THE EFFECT OF USING NEARPOD ON STUDENTS' READING COMPREHENSION AND STUDENTS' PARTICIPATION IN STUDYING ENGLISH

(A Quasi Experimental Study at SMPN 1 Matan Hilir Utara)

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A thesis presented to Tanjungpura University in partial fulfillment of the requirements for the degree of Master of Education

MASTERS STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION

TEACHER TRAINING AND EDUCATION FACULTY

TANJUNGPURA UNIVERSITY

PONTIANAK

2024

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ACKNOWLEDGEMENT

Alhamdulillahirobbil Alamin. Allahumma Sholli ala Muhammad wa ala ali Muhammad. We can do hard and wonderful things at the same time, if you believe. All praises to Allah S.W.T. the Almighty whose bless is always along with the thesis from the beginning to the end. The researcher believes this thesis would not be accomplished without His invisible hands and help, support, inspiration and motivation from many gorgeous people in particular. The researcher sincerely would like to express her deepest gratitude goes to the most patient and influential people in her thesis. Her noteworthy, Dr. Clarry Sada, M. Pd as the first supervisor as well as the academic supervisor and Dr. Ikhsanudin, M.Hum as the second supervisor, for their precious time to encourage guide and advise her in writing this thesis.

Her great appreciation also goes to Dr. Endang Susilawati, M. Si. as the first examiner and Dwi Riyanti, M.A.. Ph.D.. as the second examiner who have given valuable input and suggestion in her research design seminar. She also would like to thank those who have supported and given the policy and permission in examining this thesis particularly Dr. Ahmad Yani T, M.Pd., M.Pdi. the Dean of Teacher Training and Education Faculty, Dr. Agus Wartiningsih, S.Pd., M.Pd., as the Chairman of Languages and Arts Education Department of Teacher Training and Education Faculty, Dr. Y. Gatot Sutapa, M.Pd., the Chair Person of Master Study Program of English Language Education of Teacher Training and Education Faculty, Darwin, S. Kom. Principal of SMP Negeri 1 Matan Hilir Utara as well as all of the teachers in this school who always support

her. Also kindly pleased to the Ninth Grade students of SMP Negeri 1 Matan Hilir Utara for giving the time to this research.

The researcher respectfully presents her honor and appreciation to her beloved parents Fendi Hanafi and Lami Laugi also her beloved sister and brother Winda and Muh. Ardani as well as her mood booster Attaful Uzair who always give the best support and affection, financial support for this study and also this thesis accomplishment. The researcher also thankful to her dearest second family in Ketapang. Nek Munawaroh, Bu Niadah, Mak Wardiana, Ayah Rasidi, Kak Nur Hajijah, Kak Ridayatun, Intan and the sweety Azzahra who always support her, along the researcher lives in Ketapang and the whole family that could not be named one by one.

Gratitudes also go to all her friends in Master Study Program of English Language Education in batch 2020 who helped and encouraged her while writing this thesis.

Finally, researcher would like to thank all the lecturers who have taught her during studying in Master Study Program of English Language Education of Teacher Training and Education Faculty, Tanjungpura University. She needs to thank the administration staff who helped her for the administrative matters. She would appreciate for those who read this thesis and give feedback in the future and hopefully this thesis can be useful for achieving and better English teaching and learning process.

Pontianak, March 2024

The Researcher

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ABSTRACT

Ifa Kalsum (2024): The Effect Of Using Nearpod On Students' Reading Comprehension and Students' Participation in Studying English (A Quasi Experimental Study At Smpn 1 Matan Hilir Utara)

Supervisor I : Dr. Clarry Sada. M. Pd

Supervisor II : Dr. Ikhsanudin. M. Hum

The purposes of this research were to find out whether the Nearpod has an effect on students' reading comprehension and how the students' participation during learning English through Nearpod at the third year of SMP N 1 Matan Hilir Utara or not. The questions of this research were; Is there any significant effect of using Nearpod on students' reading comprehension?; How high the effect of using Nearpod on students' reading comprehension?; How is students' participation during learning through Nearpod?; The objectives of the research were; to analyze there is any significant effect or not of using Nearpod on students' reading comprehension and how high the effect size as well as how students' participation is during learning through Nearpod as well. The methodology of the research was a quasy experimental with non equivalent control group design that was applied in two groups of samples, experimental group and control group. The data was formed on the pre test and post test as well as the questionnaire. This research focused on the Junior High School Students of Grade 9 in SMPN 1 Matan Hilir Utara, Ketapang regency as the population and sample of the research. The instrument of the research was the objective test consist of 20 items and the questionnaire. All the data was analyzed by using Statistical Computation SPSS 25 Analysis Windows Program in order to know The Effect of Using Nearpod on Students' Reading Comprehension and How the Students' Participation during learning English through Nearpod. The result of this research showed that there is an effect on students' reading comprehension through learning with Nearpod. Meanwhile, the effect size shows the small effect. Also, students' participation is active during the learning process.

Key words: Nearpod Application, Active Learning, Reading Comprehension, Students' Participation.

CHAPTER I

INTRODUCTION

1.1 Background

Reading Comprehension is an essential skill in English language learning. Reading comprehension is the one of the most complex behavior to be mastered. Reading comprehension is one of the crucial skills that students should master (Alhadi & Zainil, 2023). In mastering reading comprehension, it is not only knowing the meaning of the text itself but also being able in interpreting the ideas of the reading text. As Muzammil & Saifulloh (2021) explained that reading comprehension is the activity to gain information from the reading text that involves a complex process in order to get meaning in the text being read. When reader reads a text, the reader first has to comprehend the words in the reading text for interpreting them in order to understand the information. In adition, reading comprehension is a complex thinking process that requires the readers to construct the meaning of the text and it is the act to understand what a person is reading. However, students with strong reading comprehension skills are active readers who can communicate and conceive the learning materials' broad context and concept (Sanchez et al., 2021).

Teaching reading comprehension involves developing a combination of activities that enable students to understand and comprehend the reading text. Sachran et al., (2022) pointed out that the activity of reading is very essential because with reading students enable to get new words, informations, knowledges and ideas. The process of teaching aims to develop the ability of students to

comprehend, to interpret as well as to engage the reading text. Mostly, the learning activities of reading comprehension are designed by using the offline media, such as displaying printed out of reading text or preparing series picture and many others. Meanwhile, beside utilizing offline media for teaching and learning process, teacher and students also enable to conduct the activity through online media by using any platform or application which support the learning. Thereby, the effectiveness of using offline or online media is important to gain the success of the teaching and learning process. Syawaluddin (2022) explained that the effectiveness of learning can be defined as the success of a learning process that involves interaction between teachers and students in achieving the expected learning goals, both in terms of knowledge, skills, attitudes, which are expected to be achieved by students, where this is determined by how the teacher in managing a learning process.

In addition, for active learning, students should engage the learning process. Students should participate actively in learning discussion, giving some opinions or simply answering the question from teacher. At the time the students engage the learning process actively, their participation in classroom activity is expected to increase. Abdullah et al., (2012) stated that to become an active learners, whenever in the classroom or any situation place, students must engage actively by playing the roles in the learning activities.

Furthermore, comprehending the meaning of the reading text and gaining students' participation in learning English becomes one challenge for teachers to overcome. Teacher needs more effort to quest, to design, to provide, as well as to

develop a good media in order to lead students to achieve the learning purposes. Teacher needs to find the interesting and attractive teaching media which can be used in comprehending the reading material and gaining the students' participation in learning English. In addition, combining technology in teaching process can make the learning become more attractive. According to Musa & Momani (2022), the educational system have greatly affected by the technology development. As Sanmugam et al. (2019) stated that with emerging technologies the move into interactive learning from traditional lecture can be facilitated so that the learners' engagement takes place during learning process. Therefore, Nearpod application with its attractive features can be a media to be involved in teaching and learning process.

Nearpod is an educational technology platform which provides some attractive and variative of multimedia tools that can be used by the teacher as a media of teaching. Teacher can create and deliver interactive activities to engage students in the learning process. Nearpod is seen as one of the apps. that would increase interactivities and collaboration communicatively in the classroom (Dong. Kavun. Senteney. & Ott. 2018) in (Hakami, 2020). Hence, Stanković & Ružičić (2020) mentioned that Nearpod offers a variety of fully interactive and attractive classes designed for all school levels and subjects. In addition, Qi et al., (2021) stated that Nearpod has become an important platform which is one of the many web- based platforms that provide an interactive learning class. Through Nearpod, students can easily read the passage on their gadget and do the delight

activities which has been designed, such as doing the direct quiz after reading a passage.

Some features that can be used in teaching reading comprehension. Teacher can start by preparing and designing the reading material teaching on the slides presentation. It can be included some images, videos, or other interactive elements to make the material engaging. Hence, to asses the students' comprehension after reading the text through Nearpod, teacher can design some activities, such as quizzes, matching pairs words, polling, open – ended question, time to climb or other features.

Additionnaly, several researchers have provided a research which applying Nearpod as media teaching. Pupah & Sholihah (2022) has investigated the using of Nearpod for enhancing EFL students' reading learning process in Covid 19 pandemic. The result of their study was explained that the use of Nearpod in Learning can improve students' learning score and revealed that the Nearpod successfully supported the reading learning process for students because of its user-friendliness and it enabled teachers to monitor students' progress during the teaching and learning process.

Meanwhile, Delacruz (2018) also investigated the use of Nearpod Application in guiding reading grousps in elementary schools. She found that all of the students found the beneficial of Nearpod and motivating them in the learning process. She also recommended that the Nearpod application be used in guided reading lessons because of its user-friendliness, ability to engage students,

and monitor their progress. The use of Nearpod had been proved that it can help students explore the material and learn independently as well as made the elementary students easier understand the material.

Furthermore, Mattei & Ennis, (2014) inferred that Nearpod application with its attractive features also help students to face other online learning environments. Nearpod technology into the flipped classroom provides three distinct capabilities. First, it provides a means to continuously monitor student performance in real-time instead of the customary test or class participation approach. Real-time feedback is a key element in successfully deploying this model for larger class sizes. Second, it provides five "interactive features" that facilitate active learning in the classroom. Third, it motivates students to complete the pre-class work since students are assessed on comprehension of the material in every class.

In order to make it stronger, Beránek et al., (2016) affirmed that Nearpod software has been found to be very useful by both students and lecturers, in particular the attention generating features. This application can provide immediate feedback about the level of student understanding of the topic. Including this present research, the researcher believe that Nearpod as a tool of learning that can have effect on students' reading comprehension and students' participation in the learning English.

By considering some of the previous studies and the theory of using Nearpod Application, the researcher conducted a study by investigating the effect of using Nearpod on Students' Reading Comprehension and Students'

Participation in SMP Negeri 1 Matan Hilir Utara. Mostly, the previous researchers counducted their study on Elementary and University students to investigate whether this media can effective to develop the students motivation and participation or not. In this current research, the researcher aimed to apply the Nearpod App. as a media for teaching reading comprehension to junior high school students as well as to find out the students' active participation during the learning process with adjusting the material teaching based on the secondary school level. Thereby, for this current research, the researcher tried to prove the concistency of the result from previous researcers about the effectiveness of using Nearpod in teaching reading.

1.2 Research Question

The research question in this research was the following questions:

1) Is there any effect of using Nearpod on students' reading comprehension?
2) How high the effect size of using Nearpod on students' reading comprehension?
3) How is students' participation during learning through Nearpod?

1.3 Research Purposes

The purposes of this research were to find out:

1. There is an effect or not of using Nearpod on students' reading comprehension.
2. How high of the effect size of using Nearpod on students' reading comprehension.

3. Students have active participation during learning through Nearpod.

1.4 Hypotheses

The hypotheses in this research will be pointed out in the following below:

H_0 : there is no significant effect of using Nearpod on students' reading comprehension.

H_1 : there is a significant effect of using Nearpod on students' reading comprehension.

1.5 Research Significance

The results of this research are expected to give significant contribution to the following people.

1. **The students**

   Learning through Nearpod Application may give another learning experience for students espeacially learning online media. Learning through Nearpod makes students be more enthusiast and can motivate students to be more active during the learning process. Learning through Nearpod give them chance to learn while play. Because the material is designed with simple, fun, and enjoyful like they are playing a game.

2. **The teachers**

   The research is expected to explore and prove the effectiveness of Nearpod Application for students' reading comprehension and students' participation. The teachers will be motivated and encouraged to always search for new media, tools, strategies or techniques which is proper for their teaching, such as another online media.

3. **The college**

   The research is expected to give contribution to college as a new approach or view in order to provide a supplement for the next researcher in the college to conduct the similar research in terms of the effectiveness of using Nearpod Application to be applied to another research area.

1.6 Scope of Research

The scope of this research is focused to investigate the using of Nearpod to Students' Reading Comprehension and Students' Participation during the leanring process in Junior High school level.

1.7 Terminology

To avoid misunderstanding the title of this study, the researcher gives the definition terms are as follows.

1. Nearpod Application is a media for online learning that has many attractive features to help the students get the experience to learn through online media platform.
2. Active Learning is the situation when the students can involve actively in any interaction between teacher and students during the learning process.
3. Students' Reading Comprehension is the ability to read, process, undertand as well as interpret the meaning of a passage and to answer related questions.
4. Students' Participation is the students' activity and interaction during the learning process.

1.8 Limitation of the Study

In order to generalize the result of this study. it is important to mention the limitation of this study.Tthe limitation of the current study was explained as the following below.

1. Spatial and Human limits : This study carried out at the Ninth Grade of Junior High School students at SMPN 1 Matan Hilir Utara.
2. Data Limits : This current study applied only 2 forms of instrument. One was reading multiple choice test and other was questionnaire.
3. Time Limits : This current study applied four meetings. Two meetings were for conducting pretest and posttest which consist of 60 minutes of each meeting and two meetings were for conducting the treatment which consist of 80 minutes of each meeting.
4. Material Limit : This current study used only Narrative text for the reading material learning during the treatment phase.
5. Media Limits : This current study applied only some features of Nearpod. Those were slide show presentation, video, quiz, matching words, and time to climb.