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THE EFFECT OF NEARPOD ON TENTH-GRADE STUDENTS' READING SKILLS IN A PUBLIC SENIOR HIGH SCHOOL IN NORTH BALI, INDONESIA

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Abstract: *This research aims to determine the effect of the ICT tool, Nearpod, on students' reading skills. The researcher employed a mixed-method approach by combining a post-test-only design and an interview guide. An independent samples t-test is carried out to examine quantitative data, whereas interactive model analysis is used to analyze qualitative data. The research population includes tenth-grade students at SMA Negeri 1 Banjar. 29 students from the X8 class are set as experimental group and 31 students from X1 as control group. The research findings revealed that the implementation of Nearpod significantly affects students' reading skills at SMA Negeri 1 Banjar. The results show the mean score of the experimental group (M=80.76) is higher compared to the control group (M=70.77). The interview results revealed that Nearpod positively impacts the process of learning reading. Students can access the material anytime and anywhere via Nearpod. Additionally, it improves learning effectiveness, efficiency, and interest. Further study is encouraged to investigate the effect of Nearpod on other English skills, disciplines, or levels.*

Keywords: *Reading skills, Nearpod, English Language. MALL, ICT tools in ELT*

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INTRODUCTION

People have learned English all around the world. It has become a primary necessity nowadays to keep up with the development of times. However, teaching English as a foreign language is not easy. Although English has been taught in Indonesian schools since the primary level, students have not yet developed the skills and comprehension required by the curriculum (Malik et al., 2021). Students have many barriers that hinder them from achieving their maximum learning outcomes to master the English language.

There are many components to learn in the English language including grammar, vocabulary, and four English skills: reading, writing, listening, and speaking. Reading is regarded as the most crucial of those four skills. According to Richards and Schmidt (2010) reading skills require he ability t determine main ideas, understand sequence, notice specific information, make inferences, comparison, and predictions. So, reading skill is the ability to understand and extract information as effectively as possible. Through the reading process, students will gather a lot of information which will change their knowledge, attitude, and behavior (Rinawati, 2019). Further Rinawati claims reading will enable students to speak logically and systematically.

Reading will positively influence all the learning aspects of English language and the language acquisition process. Students will be exposed to wide-ranging vocabulary and English sentences that will enrich their English knowledge. Priyanti et al. (2019) state that reading will take students to a new world and strengthen their knowledge and vocabulary as they read more. Unfortunately, reading skill still becomes big problems for students in learning English. Based on UNESCO data in Pitoyo (2020), students in Indonesia still show poor insight in reading, where only 1 from 1000 people is avid reader. Hibatullah (2019); Nanda & Azmy (2020); Rizqon et al. (2021); Yulianto & Marhamah (2022) revealed the reasons why reading remains a barrier to students is due to students' laziness in reading, ow prior knowledge, and lack of vocabulary which further lead them to the more complex issues such as lack of information and knowledge.

In line with the data obtained from preliminary observations done at SMA Negeri 1 Banjar, the writer discovered that students' reading skill has not reached the minimum criteria set up by the school. They have difficulties understanding English text, determining the main idea, pointing out the components in the text, and retelling its contents. Surely, it asks teachers to find out a solution to make English learning especially reading process more effective and creative. Hashim et al. (2017); Van et al. (2021); Erben et al. (2008) point out that technology can help language learners become more proficient in reading, listening, speaking, and writing. Technology implementation improves English teaching through dynamic and interactive learning content (Alkamel & Chouthaiwale, 2018).

Mobile Assisted Language Learning (MALL) is a well-known method that reflects technology in language learning. MALL is considered with mobile device aided language learning, which employs portable electronic devices such as laptop and cellphone. According to Yaman (2016) and Hashim et al. (2017), MALL implementation will change language learners' attitude toward the language learning process. MALL can help EFL learners by increasing positive attitudes and collaborative learning, lowering anxiety, and fostering language development. Klimova and Zamborova (2020) state that mobile

learning can enhance students' reading comprehension and encourage the study of second languages. Widiana et al. (2018) point out that the combination of many capabilities provided by mobile phone makes English learning become easier. Nowadays, almost all students have their own mobile devices. Needless to say, they are considered as digital natives because they have been introduced to technology since their early age. Thus, teenagers cannot be separated from smartphones.

A study conducted by Widiana et al. (2018) found out that students had a positive view about MALL in e context of English study. In brief, it makes MALL becomes powerful method to teach English to students. With the development of technology, many ICT tools can be used to conduct the learning process through personal devices. Nearpod is a software application with many features that can benefit students and teachers in conducting class. A study by Selena and Sanda (2017) reveals that students agree Nearpod can make learning process more effective by sharing their opinions freely without judgment from other students.

There has been some research into how Nearpod affects learning. Studies by Mckay and Ravenna (2016); Selena and Sanda (2017); Janjarpoić et al. (2019); Hakami (2020); Kalsum (2021); Dewi (2021); Canayong (2021); Civelek & Karatepe (2021); Pupah & Sholihah (2022) revealed that Nearpod positively influences the learning process. Furthermore, some researchers suggest to use Nearpod in language learning and teaching environment. However, only few numbers of researchers have investigated into the effects of Nearpod in learning English in particular domains such as reading skill. In light of the mentioned issues, the researcher performs a study to investigate the effects Nearpod on students' reading skills. The primary purpose of this study is to determine whether or not the implementation of Nearpod in learning English language at SMA Negeri 1 Banjar has any impact on students' reading skills and t describe students' response to the use of Nearpod during the learning process.

LITERATURE REVIEW

Reading has been defined differently by many experts. According to Ismail et al. (2017), reading is an active process that includes recognition and comprehension skills. Thus, reading will take people to a new world and help them obtain new knowledge. Through reading, students will gain new English vocabulary and spelling, which is essential for language acquisition. Richards and Schmidt (2010) stated that reading skills require the ability to determine main ideas, understand sequence, notice specific information, make inferences, prediction and comparisons. Meanwhile Grellet (1981) says that reading is a skill for readers to understand the text and extract information as many

as possible. In a word, reading is an active process of interpreting and extracting information from a text that requires certain skills, such as identifying the main idea and detailed information as well as generating conclusion, comparisons, and predictions.

According to Ellery cited in Latifa and Manan (2018), there are several components that students should master to comprehend reading a passage, such as;

a) Main Idea

   A main idea is known as the key aspects of a text. It is the primary point the writers wish to communicate with the readers. Identifying the main idea of a text is regarded a s the most important reding comprehension skill (Usman et al., 2017).

b) Vocabulary

   According to Latifa and Manan (2018), vocabulary in reading skill is essential since it helps students to recognize the meaning and message of the text, which is stated explicitly or implicitly. Students with wide-ranging vocabulary is easier to comprehend a text. The success of language learning will be determine determined by vocabulary acquisition.

c) Reference

   Reference refers to the relationship between grammatical units, usually pronouns, with other grammatical units such as object and subjects. Reference generally stated explicitly in the text and it requires students to discover the connection between two words.

d) Inference

   An inference is related to conclusions; it asks students to conclude the text they have read. Generally, information about inference is stated implicitly in the text.

e) Comprehension

   Comprehension is crucial for the development of reading skills, thus making this ability needs to be learned. Usman et al. (2017) defines comprehension as the ability to extract and construct meaning from written text through interaction and involvement with the text. In Addition, National Reading Panel (2000) argues that reading comprehension is a cognitive process that integrated complicated skills and cannot be isolated from vocabulary learning and development.

f) Detail Information

   Detail information related to a small piece of information from the text. It is usually found in a particular section in the text.

MALL and Mobile Learning in ELT

Mobile Assisted Language Learning (MALL) is a popular method when it comes to language learning and teaching. It is a subset of CALL, yet CALL and MALL are different in field of devices needed. CALL requires a computer device that cannot be easily moved to

one another place, and MALL utilizes hand-held devices which allow students to access information anytime and anywhere (Yaman, 2016; Klimova, 2019). In short, MALL deals with mobile technologies to support language learning. Yaman et al. (2016) claim the implementation of MALL will transform foreign language learners' attitudes toward language learning.

Further, according to Wen et al. (2019), MALL provides students with richer learning experiences than traditional learning approaches. Traditional learning may lead to boredom because sometimes teacher use monotonous strategies, and students do not have much time to practice outside classroom. Besides, with the advance in technology, the learning process will be more interesting, effective, and efficient. Students have many times to practice even outside the classroom schedule. Klimova (2019) has summarized the key features of MALL which involved the opportunity for students to learn independently in both informal and formal situations and the chances to collaborate with other students and the teacher. It can also make the relationship between the students and teachers closer because they can contact each other outside the classroom. Yaman et al. (2016) further state MALL is one of the most attractive emerging technologies for language learning since it can aid EFL learners by increasing positive attitudes, improving cooperative learning abilities, lowering anxiety, and fostering language growth.

Mobile learning is also believed can enhance students' English proficiency. Rezaei et al. (2013) state mobile learning can increase students' vocabulary, confidence, class participation, and engagement because students show a positive tendency toward multimedia education. Wen et al. (2019) also mentioned that interactive activities provided by mobile applications could actively engage students in paying attention to the learning material, resulting in successful learning. Later, mobile learning technology can be supported by many learning theories. For example, mobile learning provides real-time feedback, allows students to construct their concepts, and adjust its content to any learning situation and location; it also supports lifelong learning (Talan, 2020).

Considering the development of mobile technologies and all the advantages offers, many have started to reform education with technology integration. Churchill et al. (2013) introduced the learning model to support student-centered learning with the use of a technology called the RASE learning design model. This concept focuses on four aspects of learning: resources, activity, support, and evaluation. Resources comprise the material (such as digital media, textbooks, etc.), supplies, and equipment that the students used to complete the learning activity. When integrating technology as a learning resource, technology should make students learn with it. Activity is a crucial component to achieve the learning objectives. In RASE mode, technology integration should provide student-centered and authentic learning activities. Further, technology as support should

anticipate students' difficulties in learning. Evaluation is essential in the learning process. Technology integration in the assessment should offer feedback for students on their work and opportunities to improve their work based on the constant evaluation. The evaluation should make students become motivated and self-directed learners.

Through the many benefits of mobile learning, mobile learning can improve students' motivation to learn. However, it cannot be denied that mobile learning also has some flaws. Some of the problems that often arise in mobile learning are problems with the software and hardware students use and also a problem with the internet connection. Yet, this problem can be diminished as technology gets more sophisticated.

Nearpod in English Language Teaching

Nowadays, people start embracing web 2.0 as a tool to help them in conducting teaching and learning process. Nearpod is a software application that is used to deliver material to students on their individual devices. Students can experience interactive lessons on Nearpod by visiting the website at www.nearpod.com or installing the application by downloading it from App Store or Google Play Store. This application allows teachers to make a lesson directly on the website by utilizing the features such as Slide, Sway, Video, Web Content, Simulation, VR Field Trip, BBC Video, Audio, and PDF Viewer, as well as gamification. Nearpod also provided space for teachers to make students collaborate with the other students by using collaborative discussion boards. Teachers can monitor students' participation in the report feature. Teachers can take control over the slide of the material, but it also supports student-paced learning where students can learn the material anytime.

Sanmugam et al. (2019) believe that Nearpod can conduct interactive learning environments and increase students' engagement and motivation during the learning process. Nearpod provides features where teachers can view the number of students that are actively involved during the teaching session. Besides, Nearpod also helps teachers with the assessment process. Teachers can make a quiz on Nearpod then the quiz submitted by the teacher can be graded immediately; therefore, students can get real-time feedback. Buttrey (2021) has experienced using Nearpod in learning process and it shows that Nearpod can make an enjoyable environment. Further, Buttrey states that Nearpod shows promise as a tool to assist the teacher in keeping students actively engaged in face-to-face or distance learning. It will have an impact on student's performance in the learning process

METHOD

This study uses an explanatory sequential mixed-method design. A mixed technique is a research method that incorporates quantitative and qualitative data (Creswell, 2014).

An explanatory sequential mixed-method approach first collects and analyzes quantitative data then collecting and analyzing qualitative data. After all the data is collected, the researcher composes an interpretation (see Figure 1). Mixed-method is chosen to give stronger understanding and more comprehend data collection.

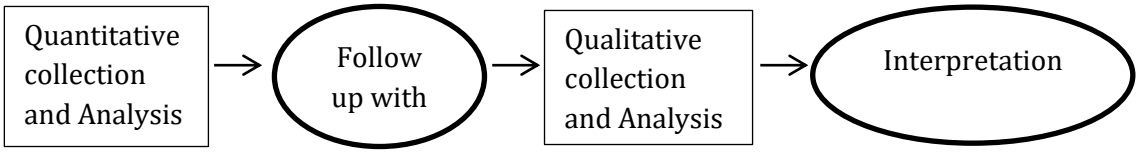

Figure 1. Explanatory sequential research design by Creswell (2014)

To see the impact of Nearpod on students' reading skills, the researcher employed a quasi-experimental method by applying posttest-only control group design. The experimental and control groups were selected using a simple random method. The researcher randomizes natural groups that have been existed before. On the other hand, for the qualitative data collection, an interview is conducted to dig deeper about students' opinion on how the implementation of Nearpod affect their reading skill. The data is used to follow up quantitative data.

This research is conducted at SMA Negeri 1 Banjar in Bali. Tenth-grade students were chosen as the research population. Based on the randomization, 31 students from X-1 class were assigned as the control group and 28 students from X-8 class as the experimental group. To collect the quantitative data, researcher uses a reading test to measure and compare students' reading skills between the group who taught using Nearpod (experimental group) and the group who learned using traditional learning method without any digital technology (control group). After the post-test is delivered, the researcher begins the interview session with the students regarding to the effect of implementing Nearpod on their learning process.

Since this study uses an explanatory sequential mixed-method design, there will be two types of data to be analyzed. The quantitative data obtained from the reading test is analyzed using an independent-samples t-test using SPSS. Meanwhile, the qualitative data is analyzed using Miles et al. (2014) flowchart (see figure 2).

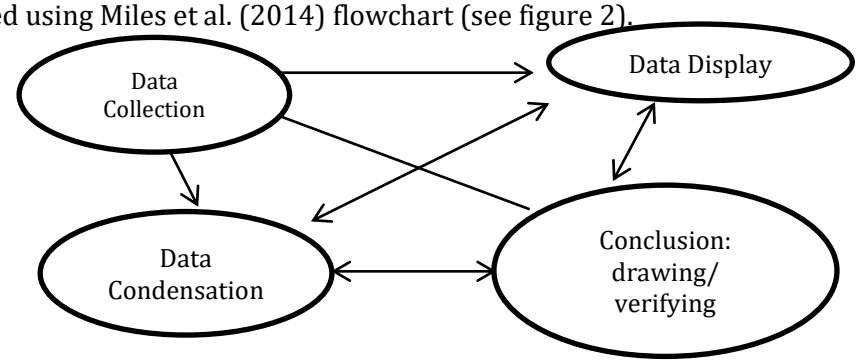

Figure 3. Interactive model analysis (Miles et al., 2014)

RESULTS AND DISCUSSION

This part will the study about the effect of Nearpod on students' reading skills.

Results

After the series of treatments, both experimental and control group were given a post-test to see if the use of Nearpod affect students' reading skills. The researcher performed a descriptive and inferential statistical analysis based on the post-test data. The descriptive analysis reveals the mean, median, mode, variance, range, standard deviation, minimum and maximum scores. Table 1 displays the results of the descriptive analysis.

Table 1

Experimental and Control Group post-test statistics

		Experimental Group	Control Group
N	Valid	29	31
	Mean	80.76	70.77
	Median	83.00	69.00
	Mode	100	100
	Std. Deviation	14.483	18.404
	Variance	209.761	338.714
	Range	48	59
	Minimum	52	41
	Maximum	100	100

Based on Table 1, experimental group mean score is 80.76, whereas the control group mean is 70.77. It shows that the experimental group outperformed the control group in terms of the mean score. Since the control group's standard deviation and variance are higher, the data distribution in the control group is more diverse.

Following descriptive statistics analysis, the researcher performed the inferential statistical analysis, which included a normality test, homogeneity test, independent-samples t-test, and an effect size test. A normality test using Shapiro-Wilk is utilized to calculate the results because the sample size is less than 50 students (see Table 2).

Table 2.

Normality Test

	Kelas	Saphiro-Wilk		
		Statistic	df	Sig.
Students post-test score	X8	.935	29	.073
	X1	.940	31	.080

The normality test results indicate that the data are normally distributed because the experimental group's significance is 0.073, and the control group is 0.080.

After the normality test, the homogeneity test is conducted. The result of the homogeneity treatment is shown in Table 3.

Table 3

Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Students' summative score	Based on Mean	2.087	1	58	.154
	Based on Median	1.958	1	58	.167
	Based on Median and with adjusted df	1.958	1	55.6	.167
	Based on trimmed mean	2.095	1	58	.153

The homogeneity test reveals that the data was homogenous because the significance values is 0.154 which is higher than 0.05.

The independent-samples t-test is used when the results of the normality and homogeneity tests indicate that the data are normally distributed and homogenous. (see Table 4).

Table 4

Independent-Samples T-test

	T	Df	Sig (2-tailed)
Students' post-test	2.324	58	.024

Based on the results, the significant value of the independent sample t-test (Sig.(2-tailed)) is 0.024, which is less than 0.05. It indicates that the group that learned using Nearpod and the group that learned using traditional methods have different levels of reading skills. Further, to measure the strength of the effect induced by the implementation of Nearpod, the researcher has run an effect size test (see Table 5).

Table 5

Effect Size Test

	Experimental Group	**Control Group**
Mean	80.76	70.77
Std Deviation	14.483	18.404
Sample Size	29	31
	Results	
Cohen's d	0.603262	
Glass's *delta*	0.689774	
Hedges' g	0.600832	

This study uses Hedges' g results since the sample size is different. But, to interpret the strength researcher used the Cohen classification. Pallant (2016) states that the Cohen classification is often used as a common decision to determine effect size test (see table 6).

Table 6

Effect Size Test Classification

Size	Cohen's d standard
Small	0.2 - 0.4
Medium	0.5 - 0.7
Large	< 0.8

Based on the classification, the implementation of Nearpod toward tenth-grade students' reading skill has a medium effect, with a score of 0.6.

The impact of Nearpod on students' reading skills and learning process is explained more with information obtained from interview sessions. The interview guide is composed based on the RASE model by Churchill et al. (2013), so there are four components to be asked, including resource, activity, support and evaluation.

In terms of resource, students feel that Nearpod make them easier to engage with the material compared to their previous learning process. It gives them more time to learn and understand the material. Students revealed that they did not have to be bothered to bring books or printed material because they can easily access the material in their palm. Nearpod allows students to store the material in their phone. Regarding to the learning activities, Nearpod makes learning more interesting and efficient. Students stated that the learning process with the help of Nearpod becomes less boring and monotonous, interesting and effective. Students claim that learning using Nearpod is more interesting because the material is presented in various ways, such as slides and picture. Further, students said that Nearpod's features are good and interesting, for the example the quiz features used by teacher to make quiz which helps them in understanding the material. Besides, draw feature in Nearpod turn the learning activity to become more enjoyable. In addition, Nearpod makes the learning process more flexible and autonomous. Students said that they can manage their own learning because the material is delivered to their personal devices. It also eases them in the reading learning process.

As support, Nearpod positively supports students' learning and reading processes. Students stated that Nearpod helps them in translating unknown words because teacher can insert online dictionary in Nearpod. Again, it helps students in accessing material as long as students still save the code. It provides exercises for students to understand the material more. Equally important, Nearpod helps the evaluation process by providing features to create quiz and give real-time feedback so that students can see their learning progress.

Discussion

This part discusses the effect of Nearpod on tenth-grade students' reading skills at SMA Negeri 1 Banjar and describes how the implementation of Nearpod affects students' reading skills in their learning process. The results were quantitatively and qualitatively analysed. According to the findings of the descriptive and statistical analyses and the effect size test, it was found that the students' reading in experimental group skill had greatly increased because to the use of Nearpod. It was demonstrated by the results of their post-test, in which the experimental group had a higher mean score. The mean score of the experimental group taught using Nearpod is 80.76, while the mean score of the control group taught using printed material is 70.77. The Independent-samples t-test result is 0.024, which is less than 0.05, showing a significant difference between the experimental and control groups.

Based on the effect size test, Nearpod implementation has a medium effect on the improvement of students' reading skill and it is considered enough in education factors. Coe (2002) claims even a 0.1 effect size can be considered a significant improvement if it is implemented to all students over a long time. Thus, making a small change could raise academic achievement. In this study, the medium effect might happen because the research was only conducted for a short time. But, if it is conducted continuously, the medium effect will bring a big sea of change to English learning, especially reading.

Nearpod gives richer experiences compared to traditional learning. According to Wen et al. (2019); Klimova (2019); Yaman (2016), MALL and mobile learning make the learning process more effective, attractive, and efficient, which provides more opportunities to be more independent in learning. MALL is believed can aid EFL learners by increasing their positive attitudes. In line with the findings found at SMA Negeri 1 Banjar, students felt their learning process becomes more interesting and efficient. It is because the material is presented in many ways, such as slides, pictures, videos, etc. Nearpod gives them new learning experiences making the learning process less monotonous. Students' motivation in English learning also increased. It is shown from their discussion session where students in experimental class more active than students in control group.

Regarding their reading learning process, Nearpod has a positive effect on the learning process. On the resource aspect, Nearpod has helped students to engage with the course material. Students have unlimited time to access the learning material, giving them more opportunities to understand such materials. With Nearpod, students did not bother to find their handbooks when they want to learn because they can easily access the material in their palm. Concerning about the learning activity dimension, Churchill et al. (2013) state that technology should make learning more efficient, student-centered, and

authentic. Nearpod makes learning more enjoyable, effective, and student-centered. Hakami (2020) and Dewi (2021) found that Nearpod could promote active learning. Students at SMA Negeri 1 Banjar felt learning English through Nearpod was more enjoyable. It was found that Students in the experimental group were more active in the discussion session than those in the control group. It is because Nearpod provides a 'Collaborate Board' feature where they can share their understanding and opinion without judgment from the others because it was set as anonymous. Meanwhile, students in control group less active in discussion session, it might be because they feel shy to share their opinion and get judgment from the others.

In addition, Kalsum (2021) found that Nearpod can increase students' motivation. It is in line with findings found at SMA Negeri 1 Banjar; Students appear to be pleased with the use of Nearpod in the reading classroom. Students said they feel more enthusiastic about learning English through Nearpod. A study by Selena and Sanda (2017) revealed that Nearpod in the reading classroom makes learning more fun and interesting. Students at SMA Negeri 1 Banjar also felt that Nearpod makes the learning process less boring since the material presented in slides makes the learning process less monotonous. Students did not get bored quickly, especially because the exercise was given through Nearpod in each meeting. In addition, students feel that learning and reading text is easier in Nearpod, which makes their reading skill improved. In a nutshell, Nearpod significantly affects students' learning activity compared to traditional learning using printed books. Using Nearpod, students become more autonomous and independent because they have control over their learning process. Also, it has many features that make students more interested in learning English.

In support aspects, Nearpod can support independent and active learning at SMA Negeri 1 Banjar. It helps students to find the solution to their difficulties in learning English. In Nearpod, teachers can insert some web to enrich students' material and online dictionaries; it helps students who have difficulties translating English words. They do not have to bring a dictionary book when learning English in the classroom. Likewise, when students learn using the traditional way, sometimes when the teacher explains something, students cannot hear some words, but using Nearpod helps students know what words are meant when explained. Talking about the evaluation process, a study by Mckay and Ravenna (2016) revealed that the Nearpod app effectively monitors students' progress. Similarly, findings found at SMA Negeri 1 Banjar show that Nearpod helps them get feedback and see their learning progress. Nearpod has many features to conduct an evaluation process that provides real-time feedback. Therefore, students know their abilities in the material they learn. Teachers can also set a timer for the test, making

students more disciplined in doing their tasks. In a word, Nearpod positively influences students' reading skill and their learning process.

In the final analysis viewings from the data obtain from quantitative and qualitative data collection, the result of quantitative data is in line with the result of qualitative data. Based on the quantitative data analysis, students reading skill in the experimental group is better than control group. Meanwhile, based on the interview sessions with students, students revealed that Nearpod help them in many aspects including research, activity, support, and evaluation even though internet connection sometimes still distract the learning process using Nearpod. Arguably, the qualitative data positively support the quantative data.

CONCLUSSION

This study aims to find out the effect of Nearpod on tenth-grade students' reading skill at SMA Negeri 1 Banjar. It is found that the implementation of Nearpod has brought a significant difference on students' reading skill which can be seen from the difference in mean score between the experimental group's 80.76 and the control group's 70.77. Nearpod positively influences the reading-learning process. Students can access the learning material anytime and anywhere. It makes learning more efficient, engaging, effective, and student-centered. It is because Nearpod provides many options to create more creative learning material. Last, Nearpod also provides real-time feedback for students. However, this study is limited to the use of Nearpod on reading skills in senior high school, with 51 participants. Further research can try to examine the effect of Nearpod at different levels and using greater samples. It is suggested to study different subjects such as grammar, vocabulary, and other English skills such as writing, listening and speaking.

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