

CHAPTER I

INTRODUCTION

1.1 Background

Reading comprehension is one of the skills in English language learning, especially when dealing with narrative texts such as fables, which contain moral values and certain language structures. According to Marzona and Ikhsan (2019), reading comprehension is one of the key skills in English language learning. Through reading activities, students not only obtain information but also practice critical thinking skills, understand text structures, interpret implied meanings, and expand vocabulary. At the junior high school level, one of the text types taught is narrative text, which aims to entertain and convey moral messages through stories. However, in practice, many students have difficulty in understanding the content of narrative texts as a whole. In this research, researcher used fable narratives to improve students' reading comprehension with the help of Quizizz digital media, so that students can overcome difficulties in understanding narrative texts, especially fable stories, both in terms of story content, plot, characters, moral messages, and other story elements can be improved through the use of interactive and fun learning media such as Quizizz.

Quizizz is a game-based learning platform that allows teachers to give quizzes interactively. According to Hamdani (2024), the implementation of Quizizz has been proven to increase student engagement and make the process of comprehending texts more enjoyable. Its application in learning significantly contributes to students' reading comprehension by offering an engaging and interactive experience. Through gamification features such as point scoring, leaderboards, and time limits, students become more actively involved in answering reading-based questions. Furthermore, the diverse quiz formats encourage students to concentrate on reading and understanding the content before selecting their answers. Quizizz's role in improving reading comprehension is crucial, as it integrates assessment with interactivity and game-like elements. Furthermore, the platform allows teachers to track student progress in real time, making the learning process more focused, effective, and enjoyable.

Quizizz serves as a useful tool for directly assessing students' reading comprehension, particularly in identifying story elements, main ideas, and both explicit and implicit meanings. This is in line with the results of research by Sofyan (2024) et al, which showed that the use of Quizizz can significantly enhance students reading comprehension skills, primarily due to its immediate feedback and engaging quiz format. Although several studies have confirmed the effectiveness of Quizizz in English language learning, research specifically focusing on its impact on students' comprehension of narrative texts especially in the fable genre remains limited. This gap is particularly evident at Cokroaminoto Palopo Junior High School. Therefore, this research is considered important to evaluate the effectiveness of Quizizz in improving the reading comprehension of eighth grade students in understanding narrative texts, particularly fables. Moreover, the research also represents an innovative approach to supporting English language learning through digital media.

Based on the researcher experience during the first internship program conducted in May 2022, as well as recent observations, it was found that many eighth grade students encounter difficulties in understanding reading texts, particularly narrative texts, which often involve more complex structures and meanings. These challenges may stem from several factors, including limited vocabulary, an inability to grasp the overall content of the story, and a lack of understanding of the interrelationships among narrative elements such as characters, setting, plot, theme, conflict, and moral lessons. In light of these issues, it is necessary to identify effective strategies to address them. So, the researcher selected educational technology specifically, the use of Quizizz as a tool to support and enhance students reading comprehension skills.

In today's digital era, the integration of technology-based learning media in educational settings is rapidly expanding and increasingly utilized within schools. Although Quizizz is primarily designed as a practice tool, its implementation has been shown to significantly enhance students' reading comprehension, particularly in narrative texts such as fables. This improvement is largely attributed to its gamification features, including point systems, leaderboards, and immediate

feedback. These features not only make reading activities more enjoyable but also encourage deeper understanding. Moreover, repeated exposure to similar question types enables students to reflect on their mistakes and improve their vocabulary, ultimately supporting their overall reading comprehension development. Quizizz supports the development of students' analytical skills by presenting questions that target essential elements of a narrative text, such as character, setting, plot, conflict, and moral values. Additionally, the platform generates real-time quiz results that allow teachers to monitor students' progress and provide timely instructional interventions as needed. In contrast, conventional learning methods that rely heavily on printed textbooks such as reading the text linearly and answering written questions are often perceived as monotonous and lack immediate feedback. According to Sofyan (2024) et al., students tend to read texts linearly and answer questions in writing. This traditional approach may reduce students' attention, particularly at the junior high school level. On the other hand, interactive digital platforms like Quizizz offer a more dynamic and engaging learning experience. By integrating gamified features such as scoring, time limits, and leaderboards, Quizizz fosters a positive competitive atmosphere among students. Moreover, the instant feedback provided after each response helps students identify their mistakes and motivates them to deepen their understanding of the text.

In this research, the researcher implemented a gamification-based learning strategy. This approach incorporates game elements such as points, scores, time limits, and leaderboards to enhance students' reading comprehension and engagement. When applied to the teaching of narrative texts like fables, this strategy proves effective, as it encourages students to be more active and attentive in understanding the storyline, characters, conflicts, and the moral lessons conveyed in the text. The use of platforms such as Quizizz allows teachers to package narrative reading questions into fun interactive quizzes. This research is also expected to provide a real contribution to the development of English learning media at the junior high school level. Therefore, the researcher is interested in conducting research with the title "The Effectiveness of Quizizz in Improving Students' Reading Comprehension of Narrative Text on Fable Story at the Eight Grade of SMP Cokroaminoto Palopo".

1.2 Problem Statement

Based on the background above, the researcher formulates the research problem as follows: “Is the use of Quizizz effective in improving students' reading comprehension of narrative text on fable story at the eighth grade of SMP Cokroaminoto Palopo?”

1.3 Objective of the Research

Based on this research problem, this research aims to find out whether or not the use of Quizizz effective in improving students' reading comprehension of narrative text on fable story at the eighth grade of SMP Cokroaminoto Palopo.

1.4 Significance of the Research

1. For students, building improves students' reading comprehension because Quizizz presents learning in a fun and competitive way.
2. For the teachers, it helps teachers in evaluating students' level of understanding through the results of Quizizz conducted in Quizizz, so that teachers can find out the parts of the text that need to be improved in the teaching process
3. For future researchers, this research can be used as a reference.

1.5 Scope of the Research

In this research, researcher focused on the use of Quizizz learning media in improving students' reading comprehension skills on narrative texts especially using fable stories.

1.6 Operational Definition

To avoid misunderstandings regarding this research, some terms are clarified as follows:

1. Reading comprehension is the ability of students to understand the content of the reading, including the meaning of words, sentences, and information conveyed, and to conclude the meaning of the text.
2. Narrative text is a type of text that tells a story with a series of interconnected chronological events. The story is imaginative, with an imaginary or real story, but is still modified to make it more entertaining and engaging for the reader. Its main structure consists of orientation, complication, and resolution.
3. Fables is a short story that depict animal characters with human-like traits and

behaviors, and convey a moral message to the readers.

4. Quizizz is a game-based learning application used to create and take quizzes in an interactive and fun way in an educational context.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Reading

a. Definition of Reading

According to Pradnyadewi & Kristiani (2021), defined that reading is a fantastic way for students to gain new ideas, information, and experiences to help them enhance their understanding of the English language. Reading is a skill that not only provides new information but also enhances one's understanding of the material. Tjoen and Samsudin (2022), describe reading as a mental activity involving an interaction between the reader and the text to construct meaning. Similarly, Sari and Putri (2023) define reading as a complex cognitive process that includes identifying main ideas, drawing inferences, and summarizing information.

Based on the explanations above, the researcher conclude that reading is an important skill that enables students to gain new ideas, information, and experiences, thereby enhancing their overall understanding. Reading goes beyond simply receiving information; it is a complex cognitive process that involves mental activities such as identifying main ideas, making inferences, and summarizing content.

b. The Purpose of Reading

According to Sari (2023) et al, reading has a variety of purposes, such as for enjoyment, applying reading strategies, updating prior knowledge, collecting information for written reports, verifying or challenging predictions, conducting experiments, or using the information in different real-life situations. Moreover, reading also involves recognizing text structures and responding to specific questions. Strong reading skills are essential, as most information is presented in written form and can only be understood through effective reading.

Based on the above understanding, the researcher can conclude that the purpose of reading includes obtaining entertainment, updating known information, finding data for report preparation, confirming or rejecting predictions, and to answer specific questions from the text that has been read. Therefore, the ability to read is

a basic need in the learning process, considering that most information is conveyed in written form and can only be accessed optimally through effective reading activities.

c. Types of Reading

According to Lesmana (2018) et al, identify four primary types of reading: skimming, scanning, intensive reading, and extensive reading.

- 1) Skimming is a technique used to quickly grasp the main idea or general content of a text without reading every word. This technique is useful for comprehending an entire narrative in a short time.
- 2) Scanning is a focused reading strategy aimed at finding specific information such as names, dates, or key terms. This helps students answer factual questions efficiently.
- 3) Intensive reading involves careful and detailed analysis of a short passage to understand vocabulary, grammar, and sentence structure. This technique is typically used in classroom activities that require interpretation or textual analysis.
- 4) Extensive reading focuses on reading longer texts for general comprehension and enjoyment, which improves reading fluency and vocabulary development, especially important when reading long narratives such as fables.

Based on the explanation above, researcher concluded that there are four main types of reading strategies. Skimming is used to quickly identify the general idea of a text, while scanning helps readers find specific details. Intensive reading emphasizes in-depth understanding of vocabulary and grammar in shorter passages, often applied in classroom analysis. Meanwhile, extensive reading focuses on overall comprehension and fluency through interaction with longer texts, making it particularly effective for comprehending narratives such as fables.

2. Reading Comprehension

a. Definition of Reading Comprehension

According to Maruf (2024) et al, define reading comprehension as the mental process through which learners construct meaning from a text after reading. This process involves the ability to recognize specific information, identify events or facts, and draw logical inferences from the material presented.

Then according to Habibah (2020), defines reading comprehension as the learners' ability to grasp the meaning of the text they read, including understanding vocabulary, sentence structures, and the conveyed information. Additionally, reading comprehension is seen as an interactive process between the reader and the author, in which the reader interprets the text, formulates conclusions, and seeks to understand its overall message.

Based on the paragraph above, the researcher can conclude that reading comprehension involves constructing meaning from a text through an interactive process between the reader, the text's content, and the reader's purpose. Furthermore, it encompasses students' ability to understand the meaning of words, sentences, and the overall information presented, as well as to draw conclusions from the text. In this research, reading comprehension was evaluated through several indicators, including students' ability in identifying story elements, main idea, interpreting explicit as well as implicit meaning, and in understanding the moral value or message conveyed by the story.

b. Factors that Influence Students' Reading Comprehension

According to Kadwa & Alshenqeeti (2020), several factors influence students' ability to comprehend what they read. A broad vocabulary and a strong understanding of sentence structure are key components that help improve comprehension. Emotional factors, such as anxiety when reading, can hinder students by making them less confident and more afraid of making mistakes. Parental support and a positive school environment, including quality instruction, are also important in encouraging students to develop good reading habits. Furthermore, students with a genuine interest in reading tend to be more motivated, which improves their comprehension of texts.

Based on the understanding above, the researcher can conclude that students' reading comprehension is influenced by several connected factors, including their language skills, emotional well-being, and surroundings. Mastery of vocabulary is especially important, and support from parents as well as quality teaching at school significantly contribute to developing strong reading habits.

3. Narrative Text

a. Definition of Narrative Text

According to Handayani (2020) et al, defined narrative text is a type of text in English to tell a story that has a series of chronological events that are connected to each other. The story is imaginative, with imaginary stories, or real, but still modified to be more entertaining and interesting to readers. In addition, according to Sari (2023) et al, defines narrative text as text that tells a story that aims to build a view of the world that entertains or informs something to the reader or listener. Then according to Sabilla (2022) et al, argue that narrative text is a type of text that contains stories or stories that flow chronologically. Narrative text is usually used to entertain readers, provide experiences or lessons, and provide an understanding of life and culture. Ramadhanti (2021) et al, the purpose of narrative text is to entertain readers through funny stories.

Based on the above understanding, the researcher can conclude that narrative text is a fictional story such as folk tales, legends, and fairy tales that aim to entertain readers because the story is made as interesting as possible. Narrative text is a type of text that contains stories that are arranged chronologically and aim to entertain, teach, and introduce life and cultural values.

b. Purpose of Narrative Text

According Nur Hismarliza S.R. & Fathor Rasyid (2024), the main purpose of narrative text in English is to entertain the reader through the story presented. However, behind the entertainment purpose, narrative text also has several other purposes that are no less important, namely:

- 1) **Developing Imagination:** Narrative text helps readers develop their imagination by describing situations, characters, and events in detail.
- 2) **Conveying Moral Messages:** Many narrative texts, especially fairy tales and fables, contain moral messages or life values to convey to readers.
- 3) **Improve Language Skills:** Reading and writing narrative texts can help improve vocabulary, sentence structure understanding, and overall English language skills.
- 4) **Teach Culture:** Narrative texts often reflect the culture and values of a particular society, so they can be a means to learn about cultural diversity.

- 5) **Practice Analytical Skills:** By understanding the storyline, characters, and conflicts in narrative texts, readers can develop their analytical skills.

Based on the explanation above, the researcher can conclude that narrative text researcher can conclude that narrative texts in English are primarily intended to entertain readers through the stories they tell. In addition, these texts also help develop imagination, convey moral messages, improve language skills, introduce culture, and train analytical thinking skills through understanding storylines, characters, and conflicts.

c. Types of Narrative Text

According to Hidayani (2022) et al, claims that narrative text is built around a core story that may come from the author's imagination, real events, or a combination of both. It appears in various forms, such as fables, fairy tales, mysteries, science fiction, romance, horror, legends, historical narratives, personal experiences, and ballads. Each type presents a unique way of storytelling, often aiming to entertain, inform, or evoke emotion in the reader.

Based on the above understanding, the researcher can conclude that narrative text contains a main story that can come from the author's imagination, real events, or a combination of both. This text can be in the form of various types of stories such as fables, fairy tales, mysteries, science fiction, romance, horror, legends, historical stories, personal experiences, or ballads that are usually touching and full of emotion.

d. Structure of Narrative Text

According to Marzona and Ikhsan (2019), narrative texts generally follow a specific structure consisting of several key components:

- 1) **Orientation**, this initial section introduces the setting, including the time and place, as well as the characters involved.
- 2) **Complication**, this part presents the central problem or conflict that arises within the story.
- 3) **Resolution**, this section describes the outcome of the problem, detailing how the conflict is resolved, whether the situation improves or worsens.
- 4) **Re-orientation**, often optional, this concluding part delivers the closing message, usually in the form of a moral or lesson derived from the narrative.

Based on the explanations, the researcher concluded that narrative texts generally consist of four interrelated parts: orientation, complication, resolution, and reorientation (optional). Orientation introduces the setting and characters, complication presents the main conflict, resolution explains how the conflict is resolved, and reorientation conveys a moral message.

e. Tenses in Narrative Text

According to Marzona & Ikhsan (2019), narrative texts commonly employ various verb tenses to effectively convey stories. The Simple Past Tense is used to describe main events that happened in the past, while the Past Continuous Tense depicts actions that were in progress at a specific time and often interrupted by other occurrences. The Past Perfect Tense indicates actions that were completed prior to other past events. Additionally, time adverbs such as “last week” or “suddenly” serve to clarify the sequence of events. To enrich the narrative, adjectives are utilized to provide clear descriptions of nouns, and noun phrases offer detailed portrayals of characters, settings, or objects, thereby enhancing the imagery and emotional resonance of the story.

4. Fable

a. Definition of Fable

According to Rau (2024) et al, fables are brief stories that aim to entertain readers while simultaneously delivering moral lessons. These narratives often utilize animal characters and inanimate objects as symbolic representations to critique human behavior. Also referred to as apologues, fables are short prose or verse compositions that illustrate an abstract moral principle related to human conduct. Typically, the moral is explicitly stated at the conclusion of the story, either by the narrator or a character, often in the form of a succinct epigram. Among the most prevalent forms are animal fables, where animals are anthropomorphized, exhibiting human-like speech and actions. The fundamental purpose of fables is to communicate ethical messages and impart life values to the audience.

Based on the above understanding, the researcher conclude that fables are concise narratives designed to both entertain readers and convey moral lessons. Typically, the characters in fables are animals or inanimate objects endowed with human characteristics, serving to critique human nature and behavior. These tales

can be written as prose or poetry and typically end with a clear moral lesson. The main purpose of fables is to teach important life values and ethical principles through simple but impactful stories.

b. Advantages of Fables

Fables are a great way to teach moral lessons in a fun and engaging way, making them especially helpful for developing ethical awareness, particularly in children. By telling stories, fables spark the imagination while sharing messages that are easy to understand and remember. Using clever animal characters to represent human traits, these tales invite readers to think deeply about the behaviors shown. Additionally, fables encourage self-reflection and help readers consider the outcomes of different actions, fostering a stronger sense of moral understanding.

Based on the explanation above, the researcher conclude that fables have many benefits, such as effectively delivering moral lessons in a fun and easy to understand way, while also encouraging the imagination of readers, especially children.

c. Disadvantages of Fables

Fables often depict an idealized version of the world and its characters, offering general moral lessons without considering the unique complexities of individual situations. The animal characters are usually given exaggerated or unrealistic traits that don't reflect their true nature. Moreover, while fables touch on social conflicts in a broad way, they rarely provide concrete solutions to real-life problems. Because they lack detailed explanations and critical analysis, fables can sometimes come across as simplistic or naive. They also tend to ignore the deeper complexities found in real world or societal issues.

Based on the points above, the researcher conclude that fables have some limitations, such as often presenting messages that are too simple, idealized, and sometimes unrealistic. Additionally, fables tend to be less effective in dealing with complex issues because they provide broad, generalized views without offering specific solutions.

5. Quizizz

a. Definition of Quizizz

According to Reski (2018) et al, using Quizizz as an interactive learning tool has a positive impact on both teachers and students. For teachers, Quizizz provides

access to a vast repository of existing materials, facilitating the delivery of lessons, classroom management, and enhancement of students' reading comprehension. For students, Quizizz offers several features that support the improvement of reading comprehension, making it an engaging learning tool by creating a fresh learning environment and simplifying the process of understanding educational content.

Currently, numerous learning media are available to enhance student engagement during classroom activities and support the achievement of learning objectives. Among these, Quizizz stands out as a game-based learning platform that effectively motivates and involves students in the learning process. According to Basuki and Hidayati (2019), Quizizz a game-based learning application, offers a variety of interactive activities that transform the classroom experience into one that is both enjoyable and engaging. The platform creates a competitive atmosphere among students, which helps improve their overall academic performance. It encourages students to value quizzes more, increases their motivation to learn, fosters active participation, and supports their academic progress. Importantly, the research shows that Quizizz notably enhances students' reading comprehension, contributing to stronger cognitive development.

Based on the above understanding, the researcher concluded that using interactive learning tools like Quizizz helps teachers present lessons in a more engaging and structured manner while creating an exciting and motivating atmosphere for students. Elements such as leaderboards, scoring systems, and attractive visuals make the classroom environment more dynamic and enjoyable, breaking away from traditional, monotonous teaching methods. This game-based platform boosts student involvement, encourages healthy competition, and aids in improving reading comprehension skills. As a result, it positively influences students' cognitive growth, especially in interpreting narrative texts like fables.

b. Teaching Quizizz

Quizizz is a digital learning tool designed to help teachers create interactive and engaging quizzes for their students. It offers various question formats, like multiple-choice and short answers, which can be used both in classroom settings or as homework assignments. Thanks to its easy-to-use interface and compatibility

with devices like computers, tablets, and smartphones, Quizizz has gained widespread popularity in many educational environments.

As a digital learning platform, Quizizz offers a variety of features that can support and strengthen students' grasp of academic content, particularly in building reading comprehension skills in narrative texts like fables. According to Pratama (2024) et al, the following are some key features of Quizizz that contribute significantly to an effective and engaging learning experience:

- 1) Real-Time Feedback: Quizizz provides students with instant feedback after answering each question, helping them quickly understand their mistakes and reinforce correct answers leading to a more efficient learning process.
- 2) Leaderboard: The platform features a real-time leaderboard that fosters friendly competition among students, encouraging them to stay engaged and participate more actively in the lesson.
- 3) Timer: Assists students in managing their time while answering questions, improving focus and speed of thinking.
- 4) Accessibility: Quizizz can be accessed through a variety of devices, including computers, laptops, and mobile phones, making it easy for students to learn anytime and anywhere.

Based on the above understanding, the researcher can conclude that Quizizz is a digital learning platform designed to help teachers develop interactive and engaging quizzes for students. This tool supports various question formats such as multiple choice and short answer and can be effectively used both during in-class instruction and for individual assignments at home. Its versatility makes it a practical resource for enhancing learning in diverse educational settings.

c. The Advantages and Disadvantages of Quizizz

According to Marleni & Zalika (2021), the use of Quizizz presents several benefits of using Quizizz, noting that its gamification elements like leaderboards and avatars create an enjoyable and competitive atmosphere for learners. The platform offers instant feedback, allowing students to quickly recognize and fix mistakes, while teachers can track progress in real time through detailed analytics. Moreover, Quizizz's customizable practice modes encourage independent study, and its free accessibility makes it a convenient tool for a wide range of educational

settings. However, the effectiveness of Quizizz relies heavily on a stable internet connection, and some students report that the background music can be distracting. To address these challenges, the researcher will implement several strategic measures to ensure the research proceeds effectively. One such strategy involves dividing students into two separate sessions when using Quizizz. This approach is intended to minimize strain on the school's internet network and to provide each group of students with a smoother, uninterrupted experience when accessing the quizzes.

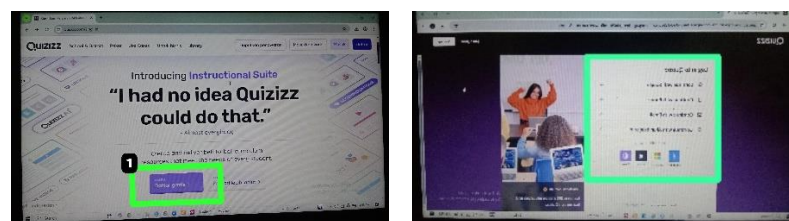
In addition, researcher prepare alternative in the form of printed questions as a form of anticipation in the event of unavoidable connection disruptions and could mute the background music if it disrupted their concentration. The researcher will also coordinate with the school to ensure the availability of adequate internet access during learning activities. With these steps, it is hoped that the process of using Quizizz will continue to run smoothly and learning objectives can be achieved optimally.

d. How to Use Quizizz Application

Next, in order to better understand the Quizizz application, the researcher displays how to use the Quizizz application in learning.

1) How Teacher Create Question on Quizizz

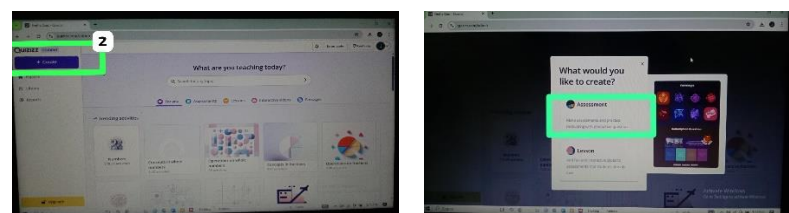
a) Login

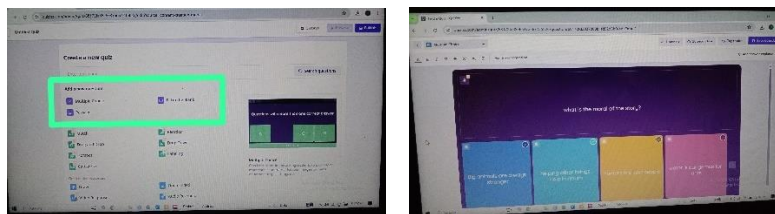


Picture 2.1 How to login in Quizizz

The first step is to log in to your Quizizz application account as a teacher to be able to create questions, then log in using your email or google account.

b) Create the question

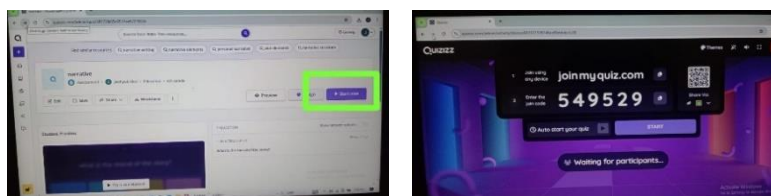




Picture 2.2 How to create the question

If you are logged in, then select the word "created" on the top left then select assessment. then select the type of question, for example the type of essay question.

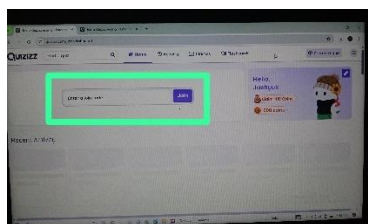
c) Publish and Start Question



Picture 2.3 How to publish and start question

After finishing making the questions, the next step is to click the word "publish" on the top right, then click start now and then the last step so that students can take the quiz, the teacher can share the link and code with students.

2) How Students Login to Quizizz



Picture 2.4 How student login to Quizizz

After getting the link from the teacher, click the link to enter the quiz, next enter the code given by the teacher and then click join.

e. How to Use Quizizz in the Teaching Reading

- 1) The researcher prepares a number of questions related to narrative texts, especially fable stories.
- 2) The questions are then entered into the Quizizz platform to create a quiz.
- 3) During the learning activities, students take the quiz by entering the code given by the researcher.
- 4) When students answer the questions, they immediately received instant

feedback that helps them understand the contents of the text better.

- 5) The researcher is able to monitor students' learning progress in real-time and review the quiz results to find out which parts of the text still needed further explanation.

This research is based on cognitive learning theory, which views reading comprehension as a mental process that involves encoding, storage, and retrieval of information. According to this theory, learners build understanding by actively engaging with new information, connecting it to what they already know, and adjusting their mental frameworks through feedback and reflection. The use of Quizizz fits well within this framework because it provides immediate feedback, interactive elements, and opportunities for learners to practice at their own pace. These features encourage cognitive involvement by helping students track their understanding, quickly address mistakes, and reinforce correct answers. Additionally, Quizizz promotes repetition, sustained focus, and the restructuring of knowledge key aspects of cognitive learning theory thus supporting the active processing and ongoing refinement needed for students to develop deeper, more lasting comprehension of texts.

2.2 Previous Studies

1. The Effectiveness of Using Quizizz in Teaching Narrative Text at the Eighth Grade Student of SMP N 1 Comal by Saputra (2024) et al, this study aims to test the effectiveness of the Quizizz application in improving student learning outcomes in English narrative texts, especially for those who have not met the Minimum Completion Criteria (KKM). Using a Two-Group Pretest-Posttest Design and the DDD-E development model, this study involved 64 students from grades VIII A and VIII B. Qualitative data were collected through observation, while quantitative data were obtained through tests and analyzed using a t-test. The findings showed a significant increase, with the average score increasing from 44.53 in the first cycle to 87.19 in the second cycle. The results of the t-test showed that $t_{\text{count}} (-2.421) < t_{\text{table}} (1.66940)$, which indicates that the use of Quizizz significantly improved students' performance in understanding narrative texts.

2. Pranata et al. (2024) conducted a study titled “The Effectiveness of the Quizizz Application in Improving Student's Reading Comprehension at SMP Darul Falah”, which examined how Quizizz impacts seventh-grade students' reading comprehension. The research compared two groups: an experimental group that used Quizizz and a control group that used Google Forms to study retelling texts. Both groups took pre-tests and post-tests, with the experimental group showing a medium N-Gain score of 57.23, while the control group scored lower at 26.14. The Mann-Whitney test results showed a significance value of 0.000 ($p < 0.05$), demonstrating a statistically significant difference in reading comprehension between the groups. These results indicate that Quizizz is more effective than Google Forms in improving students' reading comprehension.

3. In Hidayani (2022), with the research title “Improving the Students' Reading Comprehension on Narrative Text by Using Fable at Eight Grade of MTS Al – Manaar PTPN I Pulu Raja. The purpose of this research is to improve students' reading comprehension of narrative texts by using fables as learning material. aimed to enhance students' reading comprehension of narrative texts through the use of fables. The research was conducted as a classroom action study involving one class of 27 eighth-grade students during the 2020/2021 academic year. Data were collected using both qualitative and quantitative methods: qualitative data were obtained through classroom observations, while quantitative data were gathered from pre-tests and post-tests. The average pre-test score was 33.51, with no students reaching the mastery threshold. In the post-test of cycle I, the average score increased to 55.74 (22.22% achieving mastery), and in cycle II, the average further improved to 80.74 (85.18% achieving mastery). These findings demonstrate that the use of fables as learning media significantly improved students' reading comprehension of narrative texts.

Based on the explanation above, previous research and this research have differences and similarities. The similarity is that both use Quizizz as a learning media, and the differences that the subjects, instruments, and methods used differences are. This research has a novelty that distinguishes it from several previous studies. Specifically, this research integrates the use of interactive technology-based learning media, namely Quizizz, with fable-type narrative

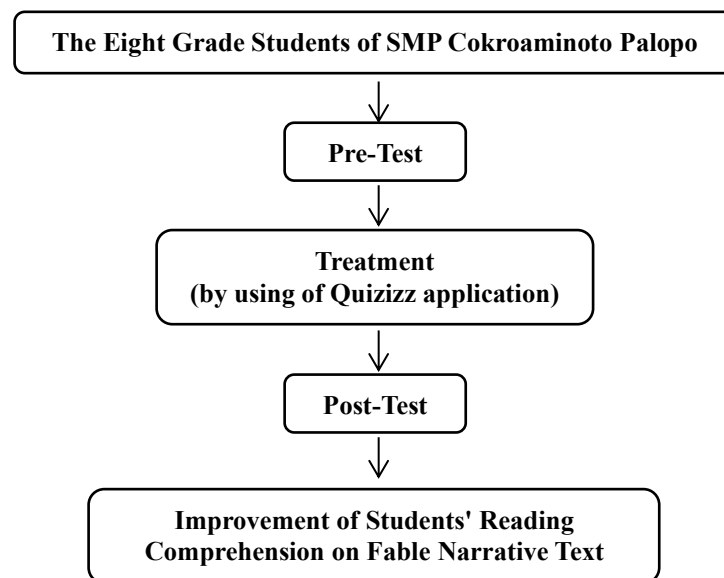
reading material, which has not been studied simultaneously in previous studies and the focus of this research lies on improving students' reading comprehension skills. This research was also conducted at Cokroaminoto Palopo Junior High School, which has not been the object of previous research, so that it can make a new contribution in enriching insights regarding the implementation of digital media in reading comprehension learning in different school contexts. Therefore, this research is expected to make a significant contribution in the development of technology-based learning methods, especially in improving the reading comprehension of fable-type narratives at the junior high school level.

2.3 Conceptual Framework

This research builds a conceptual framework based on the relationship between the use of Quizizz as an interactive learning media in improving students' reading comprehension of fable narrative texts at the eighth grade of SMP Cokroaminoto Palopo. Quizizz is an effective gamification-based learning platform that can improve students' reading comprehension because it combines evaluation, motivation, and fun interaction. Using Quizizz encourages students to read actively and thoroughly because they know they will face questions after reading. This helps students practice identifying the main idea, locating key details, and grasping both the explicit and implicit meanings within a text. Additionally, Quizizz provides instant feedback by displaying the correct answers along with explanations, aiding students in recognizing and learning from their mistakes.

Quizizz, as a game-based digital learning platform, encourages active cognitive involvement, which fits well with cognitive learning theory. This theory highlights that learning is driven by mental activities like attention, memory, perception, and problem-solving. When it comes to reading comprehension, students need to actively engage with the information, relate it to what they already know, and retain it in their long-term memory. Interactive features in Quizizz, such as timed questions, instant feedback, and diverse question formats, stimulate cognitive functions by maintaining learners' attention and encouraging deeper information processing. A key component of cognitive theory is the role of immediate feedback in reinforcing accurate mental representations and correcting misconceptions. In this context, Quizizz allows learners to receive immediate feedback after each

question, helping them recognize and adjust their comprehension immediately. Within this cognitive framework, Quizizz is positioned as the independent variable, while reading comprehension of narrative texts, specifically fables, serves as the dependent variable. This conceptual framework is based on a pre-experimental design, involving one group participating in a pre-test, receiving treatment using Quizizz, and then completing a post-test. Researcher focused on improving students' reading comprehension of narrative texts through tasks involving cognitive abilities provided by the Quizizz platform.



Picture 2.5 Conceptual Framework

2.4 Hypothesis

The researcher formulates the research hypothesis as follows:

- a. H_0 = The use of Quizizz is not effective to improve students' reading comprehension skills at the eighth of SMP Cokroaminoto Palopo
- b. H_1 = The use of Quizizz is effective to improve students' reading comprehension skills at the eighth of SMP Cokroaminoto Palopo.

If the result of the calculation of the value (p) is smaller than the value (α) ($p < 0.05$). The null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Meanwhile, if the result of the calculation of the value (p) is greater than the value (α) ($p > 0.05$). The null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected.