_1$ (the mean of the scores of the experimental group)

$$\bar{X}_1 = \frac{\sum X_1}{N_1} = \frac{2,284}{30} = 76.1$$

Step 2: Calculate the $\bar{X}_2$ (the mean of the scores of the control group)

$$\bar{X}_2 = \frac{\sum X_2}{N_2} = \frac{1,964}{30} = 65.5$$

Step 3: Calculate the $\sum X_1^2$ (the sum of the squares of the experimental group)

$$\sum X_1^2 = 178,384$$

Step 4: Calculate the $\sum X_2^2$ (the sum of the squares of the control group)

$$\sum X_2^2 = 136,688$$

Step 5: Calculate the $(\sum X_1)^2$ (the squares of the sum of the scores of the experimental group)

$$(\sum X_1)^2 = (2,284)^2 = 5,216,656$$

Step 6: Calculate the $(\sum X_2)^2$ (the squares of the sum of the scores of the control group)

$$(\sum X_2)^2 = (1,964)^2 = 3,857,296$$

Step 7: Calculate the Df

$$N_1 = 30$$

$$N_2 = 30$$

$$Df = N_1 + N_2 - 2$$

$$Df = 30 + 30 - 2 = 58$$

Step 8: Enter the values obtained in steps 1 – 7 into the formula for the t-test.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\frac{2}{N_1} (\sum X_1)^2}{N_1 + N_2 - 2} + \frac{\frac{2}{N_2} (\sum X_2)^2}{N_1 + N_2 - 2}} \cdot \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}$$

$$t = \frac{76.1 - 65.5}{\sqrt{\left(\frac{178,384 - \frac{(2,284)^2}{30}}{30+30-2} + \frac{136,688 - \frac{(1,964)^2}{30}}{30+30-2} \right) \cdot \left(\frac{1}{30} + \frac{1}{30} \right)}} = 0.6$$

$$\sqrt{\frac{30}{58} \cdot \frac{30}{15}}$$

$$\begin{aligned}
&= \frac{10.6}{\sqrt{\left(\frac{178,384 - 173,888 + 136,680 - 128,576}{58}\right) \cdot \left(\frac{1}{15}\right)}} \\
&= \frac{10.6}{\sqrt{\left(\frac{4,496 + 8,104}{58}\right) \cdot \left(\frac{1}{15}\right)}} \\
&= \frac{10.6}{\sqrt{\left(\frac{12,600}{58}\right) \cdot \left(\frac{1}{15}\right)}} = \frac{10.6}{\sqrt{(217.2) \cdot \left(\frac{1}{15}\right)}} \\
&= \frac{10.6}{\sqrt{14.48}} = \frac{10.6}{3.80} = 2.789
\end{aligned}$$

From the calculation above, the t-test value is 2.789, where the t-table at $p=.05$ with $Df = N_1 + N_2 - 2 = 30 + 30 - 2 = 58$ at the level of significance for two-tailed is 2.000. Then, the researcher can observe that the t-test is higher than the t-table ($2.789 > 2.000$). This show that, there is a significant difference between the experimental and control groups after giving the treatment. The mean of the experimental group is significantly higher than that of the control group. This also means that teaching reading comprehension using Quizizz is effective.

After the post-test, a questionnaire worksheet was distributed to the experimental group to identify students' perceptions toward the use of Quizizz. The results are shown below:

Table 5 the result of the questionnaire

THE QUESTIONNAIRE			
No	Questions	Yes	No
1.	Do you know narrative text? <i>Apakah anda tahu narrative text?</i>	24 (80%)	6 (20%)
2.	Did you find Quizizz easy to use? <i>Apakah Anda merasa Quizizz mudah digunakan?</i>	28 (93.33%)	2 (6.67%)
3.	Do you enjoy learning English using Quizizz? <i>Apakah Anda menikmati belajar bahasa Inggris menggunakan Quizizz?</i>	28 (93.33%)	2 (6.67%)
4.	Would you like to use Quizizz again for future English lessons? <i>Apakah Anda ingin menggunakan Quizizz lagi untuk pelajaran bahasa Inggris selanjutnya?</i>	28 (93.33%)	2 (6.67%)
5.	Do you like doing reading comprehension activities in Quizizz? <i>Apakah Anda suka mengerjakan latihan pemahaman membaca di Quizizz?</i>	21 (70%)	9 (30%)
6.	Did Quizizz help you understand narrative texts better? <i>Apakah Quizizz membantu Anda memahami teks naratif dengan lebih baik?</i>	28 (93.33%)	2 (6.67%)
7.	Did you find it easier to answer reading comprehension questions in Quizizz compared to worksheets? <i>Apakah Anda merasa lebih mudah menjawab pertanyaan pemahaman membaca di Quizizz dibandingkan dengan lembar kerja?</i>	22 (73.33%)	8 (26.67%)
8.	Did Quizizz help you remember details from the story better?	27 (90%)	3 (10%)

	<i>Apakah Quizizz membantu Anda mengingat detail dari cerita dengan lebih baik?</i>		
9.	Did Quizizz make reading comprehension exercises more enjoyable? <i>Apakah Quizizz membuat latihan pemahaman membaca menjadi lebih menyenangkan?</i>	30 (100%)	0 (0%)
10.	Did Quizizz make learning narrative texts more interesting? <i>Apakah Quizizz membuat belajar teks naratif menjadi lebih menarik?</i>	26 (86.67%)	4 (13.33%)
11.	Did you feel more engaged in the lesson because of Quizizz? <i>Apakah Anda merasa lebih terlibat dalam pelajaran karena menggunakan Quizizz?</i>	11 (36.67%)	19 (63.33%)
12.	Did you feel more confident in reading narrative texts after using Quizizz? <i>Apakah Anda merasa lebih percaya diri dalam membaca teks naratif setelah menggunakan Quizizz?</i>	15 (50%)	15 (50%)
13.	Did you find the Quizizz questions easy to understand? <i>Apakah Anda merasa pertanyaan di Quizizz mudah dipahami?</i>	25 (83.33%)	5 (16.67%)
14.	Did you find the time limit in Quizizz challenging? <i>Apakah Anda merasa batas waktu di Quizizz menjadi tantangan?</i>	25 (83.33%)	5 (16.67%)
15.	Do you think Quizizz helped you improve your reading comprehension skills? <i>Apakah Anda merasa Quizizz membantu meningkatkan keterampilan pemahaman membaca Anda?</i>	28 (93.33%)	2 (6.67%)

From the data that had been gained, the questionnaire results show that most students responded positively to using Quizizz for learning reading comprehension.

For question number 1, 24 (80%) of students said they were familiar with narrative texts, while 6 (20%) were not. This shows that most students already had some understanding of the text type before using Quizizz. In question number 2, 28 (93.33%) found Quizizz easy to use, and only 2 (6.67%) found it difficult. This indicates that the platform is user-friendly for the majority of students. Similarly, for question number 3, 28 (93.33%) enjoyed learning English through Quizizz, and the same number (28 or 93.33%) were willing to use it in future lessons, as shown in question number 4. This suggests that Quizizz creates a positive and motivating learning environment.

Regarding preferences in question number 5, 21 (70%) preferred doing reading comprehension activities using Quizizz, whereas 9 (30%) did not. This implies that while most students favor Quizizz, some still prefer other methods. Most students, 28 (93.33%), agreed in question number 6 that Quizizz helped them understand narrative texts better. This highlights Quizizz's effectiveness in supporting comprehension. In question number 7, 22 (73.33%) felt Quizizz made it easier to answer questions compared to traditional worksheets, while 8 (26.67%) disagreed. This shows that Quizizz can simplify learning for many students but not all. Also, in question number 8, 27 (90%) said Quizizz helped them remember story details better. This indicates that Quizizz supports memory retention for most learners.

All students, 30 (100%), agreed in question number 9 that Quizizz made reading exercises more fun. This confirms that Quizizz increases student engagement through enjoyable activities. About 26 (86.67%) felt in question number 10 that it made learning narrative texts more interesting. This means Quizizz adds value to the learning process by enhancing interest. However, only 11 (36.67%)

said in question number 11 that Quizizz increased their engagement during lessons, while 19 (63.33%) did not feel more engaged. This suggests that not all students find Quizizz equally motivating.

Half of the students, 15 (50%), felt more confident in reading narrative texts after using Quizizz, according to question number 12. This shows mixed results in building confidence. Most students, 25 (83.33%), thought in question number 13 that the Quizizz questions were easy to understand, but 5 (16.67%) found them difficult. This implies that the questions are generally clear but may need some adjustment. Around 25 (83.33%) found the time limits in Quizizz challenging in question number 14, while 5 (16.67%) did not. This indicates that the time constraint may cause pressure for many students. Finally, in question number 15, 28 (93.33%) believed Quizizz helped improve their reading comprehension skills. This supports the overall positive impact of Quizizz on learning outcomes.

In summary, most students had a positive view of Quizizz and found it useful and enjoyable for learning narrative texts. These responses align with the post-test results, which showed significant improvement in the experimental group, confirming Quizizz as an effective learning tool.

Discussion

Table 3 shows that before the treatment, the highest score in the experimental group of 30 students was 72, and the lowest was 24, each scored by one student. In the control group, also with 30 students, the highest score was 76 and the lowest was 24, each earned by one student. The average scores were 52.13 for the experimental group and 48.27 for the control group. These results indicate that both groups had limited reading comprehension skills before the intervention, as their average scores were below the school's minimum competency criteria (KKM) of 75. This highlights the need to improve their abilities. The pre-test t-test result was 1.116, which is less than the critical value of 2.000 at a 0.05 significance level with 58 degrees of freedom. This means there was no significant difference in reading skills between the groups before treatment, so both groups started at a similar level.

Table 4 shows the scores after the treatment. In the experimental group, the highest score was 96 by one student, and the lowest was 52 by three students. In the control group, two students scored the highest at 92, and two students scored the lowest at 40. The experimental group's average score rose to 76.01, while the control group's average was 65.5. Both groups improved their reading comprehension, but only the experimental group reached above the school's minimum competency criteria (KKM) of 75. This means Quizizz helped students improve more effectively than the conventional method. The t-test for the post-test showed a value of 2.789, which is higher than the critical value of 2.000 at the 0.05 significance level with 58 degrees of freedom. This proves there was a significant difference between the two groups after the treatment. Therefore, Quizizz was more effective than traditional teaching in improving students' reading skills.

The questionnaire results further support these findings. Most students responded positively to using Quizizz for learning reading comprehension. The majority found the platform easy to use, enjoyable, and motivating. Although a small number of students felt did not experience greater engagement, almost all believe that Quizizz helped improve their reading comprehension. Overall, the questionnaire confirms that Quizizz had a positive impact on students' learning and supports the post-test results showing the effectiveness of Quizizz as a learning tool.

CONCLUSION

Based on the findings of this study, it can be concluded that Quizizz as a digital learning tool is effective in improving students' reading comprehension of narrative texts. The data showed that students in the experimental group experienced a significant increase in their post-test scores compared to the control group, which indicates that Quizizz positively influences their learning outcomes.

The statistical test confirmed this result, with a t-value of 2.789 exceeding the critical value of 2.000 at the 0.05 significance level, meaning the improvement was statistically significant. Moreover, the average score of the experimental group was higher than the school's minimum competency criteria of 75, while the control group's average remained below the passing standard. This indicates that Quizizz helped students reach the expected level of comprehension, while traditional methods were less effective.

In addition, the use of Quizizz appeared to increase students' interest and motivation during the learning process, making the lessons more engaging and interactive. This suggests that digital tools like Quizizz can support not only cognitive but also affective aspects of learning.

It can be concluded that Quizizz is a valuable and practical tool that enhances both students' understanding and enthusiasm in reading narrative texts, making it a recommended option for English teachers in improving reading comprehension skills.

Some suggestions are given by the researcher for students, teachers, and for other researchers.

1. For Teachers

It is recommended that teachers integrate Quizizz or similar interactive digital platforms into their reading instruction. This can make lessons more enjoyable and help students better grasp narrative texts.

2. For Students

Students should actively utilize digital learning tools like Quizizz to practice and improve their reading skills. Consistent use can support better comprehension and vocabulary development.

3. For Future Researchers

Future research could investigate the use of Quizizz for other language skills or in different educational settings. Comparing various digital tools could also provide insight into the most effective methods for language learning.

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