UNVEILING THE IMPACT OF "*NEARPOD*" APPLICATION IN ELEVATING TENTH-GRADE READING NARRATIVE TEXT COMPREHENSION MASTERY

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Abstract

This study is a Quantitative study to examine the efficacy of Nearpod application in elevating the 38 tenth-grade students' reading comprehension mastery under the topic of narrative text at SMAN 1 Bitar. Pre-experimental research using a one-group pretest and post-test design was implemented. To obtain the data, the researchers utilized the test. Before being given to the participants, the validity and reliability of the test were examined. T-tests on paired samples were used to assess the data that was gathered by applying SPSS 25. The findings showed that students' comprehension of narrative texts was much improved by using the Nearpod application. The students' post-test score of 83.05. rose from their pre-test score of 74.13 in narrative text The student's learning results throughout the pre-and post-tests differed notably, according to the matched samples t-test, with a p-value of 0.000, which was less than 0.05, indicating statistical significance. In light of these results, it is advised that English teachers incorporate Nearpod into their teaching, particularly for reading instruction. the findings suggest that Nearpod positively impacts reading instruction. Implications include the potential of Nearpod for enhancing literacy skills and promoting student engagement. Future research could explore its effectiveness across diverse student populations and grade levels, as well as comparative studies to identify best practices in literacy instruction. By addressing these areas, future research can contribute to the advancement of technology-enhanced pedagogy.

Keywords: Nearpod Application, Reading Comprehension Mastery, Narrative text, Pre-Experimental Research.

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1. Introduction

English is widely spoken and used by people all over the world (Rao, 2019). It has become the primary international language of the 21st century, with approximately 1.75 billion people speaking it at a proficient level (Rushdie, 2013). The significance of English in today's world is evident in several aspects: Firstly, it is recognized as the official language in approximately 42 countries and has a strong presence in fields such as science, technology, and business (Iriance, 2018). Secondly, the principal language is English for the instruction in majority of universities and schools globally worldwide (Himawati, 2018). Additionally, it has established itself as the internet's language and is essential in global communication (Sunardi, 2011).

Due to the significance of English in today's global society and our daily lives, the Indonesian government mandates that Indonesians learn it from elementary school to the university level (Maduwu, 2016) Further, English language instruction plays a pivotal role in the educational system, serving as a vital communication tool essential for success across diverse domains, encompassing academia, professional endeavors, and social interactions (Lestari et al., 2023).

Additionally, English is considered a course that is required in most junior and senior high schools that covers four fundamental skills; speaking, listening, reading, and writing in an integrated and proficient manner (Yuliana, 2016: Fadhilawati et al., 2020; Sriati et al., 2023). Compared with other skills mentioned before, reading is regarded as one of the essential skills to acquire (Ismaiyah & Fadhilawati, 2022). Further, Ismail et al., (2017) asserted that reading is the main way to acquire knowledge, it is considered a fundamental ability. information during language acquisition. Meanwhile, Mikulecky & Jeffries in Kurniati et al., (2015) argued that reading is essential for enhancing students' English proficiency, thinking skills, vocabulary, and competency to quickly acquire fresh knowledge, facts, and experiences. These are a few examples of how reading can positively impact these areas of growth. Additionally, Kaya, (2015) underscored the pivotal role of reading proficiency in human existence, highlighting its indispensable nature in comprehending written material. In the absence of adept reading skills,

students may encounter challenges in fulfilling the comprehension demands essential for their academic endeavors.

Even though reading is recognized as being crucial, many individuals who are pursuing a foreign language education in English continue to encounter difficulties in achieving fluency (Puspita et al., 2023). Issues such as comprehending words and sentences, recognizing connections between sentences, and understanding the overall message of a text are frequently encountered obstacles. Furthermore, students who face difficulties in reading face numerous obstacles, including a limited range of words they are familiar with. This limited vocabulary impedes their understanding of the text, ultimately impacting their reading competence, and also difficult to grasp the teachers' explanation in class (Fadhilawati et al., 2022). In addition, they encounter challenges in comprehending the text as they tend to solely focus on reading the words without grasping the intended meaning. Furthermore, these students find it challenging to utilize suitable synonyms for the complex words used in the text (Risdianti, 2020). Furthermore, individuals experienced challenges in grasping textual content due to their tendency to merely skim through the material without delving into its deeper significance. Consequently, they encountered hurdles in comprehending the intended meaning of the text (Fitriana, 2020).

The students of SMAN 1 Blitar struggle with reading skills, particularly when it comes to narrative texts. Based on the document analysis of the Blockt test, they have difficulty identifying the main idea, understanding the correct meaning, selecting suitable topics, referencing specific words, finding detailed information, and drawing conclusions from their reading. Given these challenges, the investigator desired to investigate whether the Nearpod app would be an effective method for improving the students' reading abilities with narrative texts at SMAN 1 Blitar. To elevate students' proficiency in comprehending English texts, leveraging contemporary educational tools is imperative.

The integration of suitable media in 21st-century learning not only enhances student learning outcomes but also fosters interactive engagement (Fadhilawati & Sari, 2018; Rachmawati et al., 2020),. One of the technologies that can be utilized in this digital instruction is Nearpod. Nearpod stands out as a versatile application, offering a myriad of captivating features accessible to both students and teachers worldwide (Ami, 2021). With interactive boards, discussion walls, evaluation questions, and immersive simulations, Nearpod provides a

rich array of learning resources, including 3D media, virtual reality experiences, and videos. (Minalti & Erita, 2021)..

Scholarly exploration into the utilization of Nearpod in English instruction has yielded promising results. (Dewi, 2023) demonstrated its positive impact on enhancing the reading skills of tenth-grade students in procedural text comprehension. Similarly, Nurhamidah, (2021) emphasized the efficacy of Nearpod-based assessment instruments in improving Indonesian language skills and promoting independent learning. Panjaitan, (2022)) corroborated these findings, illustrating the significant enhancement of students' vocabulary through Nearpod implementation. Furthermore, Oktafiani & Mujazi, (2022) and Mulianawati, (2023) attested to Nearpod's ability to boost student motivation and learning outcomes across various subjects and educational levels. Mastura, (2022) further underscored its effectiveness in enhancing reading comprehension, particularly in the post-pandemic educational landscape. Despite these notable contributions, there remains a dearth of research specifically addressing Nearpod's impact on reading skills instruction. This underscores the opportunity for further exploration and innovation in educational research. Motivated by this gap, the present study endeavors to investigate the efficacy of Nearpod in enhancing students' reading ability of narrative texts at SMAN 1 Blitar.

2. Research Method

This study's goal was to examine the effectiveness of utilizing Nearpod for boosting students' reading skills. Pre-experimental research is utilized since it only uses one group for pre-and post-testing. By comparing the outcomes of the one-group pre-test and post-test design, the pre-and post-tests are a better option since they enable a comprehensive evaluation of treatment effectiveness. This design ensures a comprehensive evaluation, making it a reliable method for determining the effects of the treatment Ary in Abraham & Supriyati, (2022) said that experimental research is the most robust research (sophisticated) in hypothesis testing. The subject of the research is the 38 students of a class consisting of 17 girls and 21 boys. The procedure of the research covered three important steps. pre-test, treatments, and post-test (Arikunto, 2013)The instruments used in this research are tests in the form of objective tests that cover 40 items of reading tests. The data was analyzed by applying SPSS 25. Further information about the activities done in this study can be seen in the following table.

Table 1. Research Activities

No.	Day and Date	Activities
1	April 2023	Preliminary Study
2	Friday, May 5th 2023	Try Out a different class
3	Monday, May 8th 2023	Pretest
4	Wednesday, May 10th 2023	Treatment I Introduction and explain about Nearpod Application creating an account on a Nearpod application and reviewing the material of narrative text
5	Wednesday, May 17th 2023	Treatment II The first Practicing comprehending narrative text using the Nearpod application
6	Monday, May 25th 2023	Treatment III The second of Practicing comprehending narrative text using the Nearpod application
7	Wednesday, May 31st 2023	Treatment IV The third Practice of comprehending narrative text using the Nearpod application
8	Monday, June 22nd 2023	Posttest
9	June 2023	Analyzing the data using SPPS 22 to answer the hypothesis

3. Result and Discussion

The researchers explain some research results that need to be reported before reaching a definitive conclusion regarding the Nearpod's efficacy in improving the reading comprehension abilities of pupils in the 10th grade at SMA Negeri 1 Blitar reading narrative texts which includes: the result of trying out the test, the outcomes of the homogeneity, reliability, normality, validity, and paired sample t-tests; the outcomes of earlier examinations, and the result of hypothesis.

The researchers conducted a try-out test. It was intended to understand the test's validity and reliability as an investigation instrument before it was tested. In the try-out test, there were 40 questions in the form of an objective test related the to reading skill of narrative text. In this case, the test covered some questions such as finding the text's key concepts, deciphering meaning, identifying subjects, citing words, and extracting specific information from a reading. The result of the tryout rest can be seen in Table 2 as follows:

Table 2. Try out Result

No	Initial	Scores	No	Initial	Scores
1	AMW	90	16	JWCN	92,5
2	AMM	85	17	KDA	92,5
3	ARF	85	18	MFM	97,5
4	BNP	85	19	MFRP	92,5
5	BKAP	90	20	MNK	87,5
6	CME	85	21	MHK	95
7	CWD	95	22	NRS	95
8	DBN	87,5	23	NPH	87,5
9	FAE	92,5	24	NMN	92,5
10	FAAR	95	25	NCNS	95
11	GCKAP	92,5	26	NCNS	95
12	HNN	90	27	ORI	87,5
13	IPK	90	28	PLBA	0
14	IGA	95	29	PPPK	97,5
15	JA	95	30	PMH	92,5

After having the tryout test results, the researchers tried to examine the students' answers to the items of the test to determine the test's validity and reliability, as well as to ascertain those qualities, the researcher employed SPSS 22.0.

Table 3. Validity Test Result

Question	R count	Question	R count
Q1	0.369	Q21	0.649
Q2	0.404	Q22	0.669
Q3	0.489	Q23	0.669
Q4	0.381	Q24	0.689
Q5	0.361	Q25	0.669
Q6	0.596	Q26	0.649
Q7	0.396	Q27	0.709
Q8	0.649	Q28	0.689
Q9	0.513	Q29	0.563
Q10	0.669	Q30	0.458
Q11	0.709	Q31	0.579
Q12	0.502	Q32	0.487
Q13	0.669	Q33	0.463
Q14	0.596	Q34	0.579
Q15	0.423	Q35	0.596
Q16	0.449	Q36	0.436
Q17	0.649	Q37	0.563
Q18	0.975	Q38	0.473

Question	R count	Question	R count
Q19	0.709	Q39	0.413
Q20	0.709	Q40	0.729

From that result, every question of the test has a count > of r from the r table (0.361), which is a favorable outcome, as can be seen from the tables above. As a result, the test's question items are accepted as legitimate. Additionally, the researcher conducted a reliability test after the validity test results. If the Cronbach's Alpha Coefficient equals or exceeds 0.6, the test is considered credible. Then, the result of the reliability test using SPSS 22.0 is reported in Table 4;

Table 4. Reliability Test Result

Synopsis of Case Processing			
		N	%
Cases	Valid	30	100,0
	Excluded	0	,0
	Total	30	100,0

Statistics of Reliability	
Cronbach's Alpha	*N of Items*
0,936	40

From The description of the table above, we can see that Cronbach's Alpha Coefficient was > 0.6. So, it can be concluded that the test is trustworthy. This means the test can be used as a research instrument in the pre-test.

After the test was tried out and the test's reliability and validity, then the investigator did the treatment (teaching the reading skill of narrative text by using the Nearpod application which covered 4 meetings). It was intended to determine the students' proficiency in narrative text reading after the implementation of the Nearpod application the outcome is as follows.

Table 5. The outcomes of the X-1 pre- and post-tests on students' reading of narrative texts at SMAN 1 Blitar

No	Initials	Pre-Test Score	Post Test Score	No	Initials	Pre-Test Score	Post Test Score
1	AAF	80	95	20	LZK	80	90
2	ACQ	72.5	87.5	21	MPH	77.5	92.5

No	Initials	Pre-Test Score	Post Test Score	No	Initials	Pre-Test Score	Post Test Score
3	AFB	82.5	95	22	MLS	67.5	77.5
4	ASYR	75	87.5	23	MFEBH	77.5	97.5
5	BSM	87.5	97.5	24	MAA	80	97.5
6	BNA	77.5	97.5	25	NAGP	72.5	87.5
7	BDJ	72.5	85	26	NAPN	70	82.55
8	CYS	70	80	27	NAPU	80	95
9	CZK	72.5	85	28	NSDR	75	87.5
10	DNS	85	95	29	PCK	77.5	95
11	DNS	80	95	30	RAP	80	95
12	DMN	75	82.5	31	SVF	75	87.5
13	DAJ	67.5	80	32	YHH	70	80
14	GPK	70	87.5	33	YWAW	82.5	95
15	IZK	77.5	87.5	34	YM	70	77.5
16	JLF	80	92.5	35	ZDRR	80	92.5
17	KVS	82.5	95	36	ZAEE	67.5	77.5
18	KAAD	77.5	95	37	ZAPK	60	70
19	LTKW	75	87.5	38	ZMA	67.5	80

From the pre-test result that was displayed above, it was reported that the student's reading skill in narrative text has enhanced. The students' mean score of 75,5 enhanced to 88,88. Therefore, the researcher concludes that the student's scores were enhanced by applying the Nearpod application in teaching and learning the reading skill of narrative text. After getting the result of the posttest, the researcher then conducted a test of normalcy. The test of normalcy aimed to ascertain if the independent and dependent variables within the regression model exhibit a distribution that is either normal or not. In this case, The One-Sample Kolmogorov-Smirnov Test is employed in the normalcy test. If the sig. result of the normality table test is more than 0.05, the data is regularly distributed.

Table 6. The Normality Test Outcome

One Sample KS Test		
		Non-standard Residual
N		38
Normal Parameters[a,b]	$\bar{x}$	.000
	σ	3.00911326
Most Extreme Differences	Abs.	.104
	(+)	.104
	(-)	-.065
Examine Statistics		.104

Asymp. Sig. (2-tailed)	.200[c,d]

Table 7. The result of the Homogeneity of the Test

Homogeneity of Variances Test

variable Statistic of Levene	1st Degrees of Freedom	2nd Degrees of Freedom	Significances
1.606	1	74	.209

The researchers attempted to use a t-test on paired samples to examine the initial and final exam data to determine how well the Nearpod application improved the students' reading comprehension of narrative content. One test technique used to look at the treatment's efficacy is the t-test on paired samples. The difference between the average before and after receiving therapy serves as an indicator

Table 8. The T-test for Paired Samples' Outcome

Statistics of Paired Samples

		$\bar{x}$	N	σ	Std. Error $\bar{x}$
Pair 1	Pretest	75.5263	38	5.81697	0.94364
	Postest	88.5539	38	7.15616	1.16088

Correlations of Paired Samples

		Total Samples	Cor.	Significances
Pair 1	Pretest & Postest	38	0.907	0.000

Test of Paired Samples

		Difference as paired							
		$\bar{x}$	σ	Std. Error $\bar{x}$	95% Confidence Interval of the Difference		t	df	2-tailed Sig.
					Lower	Higher			
Pair 1	Pretest - Postest	-13.02763	3.08406	.50030	-14.04134	-12.01393	-26.040	37	0.000

The result of Sig. (2-tailed) was < 0.05, it indicates a significant difference in learning outcomes between the pre-test and post-test data, according to the results shown in the above

table. It means that the Nearpod application is effective in escalating students' narrative text reading comprehension mastery in class X-! at SMAN I Blitar.

4. Discussions

If we take a look at the previous finding, it's evident that there was a notable improvement in the student's performance in narrative text, with scores increasing from 74.13 in the pre-test to 83.05 in the post-test. Additionally, the paired samples t-test indicated a significant difference, with a p-value of 0.000, which is below the conventional threshold of 0.05. This indicates a substantial improvement in student learning outcomes from the pre-test to the post-test. Consequently, it can be inferred that Nearpod effectively contributed to enhancing the reading ability of tenth-grade students in the narrative text within class X-1 at SMAN 1 Blitar. The observed success among students can likely be attributed to the remarkable features offered by Nearpod. For instance, its ability to create engaging and interactive presentations likely played a crucial role in capturing students' attention and making the learning process more enjoyable. This aligns with the findings of Ami, (2021) who highlighted Nearpod as a versatile application software with various captivating features that support interactive learning, such as interactive presentations and quizzes.

Moreover, the paired samples t-test revealed a two-tailed significance value of 0.000, indicating a substantial difference between the student's learning outcomes in the pre-test and post-test, as it falls below the standard threshold of 0.05. Hence, it can be deduced that Nearpod effectively enhanced the reading proficiency of tenth-grade students in the narrative text within class X-1 at SMAN 1 Blitar. The student's achievements may have been influenced by Nearpod's impressive features, including its capacity to craft captivating and interactive presentations, thereby engaging students and rendering the learning process more enjoyable. This finding resonates with Ami, (2021) assertion that Nearpod offers a plethora of compelling features, such as interactive presentation tools and quizzes, to facilitate interactive learning experiences.

In addition, Nearpod enables the integration of multimedia content such as videos, images, and audio clips into the lesson. This can help reinforce the concepts being taught and cater to different learning styles. This statement is in line with Minalti & Erita, (2021) who said that Nearpod offers a wide range of features that enhance the learning experience, including

interactive presentations with multimedia elements such as images, videos, audio, and virtual reality (VR) content.

Additionally, Nearpod offers the functionality to seamlessly integrate quizzes, polls, and other interactive exercises, providing instant feedback to students. This interactive approach encourages active engagement and allows students to assess their comprehension of the material in real time. Ami, (2021) assertion similarly highlighted the capability of educators to embed formative assessments, quizzes, polls, and open-ended inquiries directly within their lessons to evaluate students' comprehension levels and gather immediate feedback

Furthermore, Nearpod offers functionalities such as virtual reality excursions, interactive whiteboards, and group tasks to encourage student cooperation and stimulate dialogue among peers. This collaborative approach is believed to enhance comprehension and foster critical thinking skills. This observation aligns with the findings of Mattar as cited in with Mattar in Afif & Zulherman, (2022) who describe Nearpod as a dynamic and adaptable educational tool capable of enriching student engagement, collaboration, and evaluation, whether in traditional or virtual learning environments.

Moreover, Nearpod enables the adaptation of content to accommodate the unique requirements and learning capacities of individual students. This feature ensures that each student benefits from tailored instruction and assistance. This concept echoes the sentiments expressed by Ami, (2021) who notes that Nearpod provides options for customization, empowering educators to tailor lessons to the specific needs, interests, and abilities of individual students or groups The findings indicating Nearpod's efficacy in improving the reading proficiency of tenth-grade students in narrative text align with prior research demonstrating Nearpod's effectiveness in enhancing English language learning outcomes. Firstly, this conclusion resonates with the research conducted by Dewi, (2023) which highlighted Nearpod's positive impact on the reading skills of tenth-grade students, particularly in comprehending procedural texts at SMAN 1 Banjar. Secondly, it corresponds with the study by Panjaitan, (2022) who identified a significant improvement in students' vocabulary acquisition through the use of Nearpod at SMP Yos Sudarso Dobo, Maluku. Additionally, it correlates with the findings of Mulianawati, (2023) who emphasized Nearpod's ability to elevate students' learning outcomes and engagement levels at SMP PGRI 01 Batu. Lastly, it aligns in line with Mastura, (2022) Mastura's (2022) research, which emphasized the effectiveness of the Nearpod

application in enhancing reading comprehension among fourth-grade students at the English Language Department of Almuslim University, particularly in the post-pandemic COVID-19 context.

5. Conclusion and Suggestions

Referring to the finding above,t the average reading score of tenth-grade students at SMAN 1 Blitar in narrative text improved significantly after using the Nearpod application. Before the treatment, the mean score was 74.13, which increased to 83.05 after the treatment. The t-test with paired sample findings analysis showed a 0.000 Sig. (2-tailed) value, indicating that the improvement in scores was statistically significant. Therefore, the hypothesis of null (Ho) is refuted, and the hypothesis of alternative (Ha) is affirmed. This implies that the usage of the Nearpod application effectively enhances the reading comprehension skills of learners in SMA Negeri 1 Blitar', especially on the topic of narrative texts. From the result, it is recommended for future researchers to investigate the impact of Nearpod on reading comprehension mastery, future research could explore its effectiveness across different grade levels and diverse student populations. Longitudinal studies could track students' progress over an extended period to assess the sustained benefits of Nearpod integration. Additionally, comparative studies could examine the efficacy of Nearpod against other instructional approaches to identify best practices in literacy instruction. Furthermore, qualitative research methods such as interviews and observations could provide deeper insights into students' perceptions and experiences with Nearpod, informing the development of tailored instructional strategies. By addressing these avenues, future research endeavors can contribute to the ongoing advancement of technology-enhanced pedagogy and its implications for language learning outcomes.

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