The Effectiveness of Teaching Reading Descriptive Text Using Quiz Team Technique at SMPN 1 Tomilito
(Efektivitas Pengajaran Membaca Teks Deskriptif Menggunakan Teknik Quiz Team di SMP.N 1 Tomilito)

Gina Maulika Harun[1], Novriyanto Napu[2], Fahria Malabar [3]

[1,2,3]English Language Education Department, Faculty of Letters and Culture, Universitas Negeri Gorontalo

ginamaulikaharun14@gmail.com[1], n.napu@ung.ac.id[2], fahria@ung.ac.id[3]

Abstract

This study aims to determine the effectiveness of using the Quiz Team Technique in improving the descriptive text reading skills of seventh-grade students at SMP Negeri 1 Tomilito. The study used a quantitative approach with a one group pre-test post-test design. The research sample consisted of 20 students in class VII-A. The research instrument was a multiple-choice test that measured five reading indicators: determining the main idea, finding specific information, understanding vocabulary, analyzing text structure, and making inferences. The data were analyzed using a paired sample t-test with the help of SPSS. The results showed an increase in the average score of students from 45 on the pretest to 74.6 on the post-test. The hypothesis test results obtained a calculated t-value of 4.27 and a table t-value of 2.04 at a significance level of 0.05, so that the calculated t-value was greater than the table t-value. Thus, the alternative hypothesis was accepted and it can be concluded that the Quiz Team technique is effective in improving students' descriptive text reading skills. Improvements occurred in all reading indicators, especially in the ability to make inferences and find specific information. This technique has been proven to increase student activity, motivation, and cooperation during the learning process.

Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan Teknik Quiz Team dalam meningkatkan kemampuan membaca teks deskriptif peserta didik kelas VII di SMP Negeri 1 Tomilito. Penelitian ini menggunakan pendekatan kuantitatif dengan desain one group pre-test post-test, dengan sampel sebanyak 20 peserta didik kelas VII-A. Instrumen penelitian berupa tes pilihan ganda yang mengukur lima indikator kemampuan membaca, yaitu menentukan gagasan utama, menemukan informasi spesifik, memahami kosakata, menganalisis struktur teks, dan membuat inferensi. Data dianalisis menggunakan uji paired sample t-test dengan bantuan program SPSS. Hasil penelitian menunjukkan peningkatan nilai rata-rata peserta didik dari 45 pada pre-test menjadi 74,6 pada post-test. Hasil uji hipotesis menunjukkan bahwa nilai t-hitung (4,27) lebih besar daripada nilai t-tabel (2,04) pada taraf signifikansi 0,05, sehingga hipotesis alternatif diterima. Dengan demikian, Teknik Quiz Team efektif dalam meningkatkan kemampuan membaca teks deskriptif peserta didik. Peningkatan terjadi pada seluruh indikator membaca, terutama pada kemampuan membuat inferensi dan menemukan informasi spesifik. Teknik ini juga terbukti mampu meningkatkan aktivitas, motivasi, dan kerja sama peserta didik selama proses pembelajaran.

Corresponding Author:

Gina Maulika Harun
Faculty of Letters and Culture
Universitas Negeri Gorontalo
ginamaulikaharun14@gmail.com

1. INTRODUCTION

Reading skills are an important aspect of learning English as a foreign language because they are the main means for students to obtain information, enrich their vocabulary, and understand the structure of the language in written form. In the context of EFL in Indonesia, reading skills play a very strategic role, given that students' exposure to English in their daily lives is still limited (Fitria et al., 2024). A number of studies show that the ability to understand texts effectively depends heavily on students' ability to activate prior knowledge, interpret information, and connect the implied meaning in the text (Dardjito et al., 2023; Hattan et al., 2024; Kiili et al., 2024).

One type of text taught at the junior high school level is descriptive text. This text guides students to understand descriptions of people, places, or objects clearly through the use of specific vocabulary and sensory details. The junior high school curriculum places descriptive text as basic material for seventh grade students because its structure and content are relatively concrete, making it suitable for students' cognitive development. However, initial observations at SMP Negeri 1 Tomilito show that students' ability to understand descriptive texts is still low. Students tend to read quickly without understanding the overall meaning, have difficulty identifying important information, and are unable to infer the implicit meaning in the text. This condition is exacerbated by learning that is still dominated by conventional lecture-based methods, resulting in students becoming passive and less involved in the process of constructing meaning

A shift to a more collaborative and interactive learning approach is necessary to increase student engagement in the reading process (Talenta & Himawati, 2023). Cooperative learning has long been recognized as effective in improving reading comprehension because it provides space for students to discuss, exchange information, and help each other in completing reading tasks (Carrilo et al., 2019; Herlina, 2022). Slavin as cited in Silalahi and Hutauruk (2020) emphasize that interactions between students in small groups can increase motivation, responsibility, and a deeper understanding of concepts.

However, research on the use of the Quiz Team Technique in descriptive text learning is still limited. Most previous studies have focused on narrative texts and were conducted in different school contexts. In addition, studies examining the effectiveness of this technique in schools with limited conditions, such as SMP Negeri 1 Tomilito, are still rare. This indicates a research gap that needs to be addressed, especially considering the challenges faced by students at these schools, such as low vocabulary, limited learning resources, and low reading motivation

The urgency of this research lies in the need for learning strategies that can increase student engagement while helping them understand descriptive texts more effectively. The Quiz Team Technique is considered relevant to address these issues because it places students as the main actors in the learning process through collaborative quiz activities. Thus, this study not only contributes theoretically to the development of cooperative learning studies on descriptive texts but also provides practical benefits for teachers in choosing learning techniques that suit student characteristics.

The purpose of this study is to examine the effectiveness of the Quiz Team Technique in improving the reading comprehension skills of seventh-grade students at SMP Negeri 1 Tomilito, particularly in descriptive texts. Effectiveness is assessed through improvements in reading test scores, which include the ability to identify main ideas, find specific information, understand vocabulary, analyze text structure, and make inferences.

2. RESEARCH METHODS

This study employed a quantitative approach using a one-group pretest–post-test design, which is one of the most widely used forms of pre-experimental design to determine the effect of a treatment on a single group without a control group. This design enables the researcher to measure changes in learning outcomes by comparing students' scores before and after the treatment is administered.

Table 1. Design Chart of One Group Pretest-Post-test Design

Pre-test	Treatment	Post-test
O1	X	O2

Note:

O1: Pre-test of students' comprehension in reading descriptive text before treatment

O2: Post-test of students' comprehension in reading descriptive text after treatment

X: Treatment using Quiz Team Technique

This design is appropriate when field conditions do not allow the formation of a control group, and the researcher must work with only one accessible class. The population of this study consisted of all seventh-grade students at SMP Negeri 1 Tomilito, totaling 38 students. The sample was selected purposively based on school permission, and one class (VII A) was assigned as the experimental group. The use of a single intact class aligns with the characteristics of *pre-experimental design*, in which comparative control groups are typically not implemented (Thyer, 2010).

The instrument used in this study was a multiple-choice reading comprehension test constructed according to essential indicators of reading competence, including identifying the main idea, locating specific information, understanding vocabulary, analyzing text structure, and making inferences. Building an instrument based on clearly defined indicators is essential to ensure content validity, as indicator-based assessment tools help maintain alignment between learning objectives and the aspects being measured. The blueprint of the instrument is provided below:

Table 2. The Blueprint of Indicator

Indicators	Item Number	Total Items
Identifying Main Idea	6,10,11,16,17,23	6
Finding Specific Information	1, 2, 7, 12, 13, 18, 19, 24	8
Understanding Vocabullary	3, 8, 14, 20, 25	5
Analyzing the Structure and Language of Descriptive Text	4, 9, 15, 21	4
Making Inference	5,22,26,27	4

Before use in data collection, the instrument underwent validity testing using the Pearson Product-Moment correlation method, which is commonly applied to examine the relationship between individual item scores and the total test score (Puth et al., 2014). Reliability was estimated using Cronbach's Alpha, one of the most widely accepted measures of internal consistency in educational assessment research (Izah et al., 2023). The reliability categories used in this study were as follows:

Table 3. Criteria of Reliability as Follow

Reliability	Criteria
0,80-1,00	Very high
0,60-0,80	High
0,40-0,60	Moderate
0,20-0,40	Low
0,00-0,20	Very Low

Prior to hypothesis testing, the normality of pretest and posttest scores was assessed using the Shapiro–Wilk Test due to the relatively small sample size (<50). The Shapiro–Wilk test is widely recommended for small samples and has been shown to yield highly accurate results in detecting normal distribution patterns (Ghasemi & Zahediasl, 2012).

The results indicated that both the pretest and post-test scores had significance values greater than 0.05, meaning the data were normally distributed. Because the normality assumption was met, the analysis could proceed using parametric statistical tests

Table 4. Table of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pree_Test	.178	20	.098	.951	20	.388
Post_Test	.190	20	.057	.930	20	.153

To examine the difference between students' pretest and post-test reading comprehension scores, a *paired sample t-test* was employed. This test is appropriate for comparing two related measurements from the same group and is commonly used in educational intervention studies. The paired t-test is suitable when the data come from the same sample measured twice and meet the assumption of normality, and it serves to determine whether the mean difference between the two tests is statistically significant (Ghozali, 2021).

3. RESULTS AND DISCUSSION
3.1 Finding
This research involved 20 seventh-grade students at SMP Negeri 1 Tomilito. Data were collected through a pre-test and post-test designed to measure five reading comprehension indicators: identifying main ideas, finding specific information, understanding vocabulary, analyzing text structure and language features, and making inferences. The purpose of the treatment was to determine the effect of the Quiz Team Technique on students' descriptive text comprehension.
3.1.1 Pre-Test Results
The pre-test was conducted to measure students' initial reading comprehension ability before the implementation of the Quiz Team Technique. The results revealed that students' comprehension of descriptive texts was still low.

Table 5. Students' Pre-Test Scores

Value Distance	Category	Frequency	Percentage
86 – 100	Very good	0	0%
71 – 85	Good	2	10%
56 – 70	Fair	6	30%
≤ 55	Poor	12	60%
Total		20	100%

The data presented in Table 5 indicate that students' initial reading comprehension ability was still below the minimum standard. A total of 12 students (60%) were classified in the *Poor* category, and 6 students (30%) fell into the *Fair* category. Meanwhile, only 2 students (10%) were categorized as *Good* and none achieved the *Very Good* category.

These results show that the majority of students experienced difficulties in comprehending descriptive texts at the literal and inferential levels. The average score of 45 further confirms that students had not yet mastered the essential elements of reading comprehension required in the curriculum. Overall, the results of the pre-test indicate that students' comprehension skills needed significant improvement, and an appropriate instructional strategy was required to support better learning outcomes in reading descriptive texts.

In order to identify the specific areas of students' weaknesses in reading comprehension, the pre-test results were analyzed based on five standard reading indicators: identifying main idea, finding specific information, understanding vocabulary, analyzing text structure and language features, and making inference.
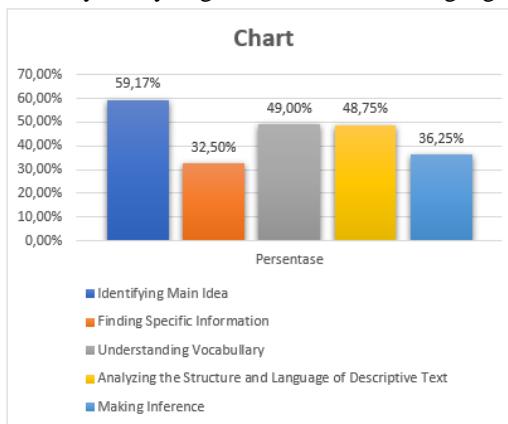

Figure 1. Student Result in Pre-Test Based on Reading Indicators

Following the results displayed in Figure 1, it can be seen that students demonstrated varied levels of comprehension across different reading indicators. The highest percentage was obtained in the indicator Identifying Main Idea (59.17%), indicating that students were still able to recognize the general idea or topic of the descriptive text presented during the test.

However, the indicators requiring more detailed and interpretive thinking showed considerably lower outcomes. Finding Specific Information recorded the lowest achievement at 32.50%, followed by Making Inference at 36.25%, showing that students struggled to locate detailed information within the text and to interpret implied meanings. These difficulties suggest that most students were still relying on surface-level reading without a deeper understanding of contextual clues. Meanwhile, Understanding Vocabulary (49.00%) and Analyzing Text Structure and Language Features (48.75%) were slightly better yet still below the expected mastery level. This result indicates that students had limited lexical knowledge and lacked familiarity with the linguistic features commonly used in descriptive texts, such as adjectives, noun phrases, and grammatical patterns describing characteristics of objects or people.

In general, the data imply that students' literal comprehension skills were not yet strong, and their inferential comprehension ability remained weak. This condition highlights the necessity of implementing an interactive instructional strategy that can guide students to actively analyze text content, improve vocabulary understanding, and develop deeper comprehension skills during the reading process.

3.1.2 Treatment Implementation

The treatment was conducted in six meetings using the Quiz Team Technique as the instructional strategy to improve students' reading comprehension of descriptive texts. During the treatment sessions, students were divided into several small groups, and each group was assigned to collaboratively create and answer questions based on the descriptive texts provided by the teacher.

The teacher first introduced the purpose and procedures of the activity, followed by modelling how to construct questions related to the reading text. Each group then worked together to formulate comprehension questions covering the five indicators used in this study: identifying the main idea, finding specific information, understanding vocabulary, analyzing text structure and language features, and making inference.

After the question-making phase, groups exchanged questions with other groups and discussed the possible answers. Each correct answer was rewarded with points, and the group with the highest accumulated points at the end of the session was announced as the winner. This competitive yet collaborative learning environment encouraged all students to be more engaged in reading the text and to contribute actively to their teams.

Throughout the treatment, students were observed to be more motivated and confident, as they were not only answering questions but also responsible for developing questions that challenged other teams. The learning atmosphere became more interactive, allowing students to negotiate meaning, clarify vocabulary, and analyze textual information together. These activities supported students in developing deeper comprehension of descriptive texts beyond surface-level understanding.

3.1.3 Post-Test Results

After the treatment was conducted using the Quiz Team Technique, a post-test was administered to measure the progress of students' reading comprehension. The post-test used the same indicators and level of difficulty as the pre-test. The results show a significant improvement in students' comprehension of descriptive texts.

Table 6. Students' Post Test Classification

Value Distance	Category	Frequency	Percentage
86 – 100	Very good	6	30%
71 – 85	Good	7	35%
56 – 70	Fair	5	25%
≤ 55	Poor	2	10%
Total		20	100%

Following Table 6, it is clearly seen that students' performance improved after the implementation of the Quiz Team Technique. The number of students categorized as Very Good increased from 0% to 30% (6 students), and those in the good category increased from 10% to 35% (7 students). Meanwhile, the percentage of students in the Poor category showed a notable decrease from 60% to 10%.

These results indicate that the application of cooperative and interactive learning activities contributed positively to students' improvement in reading comprehension. Students became more capable of identifying textual information, understanding vocabulary meaningfully, and interpreting implied ideas in descriptive texts. The overall shift in classifications highlights that most students had achieved better mastery of the reading materials following the treatment.

To examine the effectiveness of the Quiz Team Technique on each aspect of students' reading comprehension, the post-test results were further analyzed based on the five indicators used in this study.
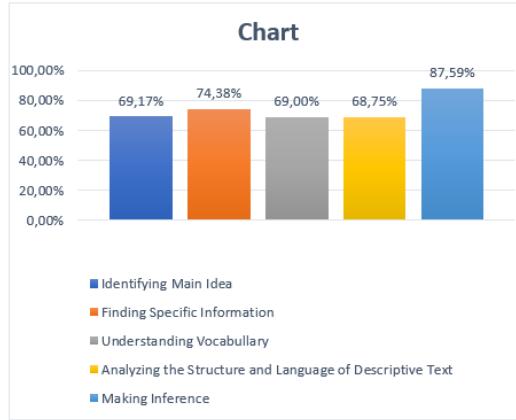

Figure 2. Student Result in Post-test Based on Reading Indicators

Based on Figure 2, students showed a notable improvement in every reading comprehension indicator after the treatment. The highest achievement was found in the Making Inference indicator with a percentage of 87.59%, which indicates that students became more capable of understanding implied meanings and drawing logical conclusions from the descriptive texts. This improvement reflects the active and analytical nature of the Quiz Team Technique, where students are encouraged to justify answers and engage in meaningful discussion.

The indicator Finding Specific Information also showed strong results with 74.38%, suggesting that students were better able to identify and locate detailed data in the text. Additionally, the indicators Identifying Main Idea (69.17%), Understanding Vocabulary (69.00%), and Analyzing the Structure and Language Features of Descriptive Text (68.75%) illustrate that students gained more confidence in recognizing the central focus of the text, comprehending contextual word meanings, and understanding grammatical features commonly used in descriptive writing.

Overall, these results confirm that the Quiz Team Technique successfully enhanced students' literal and inferential comprehension skills. The collaborative learning process enabled them to interact actively with the text, improve lexical knowledge, and strengthen their ability to interpret ideas both explicitly and implicitly presented in descriptive texts.

3.1.3 Comparison of Pre-Test and Post-Test Based on Indicators

To clearly observe the improvement achieved after the treatment, students' scores in the pre-test and post-test were compared for each reading comprehension indicator.

Table 7. The Improvement of Students' Reading Comprehension Scores Across All Indicators

| Indicator	Question Number	Percentage Pre-Test	Percentage Post-Test	Increase (Percentage Gain)
Identifying Main Idea	6,10,11,16,17	59.17%	69.17%	+10.00%
Finding Specific Information	1,2,7,12,13,18,19,24	32.50%	74.38%	+41.88%
Understanding Vocabullary	3,8,14,20,25	49.00%	69.00%	+20.00%
Analyzing the Structure and Language of Descriptive Text	4,9,15,21	48.75%	68.75%	+20.00%
Making Inference	5,22,26,27	36.25%	87.59%	+51.34%
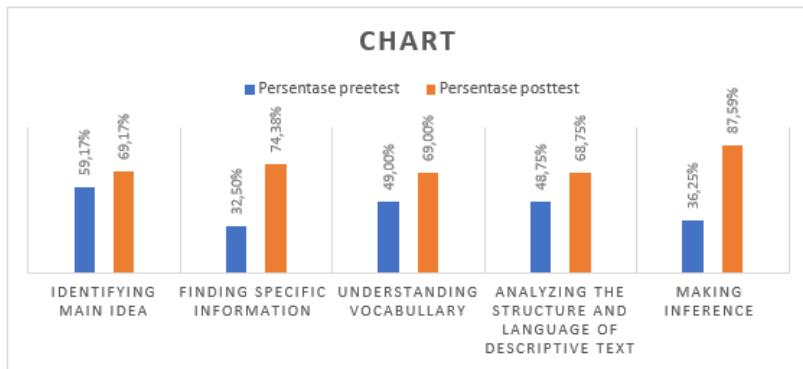
Figure 3. Comparison Chart of Students' Pre-Test and Post-Test Results on Reading Indicators of Descriptive Text

Based on Table 7 and Figure 3, it is evident that the Quiz Team Technique resulted in a significant improvement in all reading comprehension indicators. The most notable progress is shown in the Making Inference indicator with an increase of +51.34%, from 36.25% in the pre-test to 87.59% in the post-test. This demonstrates that students developed stronger ability to interpret implied meanings and understand deeper information from descriptive texts.

In addition, the indicator Finding Specific Information also showed a remarkable improvement of +41.88%, indicating that students became more skilled in locating factual details within the text. Improvements in Understanding Vocabulary (+20.00%) and Analyzing Text Structure and Language Features (+20.00%) reflect students' enhanced familiarity with linguistic features commonly found in descriptive texts, which also contributed to their overall comprehension progress.

Meanwhile, the Identifying Main Idea indicator increased by +10.00%, which, although the smallest gain among the indicators, still shows that students were able to more accurately determine the general topic or focus of the text after the treatment.

Overall, these findings confirm that the Quiz Team Technique was highly effective in improving both literal comprehension and inferential comprehension, enabling students to understand descriptive texts more deeply and critically.

3.1.4 Hypothesis Testing

Hypothesis testing was conducted to determine whether there was a significant difference between students' pre-test and post-test results after the implementation of the Quiz Team Technique in teaching descriptive text reading comprehension.

A paired sample t-test was used because the data were obtained from the same group of students before and after the treatment.

Table 8. Paired Sample t-Test Results

Statistical Value	Score
t-observed	6.48
t-table ($\alpha = 0.05$)	2.093
p-value	0.00000328

Based on Table 6, the value of t-observed (6.48) is higher than t-table (2.093) at the significance level of 0.05, and the p-value < 0.05. Therefore:

H$_0$ is rejected and H$_1$ is accepted, indicating that there is a significant difference between the students' pre-test and post-test results.

These findings confirm that the application of the Quiz Team Technique had a significant positive effect on improving seventh grade students' reading comprehension of descriptive texts.

3.2   Discussion

The findings of this study show that the implementation of the Quiz Team Technique significantly improved students' reading comprehension of descriptive texts. The pre-test results revealed that most students were still unable to comprehend texts effectively, particularly in identifying specific information and making inferences. Their average score of 45 indicated that they were far below the expected level of mastery.

After the treatment, substantial improvements were observed. The post-test average score increased to 75, and the proportion of students in the *Poor* category decreased dramatically, while students in the *Good* and *Very Good* categories increased. These results indicate that the treatment successfully shifted students' comprehension toward a higher achievement level.

A closer examination of the indicators also supports this finding. The most significant improvement occurred in the Making Inference indicator, increasing by 51.34%. This demonstrates that the Quiz Team Technique effectively trained students to think more critically and interpret deeper meaning in the text. Students

were not merely recalling information but also evaluating relationships between ideas and drawing conclusions skills expected in higher-order reading comprehension.

Likewise, a remarkable increase was found in the indicator Finding Specific Information (+41.88%), showing that students became more capable of locating factual details in the text. Improvements in Vocabulary, Text Structure, and Main Idea indicators reveal that students developed a stronger understanding of linguistic features and were able to recognize the central focus of descriptive information more accurately.

These improvements align with the principles of cooperative learning proposed by Slavin (1990), who argues that learning in a structured team setting encourages students to take responsibility for both their own understanding and their peers'. In Quiz Team, students are not passive recipients of information but actively engaged in generating questions, discussing answers, negotiating meaning, and deepening comprehension through collaborative interaction.

The results also support findings from previous studies. Adinda and Sirait (2022) reported that the Team Quiz strategy enhanced junior high school students' reading comprehension in narrative texts. Similarly, Andriani et al. (2024) found improved comprehension of explanation texts after the implementation of Quiz Team activities, while Pangga and Armansyah (2023) concluded that the Quiz Team Technique heightened students' motivation and academic performance. The consistency between the current study and previous research strengthens the evidence that Quiz Team is a pedagogically effective approach for teaching reading in English as a foreign language classrooms.

Overall, the discussion shows that the Quiz Team Technique contributed not only to better comprehension results but also to a more interactive, collaborative, and motivating classroom environment. Students became more confident, more engaged, and more responsible in the learning process. The technique can therefore be considered a suitable and effective instructional strategy for improving reading comprehension of descriptive texts, particularly for seventh-grade students in junior high schools.

4. CONCLUSION AND SUGGESTIONS/RECOMMENDATIONS
4.1 Conclusion
This study concluded that the Quiz Team Technique has a significant and positive effect on students' reading comprehension of descriptive texts. The improvement was clearly shown through the increase in the average score from 45 in the pre-test to 75 in the post-test, accompanied by a shift in score categories from predominantly Poor to the Good and Very Good categories. All reading comprehension indicators also increased, with the Making Inference indicator showing the greatest progress, demonstrating that students became more capable of interpreting deeper meanings and drawing logical conclusions from the text. Moreover, hypothesis testing using the paired sample t-test verified that the difference between the pre-test and post-test results was statistically significant (t-observed > t-table; $p < 0.05$), confirming the effectiveness of the Quiz Team Technique in improving students' comprehension abilities. Overall, this technique successfully encouraged active participation, strengthened collaborative learning, and enhanced both literal and inferential comprehension skills, making it an effective instructional method for teaching reading comprehension in junior high schools.

4.2 Suggestions/Recommendations
In line with these results, teachers are encouraged to apply the Quiz Team Technique as an alternative instructional method in teaching reading because it provides students with opportunities to engage actively, share ideas, and construct meaning collaboratively. Students are also expected to take advantage of this technique by contributing more during discussions, formulating questions, and working cooperatively to improve their comprehension and motivation in learning English. Schools should support the use of interactive and cooperative learning approaches by facilitating suitable classroom conditions and providing appropriate learning resources. For future researchers, it is suggested to further investigate the implementation of the Quiz Team Technique at different educational levels, in other reading genres, with larger samples, or with additional research methods to obtain more extensive and comprehensive results.

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