

Nearpod Apps: The Effective Teaching Media in Reading Class

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ABSTRACT

Students' difficulties in reading in English class require teachers to choose the right learning media to support effective learning and improve students' reading skills. The purpose of this research is to measure whether Nearpod is effective or not on student reading achievement. This research method is quantitative with a quasi-experimental research design using purposive sampling techniques. This research took 36 students from class X MIPA 1 as the experimental group and 36 students from class X MIPA 4 as the control group. Researchers use tests as research instruments. Researchers carried out three steps in this research. Namely giving a pretest, carrying out treatment, and giving a posttest for both groups. The results of this research show that the Sig. a pretest is 0,000 and the Sig. value medium is 0,000. It is lower than 0,05 which means that H₀ is rejected. From the explanation above, it can be stated that there is a significant difference between students who are taught to read narrative texts using Nearpod compared to students who are not taught to read narrative texts without using Nearpod. This result is also supported by the Partial Eta Square table which shows that the media value is 0,346 and the pretest value is 0,234. It can be concluded that the results of this research were influenced by Nearpod which had been adjusted by the researcher and were not influenced by the students' background knowledge.

Keywords: Reading, Nearpod, Narrative Text

INTRODUCTION

English has a very important role in the world of education. Many countries include English as a second language in their school syllabus and children start learning English from a young age (Ilyosovna, 2020). In English, four important basic skills are interrelated, including Reading, Writing, Listening, and Speaking (Sadiku, 2015). Reading is one of the four important basic skills that students must learn when learning English. Through reading students can learn many things, even things they don't know yet. As stated by (Sadiku, 2015) reading offers a productive approach to increasing language vocabulary and word strength for example.

As stated by Reza Ahmadi et al., (2013) general studies show that anyone who starts learning English will most likely experience serious difficulties in constructing meaning and understanding texts. Students' problems in reading comprehension do not

only come from one aspect, there are several aspects of reading problems that students may face, including language knowledge problems, background knowledge problems, motivation problems, reading strategy problems, and reading process problems (Sari et al., 2020). Other research conducted by Zuhra (2015) found that students experienced difficulty in answering reading comprehension questions due to several factors, including weaknesses in differentiating reading texts and types of reading comprehension questions, as well as inadequate knowledge of vocabulary and sentence structures. According to Soetrisno (2022), reading difficulties give rise to other serious problems, namely: the perception that English is very difficult, low motivation to learn English, negative attitudes towards learning English, and low learning outcomes. To achieve success in reading comprehension, the teacher's role is to train students' concentration in reading (Mu'arifah, 2019). Teachers play a big role in solving this problem. In this problem, teachers need to choose the right learning media to support effective learning and help students improve their reading skills in English class.

In this modern era, doing something or even reading via a gadget or PC screen has become commonplace in people's daily lives. This phenomenon can be seen in the field of education, one of which is teaching English. With the rapid development of science and technology, the emergence of online learning media and its application in teaching, which displays audio, visual, and animation effects, brings its color to English language teaching and becomes a profitable platform for reform and exploration of English language teaching models in Indonesia. According to Putu, (2019) it is clear that the use of online media in learning English can effectively maintain students' interest in learning English, as well as increase teacher interest in carrying out language teaching.

In this research, researchers used Nearpod as the online learning media chosen to support student learning success in reading skills. According to Abdullah et al., (2022) Nearpod is an interactive learning platform that facilitates active learning for students through the use of quizzes, polls, gamification, interactive videos, and collaboration boards. So take advantage of interesting features to help students learn and easily understand what they read. Nearpod is an interactive learning platform that utilizes visual representations to encourage students' reading comprehension skills in narrative texts. According to Burton, (2019) Nearpod can improve delivery by teachers

displaying slides/projections from the front of the class by streaming them to smart devices which students now always carry into the classroom. Perez (2017) quoted in Burton, (2019) said Nearpod provides flexibility for educators to switch from presentation/lecture mode to individual and group activities. This can make learning with the help of innovative media increase students' interest in learning and thinking power, thereby influencing student learning achievement (Feri & Zulherman, 2021). Therefore, the use of technology is highly expected, especially the application of learning media in schools. Learning media can provide encouragement, desire, motivation, and stimulation in the learning process and have a psychological impact on students (Feri & Zulherman, 2021).

Previous research with Nearpod conducted by Mohamed (2022) showed that students experienced a decrease in interaction and learning motivation which could affect student learning achievement. Another problem experienced by most students is their lack of involvement in the teaching strategies used by teachers. In this decade, there are still many teachers who have not used learning strategies and media that can attract students' interest in learning the material. As researchers have observed, during learning, students do not participate, they yawn, stare blankly, and lose the direction of the conversation. This problem was also discovered by researchers at SMAN Bandarkedungmulyo. In this case, the students look apathetic and bored. As a result, when they are faced with exams or have to do certain assignments, their grades will be below average and this can cause a decline in student learning achievement. To reduce the negative impact that occurs on student learning achievement, Nearpod is used as a digital learning media that can support the process of delivering English language material, one of which is reading skills. In line with research findings which are in line with most of the relevant literature, Nearpod can provide active learning opportunities, and increase student involvement in learning, some students feel satisfied and enthusiastic about learning using Nearpod, and can improve learning outcomes significantly. Responding to previous research regarding the use of Nearpod on student learning achievement and learning motivation by producing good output, researchers want to research the effectiveness of using Nearpod on student reading achievement. From the explanation above, this research aims to determine the effectiveness of using Nearpod in student reading achievement. It is hoped that the results of this research can

provide new contributions to teaching English using Nearpod as a digital learning media, as well as providing new knowledge and experience for students and inspiring teachers to implement digital learning media to improve students' reading achievement. For further research, it is hoped that this research will be useful for finding out more innovations in teaching reading and can be a reference for using digital learning media.

METHODS

In conducting this research, researchers used quantitative research and quasi-experimental design. Researchers used purposive sampling to determine which class was the experimental group and which class was the control group. The sample for this research was class X MIPA 1 as an experimental group with 36 students and class X MIPA 4 as a control group with 36 students. Researchers used tests as instruments for this research. Zainal Arifin (2014: 118) defines "a test as a technique or method used to carry out measurement activities, in which there are various questions, statements, or a series of tasks that must be carried out or answered by students". The test used by researchers in this research, it is in the form of multiple choice. The test is structured by considering several sub-skills that students must achieve, such as identifying the social function of text structure and linguistic elements of the text, determining the general description, determining several references from several pronouns, determining the meaning of words, and searching for information. detail, looking for implied information, completing missing parts of the text, and looking for synonyms and antonyms. There are 20 questions each for the pre-test and post-test.

Before the research is carried out, the research instrument is tested for validity and reliability first to find out whether the instrument is valid and reliable. The research was conducted in two classes a control group and an experimental group. Both groups will receive a pre-test from the researcher. After that, treatment will be carried out on both groups. The treatment given to the experimental group and the control group was different. The difference lies in the procedures for teaching reading. The experimental group was taught using Nearpod, while the control group was only taught using conventional methods. At the end of the lesson, the researcher gave a post-test to the control class and experimental class to find out the difference in scores from different classes with different learning. After obtaining the data, the researcher carried out a

homogeneity test and a normality test. After that, the researcher analyzed the pre-test and post-test results for both classes using ANCOVA in SPSS 20.0 for Windows.

FINDING

This research was conducted to determine the effectiveness of using Nearpod on the reading achievement of tenth-grade students. Before giving the test, the researcher conducted a trial to determine the validity of the test. The trial was carried out on July 17, 2023. After that, a pretest was given to the experimental group and control group on July 20, 2023. After conducting a pretest on both groups, the researcher gave treatment to the experimental group using Nearpod and the control group using conventional methods. This is shown in the table below.

Table 1.1 Between-Subjects Factors

Between-Subjects Factors			
		Value Label	N
Media	1	Nearpod	36
	2	Conventional Method	36

Based on the table above, media 1 represents the treatment for the experimental group and media 2 represents the treatment for the control group. N in the table above shows the number of students from each group. The experimental group is grade 10 MIPA 1 students consisting of 36 students and the control group is grade 10 MIPA 4 students consisting of 36 students. The results of the pre-test and post-test reliability calculations using the SPSS 20.0 for Windows program are presented in tables 3.5 and 3.6 below.

Table 1.2 The Reliability of Pre-Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.851	15

Based on the table of Criteria of Construct Reliability and reliability statistics of Cronbach's Alpha for the pre-test, it was found 0,851. It can be concluded that the test has very high reliability.

Table 1.3 The Reliability of Post-Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.854	15

Based on the table of Criteria of Construct Reliability and reliability statistics of Cronbach's Alpha for post-test, it was found 0,854. It can be concluded that the test has very high reliability.

After carrying out reliability, the researcher carried out a homogeneity test and a normality test. The homogeneity test results are presented in table 3.7 and the normality test results are presented in table 3.8 below.

Table 1.4 Test of Homogeneity of Variances

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	1.578	1	70	.213
	Based on Median	2.486	1	70	.119
	Based on Median and with adjusted df	2.486	1	69.859	.119
	Based on trimmed mean	1.264	1	70	.265

The table shows a posttest significance value of 0.213. The significance value in the test is greater than the alpha value of 0.05. This means that the data for the two groups are homogeneous.

Table 1.5 Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test Experimental Class	.193	36	.002	.946	36	.080
Post Test Experimental Class	.194	36	.001	.943	36	.065
Pre Test Control Class	.106	36	.200 [*]	.974	36	.548
Post Test Control Class	.184	36	.003	.943	36	.062

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table above shows that the significance value for the pretest experimental class is 0.080 and the control class is 0.548. The significance value is more than the alpha value of 0.05, meaning that the pretest scores for both groups are normally distributed. The post-test significance value for the experimental class was 0.065 and

the control class was 0.062. This significance value is more than the alpha value of 0.05, meaning that the post-test scores for both groups are normally distributed.

Researchers conducted a post-test on the experimental group and control group. Post-test results are used to determine students' reading achievement after being taught using Nearpod. Researchers want to know whether students who are taught using Nearpod have better student reading achievements than students who are taught not using Nearpod. The test results show that there are differences between students who are taught using Nearpod and students who are not taught using Nearpod. The results can be seen in the table below:

Table 1.6 Test of Between-Subjects Effects

Tests of Between-Subjects Effects

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1206.257 ^a	7	172.322	8.031	.000	.468
Intercept	35622.048	1	35622.048	1660.166	.000	.963
Pretest	420.417	1	420.417	19.594	.000	.234
Media	725.757	6	120.960	5.637	.000	.346
Error	1373.243	64	21.457			
Total	430392.000	72				
Corrected Total	2579.500	71				

a. R Squared = .468 (Adjusted R Squared = .409)

Analysis was carried out to find out whether there was a difference in the reading achievement of students who were taught using Nearpod and students who were taught not using Nearpod. The aim then is to find out whether Nearpod is effective in learning English, especially in reading classes. To answer the research problem, the researcher interpreted two important terms from the table above. Table 3.8 The student's Pretest Sig value is 0.000 and the media Sig value is 0.000. To find out whether H0 is accepted or not, it can be seen via Sig media. The table above shows that the media Sig of 0.000 is smaller than 0.05, meaning that H0 is rejected. So the reading achievement of students who are taught using Nearpod is different from students who are taught without using Nearpod.

In Chapter 3 the researcher stated that ANCOVA was used as data analysis in the research because it helped the researcher determine whether the posttest results of students in the experimental group were caused by learning media manipulated by the researcher or influenced by the student's background when learning English. This can be seen through the Partial Eta Squared column. The student's pretest score was 0.234 and

the media score was 0.346. The pretest score is lower than the media, meaning that the students' posttest results are certainly influenced by the media manipulated by the researcher and it can be said that Nearpod media is effective in teaching reading to class X students.

Table 1.7 Descriptive Statistics

Descriptive Statistics

Dependent Variable: Posttest

Media	Mean	Std. Deviation	N
Nearpod	79.67	6.127	36
Conventional Method	74.50	4.736	36
Total	77.08	6.028	72

The table above shows that students who are taught to read narrative text using Nearpod, have higher learning achievement than students who are taught to read without using Nearpod. This is seen in the mean table which sets 6.127 for the experimental group and 4.736 for the control group.

DISCUSSION

The results of the research show that there is a difference in the reading achievement of students who are taught using Nearpod and students who are taught without using Nearpod. Several previous studies also have their perceptions about Nearpod. Mohamed (2022) found that Nearpod allows students to encourage more interaction, and collaboration between them, and improve communication with teachers. In line with the findings found at SMAN Bandarkedungmulyo, students became more involved in learning and they interacted more often with teachers or with their friends. Nearpod also has a 'Collaborate Board' feature where they can share insights and opinions without judging others because it is set as anonymous. With this feature, students who feel embarrassed about expressing opinions and receiving assessments from other people can convey their understanding or opinions via Nearpod. This makes students who were initially individualists accustomed to interacting as a group in collaborating to complete activities given by the teacher. In this research, communication between students and teachers also became more frequent, this was so that the desired learning objectives could be achieved well. Thus, it can be said that Nearpod can provide better reading comprehension to students so that it can improve student reading achievement and produce better results.

Delacruz, (2014) reveals the findings from her research were that using Nearpod on an iPad was much better than reading a book. Teachers feel that with Nearpod the ELL children do better on quizzes than usual because they like the reading format available on Nearpod. In contrast, in this study, students used cell phones in their reading activities and produced findings that using Nearpod via a cellphone was much more effective than using an iPad. It is also better than reading a book. Students seem to enjoy taking part in the learning process on Nearpod via cellphone more, this is also in line with increasingly rapid digital developments that mean students are required to be more accustomed to using digital learning media.

Panjaitan (2022) also found that involving Nearpod in the learning process made students' learning achievements better than before, students felt satisfied and their interest in learning increased. Confirming the findings of previous researchers, this was also seen when researchers conducted research at SMAN Bandarkedungmulyo, students looked more enthusiastic and excited when learning to use Nearpod. Based on the findings of this research, students' reading achievement in English classes has become much better. Most students stated that they felt happy if they involved Nearpod in their learning process. By using Nearpod, students also become more independent and independent because they have control over their learning process. Apart from that, it has many features that make students even more interested in learning English. In this case, students' interest in learning increases, especially in reading classes.

Labz, (2019) also revealed that the findings from their research were, first, students in the treatment group used Nearpod more often than students in the control group. Different from the first finding in the previous study, in this study only the experimental class used Nearpod while the control class only used conventional methods. Second, students in the treatment group scored significantly higher on the English language arts assessment than students in the control group. Confirming the second finding, in this study students in the experimental class obtained better grades than students in the control class. Thus, it can be seen that the use of Nearpod has a strong influence on making the learning process more interactive, interesting, and not boring. So students who use Nearpod will feel more enthusiastic about learning and get better grades. In addition, students find learning and reading texts easier on Nearpod so that their reading ability improves. Third, in the treatment group, there was a strong

positive correlation between Nearpod use and English academic achievement. Confirming the third finding, this research also shows that the majority of students responded very well to the use of Nearpod in the learning process. Nearpod also provides many changes related to attitudes, thinking, and good learning outcomes. So it can be said that Nearpod has a positive correlation with English academic achievement.

Dian (2023) also found that Nearpod made students find it easier to engage with the material compared to previous learning processes. This is also in line with the findings found at SMAN Bandarkedungmulyo, students get more time to study and understand the material. Apart from that, students get more interaction when using Nearpod, which makes students feel involved during the learning process. The second finding in terms of learning activities, Nearpod makes learning more interesting and efficient. Students at SMAN Bandarkedungmulyo also stated that the learning process with the help of Nearpod was not boring and monotonous, but interesting and effective. The third finding is that Nearpod makes the learning process more flexible and independent. Confirming previous findings, SMAN Bandarkedungmulyo students also said that they could organize their learning because the material was delivered via their devices. This also makes it easier for them in the process of learning to read. The fourth finding as support, Nearpod positively supports students' learning and reading processes. Students at SMAN Bandarkedungmulyo stated that Nearpod helped them access the material because students can access the material as long as they still save the code and students can access the material anytime and anywhere. Apart from that, it can increase student effectiveness, efficiency, and interest in learning.

From the statement above, it can be concluded that Nearpod has a big influence on students' reading achievement. By using Nearpod they become interested in the material provided rather than just having to read through a book, this can be a creative and innovative digital media that can be used in learning. In this research, Nearpod was the treatment in the experimental group. Several features on Nearpod are accessed by students at every step in learning, these features include slide features, video features, slideshow features, PowerPoint features, memory test features, fill-in-the-blank features, time to climb features, collaborate board features, and matching pairs features. These features help students convey learning material and help students understand the material provided. After collecting data, the next step is for researchers to carry out data

analysis. The data analysis that has been carried out states that the use of Nearpod in this study was declared effective on student reading achievement because H_0 of this study was rejected and H_a was accepted. The ANCOVA test was carried out showing a media Sig value of 0,000 which is lower than 0,05. It can be concluded that H_0 is rejected and H_a is accepted, meaning that students who are taught using Nearpod have better learning achievements than students who are taught to read without using Nearpod. These results are also supported by the Partial Eta Squared column which shows which variables influence students' posttest results as the dependent variable. The Partial Eta Squared column shows that student achievement in reading narrative text is certainly influenced by the use of Nearpod. This is proven by the media score of 0,346 and the student pretest score of 0,234. It can be seen that the media value is higher than the pretest. This means that the media used in the experimental class is effective in learning to read narrative texts for class X students.

CONCLUSION

Based on the research problem, the results of this study show that students taught using Nearpod have better reading achievement compared to students taught without using Nearpod. This is evidenced by the analysis of research data which shows that the Sig. value of the media is 0,000. The result is smaller than 0,05 which means H_0 is rejected and H_a is accepted. In addition, the Partial Eta Squared column shows the student pretest value of 0,234 and the media value of 0,346. This shows that students' achievement in reading comprehension of narrative text is caused by the media that has been manipulated by the researcher. From the explanation above, it can be concluded that the use of Nearpod is effective on students' reading achievement related to the narrative text in class X SMA Negeri Bandarkedungmulyo.

Based on the above conclusions, the researcher suggests teachers use Nearpod as an interactive learning media in English classes or other subjects. With the many features in Nearpod, it can provide an interesting learning experience for students and teachers by adjusting the features to be used with the material or assessment from the teacher. Teachers can use a premium account to get more diverse new features. For students, Nearpod can be used to re-learn material or do practice questions given by the teacher with flexible time. The use of Nearpod for students can support the

digitalization of education in today's digital era. Future researchers can explore the use of Nearpod on other subjects so that future researchers can get different and updated research results. Future researchers can also provide a questionnaire of student satisfaction with the use of Nearpod at the end of the research, to determine the level of student satisfaction and motivation after using Nearpod.

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