

CHAPTER I INTRODUCTION

A. Background of the Study

The rapid advancement of information and communication technology has significantly transformed the educational landscape, particularly in the teaching and learning processes of the 21st century. Learning is no longer limited to conventional methods that rely heavily on textbooks and teacher-centered instruction. Instead, it has shifted toward the integration of digital technology to create learning environments that are interactive, participatory, and meaningful. This transformation requires teachers to utilize technology as an integral part of instructional strategies to support the achievement of learning objectives effectively.

The importance of integrating technology in education is also supported by global and national educational policies. UNESCO (2021) emphasizes that the use of digital technology in education plays a crucial role in fostering student-centered learning, encouraging active engagement, and improving the quality of the learning process. Similarly, the Indonesian Ministry of Education, Culture, Research, and Technology, through the Merdeka Curriculum, promotes the use of digital learning media that facilitate active, collaborative, and contextual learning in accordance with students' needs.

In the context of English language learning, the use of digital learning media is increasingly relevant because language learning requires students not only to understand linguistic forms but also to comprehend meaning, interpret

messages, and apply language in communicative contexts. One of the essential skills in English learning is reading comprehension. Reading comprehension involves complex cognitive processes, such as identifying main ideas, understanding detailed information, making inferences, and interpreting implicit meanings within a text. Therefore, the effectiveness of reading instruction is strongly influenced by the instructional media and strategies employed by teachers.

Along with the development of educational technology, various interactive learning media have been designed to support more effective learning processes. Digital learning media enable teachers to present materials in diverse ways and encourage students to actively participate in learning activities. One digital learning medium that has gained considerable attention in recent years is Nearpod, a web-based interactive learning platform that allows teachers to integrate instructional materials with multimedia features, interactive quizzes, collaborative discussions, and real-time feedback (Oktafiani & Mujazi, 2022).

Nearpod is designed to support student-centered learning, in which students are not merely passive recipients of information but active participants in the learning process. Through the use of digital devices, students can interact directly with learning materials, respond to questions, participate in discussions, and reflect on their understanding. From a theoretical perspective, the use of Nearpod aligns with the *Cognitive Theory of Multimedia Learning*, which states that learning becomes more effective when information is presented through

multiple channels, such as text, visuals, and audio, and when learners are actively engaged in processing information (Mayer, 2001).

In reading instruction, Nearpod provides various features that can potentially support reading comprehension processes. Interactive slides can be used to present reading materials in a structured manner, videos can provide contextual and visual support, while quizzes and interactive activities can reinforce students' understanding of the text. In addition, discussion features and collaborative boards encourage students to express ideas and interpret textual meaning reflectively. Through these activities, students are guided to process reading texts more deeply and systematically.

Empirically, the effectiveness of Nearpod as an interactive learning medium has been supported by several research findings. Previous studies have reported that the use of Nearpod has a positive impact on students' learning outcomes. (Dewi et al., 2023) found that students taught using Nearpod achieved better reading comprehension results compared to those taught through conventional teaching methods. Furthermore, (Khoirrohmah & Fadhilawati, 2024) reported that Nearpod's interactive features enhanced student engagement and helped learners understand reading texts more effectively. These findings indicate that Nearpod has significant pedagogical potential as a learning medium, particularly in improving reading comprehension outcomes.

Despite these positive findings, most existing studies have focused on senior high school students and specific types of texts, such as narrative or

descriptive texts. Research that examines the use of Nearpod at the junior high school level, especially in teaching functional texts such as greeting cards, remains limited. Greeting cards are short functional texts that require students to understand communicative purposes, social contexts, and commonly used expressions, many of which involve implicit meanings. Therefore, greeting card material provides an appropriate context for examining students' reading comprehension and the effect of interactive digital learning media.

It is important to emphasize that this study does not aim to identify or solve the problem of low reading comprehension among students. Rather, the primary focus of this research is to measure the extent to which the use of Nearpod as an interactive learning medium produces a significant effect on students' reading comprehension skills. Accordingly, Nearpod is positioned as the independent variable, while students' reading comprehension is treated as the dependent variable. This study seeks to examine the effectiveness of Nearpod by comparing the reading comprehension outcomes of students taught using Nearpod with those taught using conventional instructional methods.

In line with this objective, the study employs a quasi-experimental design using a posttest-only control group to obtain objective data regarding the effect of Nearpod on students' reading comprehension. This design is selected to assess the instructional impact of the learning medium rather than to diagnose students' initial reading difficulties. Through this approach, the study is expected to provide strong empirical evidence regarding the effectiveness of Nearpod in English reading instruction.

Based on the explanation above, the researcher is interested in conducting a study entitled “The Effect of Nearpod Media on Students’ Reading Comprehension Skills in Greeting Card Material for Eighth-Grade Students at SMPN 10 Padang.” The findings of this study are expected to contribute to the development of technology-integrated English language learning and to provide practical insights for educators in selecting effective digital learning media to enhance reading instruction at the junior high school level.

B. Identification of Problem

Based on the background of the study, the problems of this research are identified as follows:

1. The effectiveness of Nearpod as an interactive learning medium in improving students’ reading comprehension skills still needs to be empirically examined.
2. Studies investigating the use of Nearpod in teaching functional texts, particularly greeting card material, at the junior high school level are still limited.
3. There is a need to compare the reading comprehension skills of students taught using Nearpod media and those taught using conventional teaching methods.

C. Limitation of Problem

Based on the background and problem identification described above, this research is limited to the use of Nearpod as a digital learning medium in

English subjects, specifically in teaching reading comprehension of greeting card material to eighth-grade students at SMPN 10 Padang.

D. Formulation of the Problem

Based on the background and identification of the problems that have been explained, the formulation of the problem in this research is: Is there a significant difference of using Nearpod media on students' reading comprehension skills in greeting card material for eighth-grade students at SMPN 10 Padang taught using Nearpod and those taught using conventional methods?

E. Purpose of the Study

The purpose of this study is to determine whether there is a significant difference of using Nearpod media on students' reading comprehension skills in greeting card material for eighth-grade students at SMPN 10 Padang taught using Nearpod and those taught using conventional methods?.

F. Significance of the Study

The use of Nearpod media in learning can provide significant benefits for various parties, especially for educators, students, and researchers. With the support of technology-based learning media such as Nearpod, the teaching and learning process is much more engaging and interactive. Thus, its utilization in English language learning is expected to enhance the effect and quality of the learning process.

For educators, Nearpod can serve as a reference and a new experience in the use of technology-based learning media. With this technology, educators

can create a more interactive and enjoyable learning atmosphere. In addition, Nearpod helps educators deliver material more systematically and engagingly, making it easier for students to understand the lessons.

For students, the use of Nearpod in learning can enhance motivation and effect in understanding English learning materials. Through the available interactive features, students can participate more actively in the learning process. In addition, Nearpod also allows students to learn more enjoyably, thereby increasing their interest in understanding the material being taught.

For researchers, this study can enrich insights and knowledge in developing technology-based evaluation tools. By gaining a deeper understanding of the use of Nearpod, researchers can explore the potential of this media in enhancing the quality of learning. In addition, this research can also serve as a foundation for the development of more innovative and creative learning strategies in English language teaching.

In conclusion, using Nearpod in English language learning significantly benefits educators, students, and researchers alike. Educators can more easily and engagingly deliver material, students become more motivated to learn, and researchers can broaden their horizons in the development of learning media. Therefore, the use of technology such as Nearpod in the field of education needs to be continuously developed to enhance the effect of learning.

G. Definition of Key Terms

1. Media

Interactive learning media are instructional tools that actively involve learners in the learning process by encouraging interaction, participation, and feedback. According to Hasan et al. (2021), learning media function as channels that convey messages from educators to learners in ways that stimulate students' thoughts, attention, and interest, thereby facilitating learning. In this research, interactive learning media refer specifically to the use of Nearpod as a digital platform that integrates multimedia elements and interactive activities to enhance reading instruction.

2. Nearpod

Nearpod is a web-based interactive learning platform that enables teachers to create and deliver multimedia lessons integrated with interactive activities such as quizzes, polls, videos, collaborative boards, and real-time feedback. According to Banjarnahor and Tarigan (2023), Nearpod enables teachers to create student-centered learning environments that foster active participation and engagement. In this study, Nearpod is utilized as an interactive learning medium to support English reading instruction and to examine its impact on students' reading comprehension skills in greeting card materials.

3. Reading Comprehension

Reading comprehension refers to the ability to understand, interpret, and construct meaning from written texts through various cognitive processes. Nuttall (1982) states that reading comprehension involves

several aspects, including identifying main ideas, understanding references, making inferences, recognizing detailed information, and comprehending vocabulary. In this study, reading comprehension is operationally defined as students' ability to understand Greeting Card Material as measured through a posttest covering these reading aspects.

