

## THE EFFECT OF COOPERATIVE LEARNING MODEL ASSISTED BY QUIZIZZ MEDIA ON STUDENTS READING COMPREHENSION OF NARRATIVE TEXT AT GRADE XI OF SMA NEGERI 1 BUNTU PANE IN 2025/2026 ACADEMIC YEAR

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### ABSTRACT

*The research aims to find out the significant effect of Cooperative Learning Model assisted by Quizizz media on students' reading comprehension of narrative text at Grade XI of SMA Negeri 1 Buntu Pane in 2025/2026 Academic Year. This type of research was quasi-experimental research design. The population of this research is the students of grade XI. The sample of this study was 65 students. The research classes were XI-2 as experimental group taught by Cooperative Learning Model assisted by Quizizz and XI-3 as control group taught by conventional method. The study findings show that the experimental group reading comprehension score of narrative text was higher than that of the control group. The mean score of the experimental class increased from 44.1 in pre-test to 83.3 in post-test, while the mean score of the control class increased from 39.4 in pre-test to 68.5 in post-test. Based on the calculation of the t-test, the degree of freedom (df) = 63, the results obtained are t-test > t-table, namely t-test = 3.33 and t-table = 1.669, then 3.33 > 1.669. The significance 0.00 < 0.05. Ho is rejected and Ha is accepted.*

**Keywords:** Cooperative Learning Model, Quizizz Media, Reading Comprehension, Narrative Text.

### INTRODUCTION

English is a very important international language and is widely used in various fields, such as education, technology, communication, and global interaction. In the world of education, learning English aims to help students understand and use English as a communication tool. Harmer (2007) stated that English learning is a process that is carried out in a planned manner so that students are able to understand and use the language through learning and interaction activities. Learning English involves four main skills, namely listening, speaking, reading, and writing, which are interrelated with each other. Therefore, teachers need to use the right learning model so that these skills, especially reading, can develop well.

Reading comprehension has a very important role in learning English. Through reading, students can gain information, understand the content of the text, and add vocabulary. However, in reality, many students in Indonesia still have difficulty in understanding English texts. Students often have difficulty finding the main idea, understanding the content of the story, interpreting the meaning of the text, and recognizing new vocabulary, especially when reading narrative texts. These difficulties are often caused by low interest in learning, lack of basic understanding of English, and learning processes that are still teacher-centered, resulting in students becoming less active in reading activities (Matrix, 2005).

This problem was also found based on the results of initial observations carried out in class XI of SMA Negeri 1 Buntu Pane. Most students showed low interest in English lessons. Many students felt insecure and considered English a difficult subject. In fact, some

students said that they did not want to learn because they felt they did not understand English. As a result, students' reading ability, especially in understanding narrative texts, was still low. Students had difficulty understanding the storyline, main ideas, text elements, and moral messages contained in the text. In addition, the lack of use of interesting learning media made the learning atmosphere monotonous and students were less actively involved in learning.

To overcome this problem, a learning solution is needed that can increase students' interest and reading ability. One of the learning models that can be used is the Cooperative Learning Model. Johnson & Johnson (2014) stated that cooperative learning increases students' engagement, promotes positive social interaction among learners, and enhances academic outcomes by structuring group interdependence and shared goals. To make learning more interesting, the Cooperative Learning Model needs to be supported with learning media in accordance with students' characteristics, one of which is Quizizz. Putri et al. (2025) stated that Quizizz has emerged as a platform that provides gamification principles in the language learning process which provides features to increase student engagement. Several previous studies have reported positive effects of using Quizizz as a gamified learning medium (Arumsari et al., 2025; Iswanda et al., 2025; Arifudin et al., 2024; Hastari & Safari, 2022). However, research that specifically examines the use of the Cooperative Learning Model assisted by Quizizz media in understanding narrative texts at the senior high school level is still limited. Therefore, this research was conducted with the title "The Effect of Cooperative Learning Model Assisted by Quizizz Media on Students' Reading Comprehension of Narrative Text at Grade XI of SMA Negeri 1 Buntu Pane in 2025/2026 Academic Year."

## **METHOD**

This research used a quantitative method with a quasi-experimental design. The research involved two groups, namely the experimental class and the control class. The experimental class was taught using the Cooperative Learning Model assisted by Quizizz media, while the control class was taught using conventional methods. The population of this research was all students at Grade XI of SMA Negeri 1 Buntu Pane in the 2025/2026 Academic Year. The sample consisted of 65 students selected through purposive sampling technique. The experimental class was class XI-2 consisting of 31 students, while the control class was class XI-3 consisting of 34 students.

The instrument used in this research was a reading comprehension test in the form of multiple-choice questions consisting of 20 items. The data were collected through pre-test and post-test. The pre-test was administered before the treatment to measure students' initial reading comprehension ability. After that, the experimental class was taught using Cooperative Learning Model assisted by Quizizz media, while the control class was taught using conventional learning methods. In the experimental class, students worked collaboratively in groups to discuss narrative texts and answer interactive quizzes using Quizizz media. The post-test was conducted after the treatment to determine students' improvement in reading comprehension achievement.

The data were analyzed using the t-test formula to determine whether there was a significant effect of the Cooperative Learning Model assisted by Quizizz media on students' reading comprehension of narrative text.

## **RESULT AND DISCUSSION**

## 1. Result

This research was conducted in February 2026. Data collection was carried out by giving pre-test and post-test instruments. In this study, the sample was divided into 65 students divided into the experimental class (XI-2, N=31) and the control class (XI-3, N=34). The data of the students' test can be seen in the following table.

Table 1. The score of Pre – Test and Post – Test in Experiment Class

No.	Students' Initial	Pre- Test	Post-Test
1	ARD	50	80
2	AS	75	95
3	AS	45	80
4	AA	35	80
5	AM	40	85
6	AS	40	85
7	CH	35	85
8	DKN	60	95
9	DW	55	90
10	EA	40	80
11	EM	35	85
12	EM	35	80
13	HSB	55	90
14	IK	35	85
15	MA	45	85
16	MU	35	80
17	MPS	40	70
18	MAM	65	95
19	MHA	35	80
20	MRA	45	70
21	NNH	55	85
22	NF	45	90
23	RK	40	90
24	RS	55	75
25	RM	35	80
26	SWP	30	80
27	TU	50	90

28	TA	35	75
29	VRF	45	80
30	VL	35	85
31	ZN	45	80
<b>Total</b>		<b>1370</b>	<b>2585</b>

Table 2. Descriptive Statistics Score in Experimental Class

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Error</b>	<b>Std. Deviation</b>
Pre-test Experimental	31	35	55	44.1	1.748	9.739
Post-test Experimental	31	70	95	83.3	1.458	8.121
Valid N (listwise)	31					

Based on Table 1 and Table 2 above, the number of respondents (N) in the experimental class is 31 respondents. From these 31 respondents, after the research data is calculated, the score of the experimental class is higher than the control group. It can be seen that the smallest (minimum) value for pre-test is 35 and 70 for the minimum score for post-test. The largest (maximum) value in pre-test is 55 and for post-test is 95. The mean of students' score in pre-test was 44.1 and 83.3 in post-test. The post-test scores are higher than the pre-test value, indicating that using the Cooperative Learning Model assisted by Quizizz media has a significant effect on reading comprehension of the experimental class. This means that the Cooperative Learning Model assisted by Quizizz media influences students' understanding of reading narrative text.

Table 3. The score of Pre – Test and Post – Test in Control Class

<b>No.</b>	<b>Students' Initial</b>	<b>Pre - Test</b>	<b>Post-Test</b>
1	ATL	55	75
2	AF	40	70
3	ARS	35	50
4	AP	35	45
5	BS	45	55
6	BIT	45	55
7	BM	45	75
8	CA	55	65
9	DK	45	75
10	KAP	30	75
11	KAG	35	60
12	KN	30	75

13	MRA	40	75
14	MRU	55	70
15	MFR	50	75
16	MDR	55	70
17	NHA	35	75
18	NAPS	30	75
19	FE	35	75
20	RPS	30	75
21	RNIS	30	70
22	RDA	40	70
23	RK	35	70
24	RNS	35	70
25	RSE	35	75
26	SM	40	75
27	SL	35	75
28	SA	45	65
29	SNS	35	75
30	SSS	35	50
31	SAS	45	75
32	SW	40	75
33	WR	30	55
34	ZA	35	65
<b>Total</b>		<b>1340</b>	<b>2330</b>

Table 4. Descriptive Statistics Score in Control Class

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Error</b>	<b>Std. Deviation</b>
Pre-test Control	34	30	50	39.4	1.851	10.793
Post-test Control	34	55	75	68.5	1.627	9.484
Valid N (listwise)	34					

Based Table 3 and Table 4 above, it can be seen that the number of respondents (N) in the control class is 34 respondents. The smallest (minimum) value for the control class pre-test was 30 and 55 for the minimum score on the post-test. The largest (maximum) score in pre-test is 50 and for post-test is 80. The average value of 34 respondents for the pre-test is 39.4 while for the post-test it is 68.5. This shows that student scores increased between pre-test and post-test; however, the increase is not as significant as the experimental class.

Meanwhile, many students in the control class still had scores below the KKM (Kriteria Ketuntasan Minimal) value of 75. With the conclusion, the Cooperative Learning Model assisted by Quizizz media is significant in students' understanding of reading narrative text, which is better than using the conventional method.

**Table 5. Independent Samples t-Test Results**

Comparison	df	t-obtained	t-table ( $\alpha=0.05$ )	Sig.	Decision
Experimental vs Control (Post-Test)	63	3.33	1.669	0.00	Ha accepted

## 2. Discussion

The result of the t-test calculation showed that the t-score was 3.33, while the t-table at the significance level of 0.05 with degree of freedom (df) 63 was 1.669. Since the t-score was higher than the t-table ( $3.33 > 1.669$ ), the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. It means that the Cooperative Learning Model assisted by Quizizz media significantly affected students' reading comprehension of narrative text.

The findings of this research are in line with Johnson and Johnson (2014), who stated that cooperative learning improves students' participation and interaction during classroom activities. Through group discussions and collaborative learning, students can exchange ideas and help each other understand the material more effectively. In addition, the use of Quizizz media created a more enjoyable and interactive learning atmosphere. Students became more enthusiastic during learning activities because Quizizz provided attractive features such as instant feedback, scores, and leaderboards. These features increased students' motivation and engagement in learning reading comprehension. Compared to the control class, students in the experimental class showed better improvement because they actively participated in group discussions and interactive quizzes. Therefore, the combination of Cooperative Learning Model and Quizizz media can be considered an effective strategy to improve students' reading comprehension of narrative text.

## CONCLUSION

Based on the data analysis and research findings in the previous chapter, it was concluded that the implementation of Cooperative Learning Model assisted by Quizizz media had a significant effect on students' reading comprehension of narrative text and increased students' participation during the learning process. The statistical results in the experimental class showed more significant improvement compared to the control class taught using conventional learning methods.

In the experimental class, the average pre-test score was 44.1, while the average post-test score increased to 83.3 after receiving treatment using Cooperative Learning Model assisted by Quizizz media. Meanwhile, the control class showed lower improvement, with the average score increasing from 39.4 in the pre-test to 68.5 in the post-test. These findings indicate that the experimental class demonstrated better improvement in students' reading comprehension achievement compared to the control class.

The result of hypothesis testing also proved that the Cooperative Learning Model assisted by Quizizz media significantly affected students' reading comprehension achievement. The t-test calculation showed that the t-score was higher than the t-table value at the significance level of 0.05 ( $3.33 > 1.669$ ). Therefore, the null hypothesis ( $H_o$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. It means that there was a

significant difference between students who were taught using Cooperative Learning Model assisted by Quizizz media and those who were taught using conventional learning methods.

This success was supported by students' enthusiasm and active participation during the learning process. Through cooperative group discussions and interactive quizzes using Quizizz media, students became more motivated, confident, and actively involved in classroom activities. The implementation of Cooperative Learning Model assisted by Quizizz media also helped students understand narrative texts more easily, identify important information, and improve their reading comprehension achievement. Therefore, Cooperative Learning Model assisted by Quizizz media can be considered an effective and interesting teaching strategy in teaching reading comprehension of narrative text.

### **Suggestion**

Based on the researcher's experience and the results obtained during the study at SMA Negeri 1 Buntu Pane in 2025/2026 Academic Year, some suggestion can be made for the teachers, the students, and future research. The suggestion as follows:

1. For English teacher

English teachers are recommended to apply the Cooperative Learning Model assisted by Quizizz media in teaching reading comprehension of narrative texts. This model can help students better understand the content of the text, increase their learning motivation, and create a more interactive and engaging classroom atmosphere.

2. For the students

Students are expected to actively participate in the learning process, especially in group discussions, by sharing ideas and helping each other. Through active participation, students can improve their understanding and achieve better results in reading comprehension.

3. For the future research

Future researchers are recommended to conduct further studies on different English skills, different types of texts, or different educational levels to obtain more comprehensive results and develop more effective teaching strategies.

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