IMPROVING READING SKILL USING JAMBOARD FOR SENIOR HIGH SCHOOL STUDENTS

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Abstrak

Penelitian ini bertujuan untuk mengetahui apakah Jamboard dapat meningkatkan kemampuan membca siswa SMA. Penelitian ini menggunakan pendekatan kuantitatif. Penelitian ini dilakukan dengan menggunakan desain pra-eksperimental. Penelitian ini hanya menggunakan satu kelompok kelas. Jadi tidak ada kelas eksperimen dan tidak ada kelas kontrol. Instrumen yang digunakan dalam penelitian ini adalah pre-test dan post-test. Peneliti merancang bahan ajar, RPP, pre dan post test, dan media. Baik pre-test dan post-test disajikan dalam bentuk G-form. Pra-dan pasca-tes terdiri dari empat teks dan total dua puluh pertanyaan. Pre-test diberikan sebelum memberikan perlakuan kepada siswa, sedangkan post-test diberikan setelah perlakuan. Perlakuan terdiri dari empat sesi. Penyelidikan ini dilakukan di sebuah SMA swasta di Surabaya, dengan partisipasi 12 siswa kelas sepuluh. Nilai post-test siswa jauh lebih tinggi daripada nilai pre-test mereka. Rerata nilai pre-test adalah 42,92 dan post-test 75,42, dan data menunjukkan bahwa media ini memiliki pengaruh yang signifikan terhadap kemampuan membaca siswa karena memiliki nilai 2,3 dari standar yang telah ditetapkan. , yaitu <0,5. Oleh karena itu, dapat disimpulkan bahwa media Jamboard dapat membantu meningkatkan kemampuan membaca siswa karena hasil data menunjukkan peningkatan nilai siswa yang signifikan. Selain itu, peneliti menyarankan agar media Jamboard ini dapat digunakan untuk mengajarkan siswa membaca karena memiliki efek positif baik bagi guru maupun siswa saat mereka belajar.

Kata Kunci : Membaca, Jamboard, Media.

Abstract

This study aimed to determine whether the Jamboard can improve the reading abilities of senior high school students. This research employed a quantitative approach. This research was conducted using a pre-experimental design. This study utilized only one class group. Hence there was no experimental class and no control class. The instruments used in this investigation are the pre-test and post-test. The researcher designed the instructional materials, lesson plan, pre-and post-tests, and the media. Both the pre-test and post-test were presented in G-form. The pre-and post-tests comprised four texts and twenty questions in total. The pre-test was administered before administering treatment to the students, whereas the post-test was issued after the treatment. The treatment consisted of four sessions. This investigation was conducted at a private senior high school in Surabaya, with the participation of 12 tenth-graders. The post-test scores of the students were much higher than their pre-test scores. The mean of the pre-test score was 42.92 and 75.42 for the post-test, and the data indicated that this media had a significant effect size on the students' reading abilities because it has a value of 2.3 from the standard that has been set, which is <0.5. Therefore, it can be concluded that Jamboard media can help improve students' reading ability because the data results show a significant increase in student scores. Also, the researcher suggests that this Jamboard media can be used to teach students how to read because it has a positive effect on both teachers and students as they learn.

Keywords: Reading, Jamboard, Media

1. INTRODUCTION

One of the most important skills in English that must be mastered is reading. According to Cambria and Guthrie (2010), reading is essential since students will require it to assimilate as much information as possible throughout their lives, such as when reading a book or material in school. Reading is one of the fundamental language-learning skills, according to Qurniawan (2020). Reading is often encouraged in cultures with a literary sensibility, as it can lead to greater comprehension and

vocabulary. Reading proficiency can also facilitate the growth of other language abilities. According to Damian (2015), reading is an activity that needs a higher level of concentration and imparts conversational abilities to the reader. Reading, according to Souhila (2014), is the active process of comprehending print and graphic materials.

Reading is indeed an important skill to learn, but it should be noted that there are still many students who find difficulties in reading. Kuswidyastutik (2013) says that you can tell how well someone understands something by how well they answer questions about it, and you can tell how hard it is by how many mistakes they make when answering the questions. Burgmeler, Eldred, and Zimmerman (2007) say that the difficulty of reading comprehension can be broken down into four parts: setting the scene, understanding the words, putting the words into sentences, and finally using the words in the right way. Another researcher, Qurniawan (2020), discovered that pupils' reading problems are caused by a lack of vocabulary mastery, an inability to comprehend reading comprehension techniques, and a lack of facilities. Fajar (2009) says that the internal factors that affect a student's reading comprehension are often found by the reader while reading. These factors include problems understanding long sentences and texts, problems caused by not having enough background information, problems putting reading strategies to use, and problems focusing.

With the development of technology, students should be able to take advantage of it as much as possible. One of them is to overcome problems in learning reading. Moreover, in this 4.0 era, students must be aware of technology, especially mobile technology, because this technology can help students' in the learning process, for example, how to develop our ability in learning a language, for example, English. Using technology, moreover, mobile technology can help the students enhance their skills in English, especially reading. As is known, there are a lot of mobile applications that are available for the education field. It is hoped that using mobile technologies can help students improve their reading achievement. With the development of technology comes one of the reading behaviors in this era, which is reading quickly without understanding the contents of the reading, so it is very vulnerable to misunderstandings. According to Ziming Liu (2005), when reading digital material, users tend to use scanning strategies, use specific keywords, read in a nonlinear manner, and selectively read portions of information. As a result, the reader misses out on a lot of important information.

Technological developments can have both positive and negative impacts. One of the negative impacts is a reduced interest in reading. Nowadays, many students are not interested in reading even though they know that, reading is one of the important skills that needed in this era. Reading can enrich someone's knowledge and insight. Other than that, innovation in the digital era is expected to increase students' reading interest. Reading also helps students to develop their imagination and creativity and builds students' self-confidence. Furthermore, this technological development is expected to increase students' reading interests and reading cultureEven though they are not physically present with one another, teachers and students are able to engage in meaningful conversation through the use of online platforms, which fosters both inquiry-based learning and independent learning.

Learn Frame says that e-learning, which is also called TB Learning (Technology-based Learning), is an educational system that uses computer networks (Internet, Intranet, Satellite), electronic media, and other forms of electronic communication to help with teaching and learning (audio, TV, CD-ROM). E-learning, as defined by Darin E. Hartley, is a mode of academic instruction that gives students access to educational resources via the Internet, an intranet, or some other form of computer network media. E-learning is a combination of three key elements: technology; content; and design learning. It cannot be called e-learning if one of these requirements is not met. One type of e-learning is online learning. By using the internet network that is already there, teachers and students can talk directly in the classroom even though they are in different places at the same time.

Mobile devices make it possible for learning to take place in a way that is spontaneous, pervasive, and omnipresent, as stated by Boyinbode, Bagula, and Ngambi (2011). According to Maulina et al. (2019), mobile learning is not meant to take the place of traditional in-class instruction; rather, it is intended to serve as a complementary educational resource that students can use to augment their education. Since Jamboard is one of the most popular mobile applications today and many people use it for learning, it is hoped that Jamboard can help students improve their reading ability in English. Google introduced this app as part of Google Workspace on May 23, 2017. Google Jamboard is one of the Google-owned applications that is a digital whiteboard. Jamboard is a digital interactive tool that can be utilized in the learning process. As with conventional whiteboards, jamboards can be used as a means to write material when learning. You can also add pictures and other information. Moreover, Jamboard is an interactive whiteboard application with a pen, eraser, select, sticky notes, add photos, circles, text boxes, and lasers that allows several users to participate at the same time. As memtiom in Susanti and Lailiyah (2021), Reading strategies play a crucial part in developing

students' higher-order cognitive skills. The use of graphic organizers, mind mapping, and visualization can assist individuals in locating the primary theme or topic of a book. They may also aid kids in generating thoughts and recognizing the meaning of specific phrases. Jamboard can also be used to be interactive and students collaborate during online learning with virtual face-to-face between teachers and students (Rosidah, 2021). According to Susanti et al. (2020), collaborative strategy reading (CSR) has a substantial impact on students' higher-order cognitive abilities. The students' analytical, evaluative, and creative abilities in relation to texts were enhanced. It is suggested that English teachers utilize a variety of tactics to motivate and develop students' HOTS and to engage them in the teaching-learning process.

Jamboards can be used in the classroom to encourage student involvement. Google Jamboard is accessible as a mobile app and a web-based service. Jamboard can make the learning environment for students more enjoyable and raise student motivation to learn and improve their achievement. Furthermore, because it can be done anywhere and at any time, online learning is extremely useful to both teachers and students. With a range of previously accessible programs, passive students can become active, allowing all professors and students to connect and socialize effectively. Until you are able to attain the planned learning objectives at the end, Online learning, according to Dabbagh and Ritland (cited in Sukardjo, et al, 2020), is an open and distributed learning system that uses pedagogical tools (educational aids) to facilitate the formation of learning and knowledge processes through action and meaningful interaction, facilitated by the internet and network-based technologies.

This is in line with schools that use the Cambridge Curriculum. The use of Jamboard can help students in learning reading. as it is known, reading skills are also required by students who are learning English using the Cambridge curriculum. Cambridge IGCSE English as a Second Language is intended for students who already have a functional understanding of the language and who wish to improve their comprehension in order to advance in their education or job. The students' ability to comprehend and communicate effectively in English across a variety of contexts will significantly improve as a direct result of their study. The objective is to reach a level of practical communication that is suitable for day-to-day applications and that can also serve as a foundation for additional, more in-depth study of the language. The advantages of this Cambridge IGCSE English as a Second Language are: practical approach to learning, choice of subject, non-threatening assessment environment, caters to different strengths, global education through skill development.

Assessment by Cambridge International education helps kids develop an informed curiosity and a lifelong love of learning, preparing them for life. We're affiliated with Cambridge University. Our international qualifications are accepted by the world's top colleges and employers, providing students with a diverse choice of educational and employment opportunities. We spend our resources as a non-profit organization to provide high-quality educational programs that can help learners reach their full potential. Our programs and credentials set the bar for international education around the world. They're written by experts in the field, are based on academic rigor, and incorporate the most recent educational research. They help students move from one level to the next by giving them a solid base, and they are well-supported by teaching and learning materials.

Through Cambridge programs, students gain more than simply a strong mastery of their subject. They also practice higher-order thinking skills in order to apply what they've learned. 2 Cambridge pupils have the opportunity to participate actively in class. They will be expected to think critically and learn how to build and evaluate arguments. They'll learn to work alone and collaboratively to bring a project to a successful conclusion, and if it isn't, they'll acquire lessons by reflecting on why that isn't the case. They'll also be encouraged to develop an international perspective and become self-assured global citizens.

The IGCSE English as a Second Language Curriculum includes the skimming and scanning approach as one of the learning strategies that students are expected to follow. According to Macleod (2013), skimming requires a comprehensive analysis of a book and assumes a certain level of reading competency on the reader's part. According to Liao (2011), skimming can be completed three to four times as quickly as traditional reading. "rapidly exploring a text for specific pieces of information," according to Brown (2001:308), is the definition of scanning. It has been asserted that scanning makes it possible for readers to access specific information without having to read the full document. It is common practice to employ scanning in order to look for names or dates, as well as to construct a list of information that provides support. According to Harmer (2008), the method of skimming involves reading an outline or synopsis of the book in order to get a sense of what is contained in the book.

Some studies about using Jamboard in the learning process have been conducted by Sulistyaningrum et al. (2021). They stated that using Jamboard and Pear Deck provides many benefits in learning mathematics online, i.e. a) not paid or free, b) easy to access and use, c) can take live pictures from Google, d) can be used

interactively and collaboratively between teachers and students, and e) with work jamboard can be saved in the cloud automatically. One limitation of this app is that Pear Deck cannot display videos in its exposure. Only images can be displayed. Eva Hasanah said in 2019 that Jamboard media has a direct, positive effect on learning motivation.

This research was conducted to fill the gap left by the previous research about using Jamboard in the learning process. This research focuses on enhancing students' reading skills. This research is addressed to students in the tenth grade of senior high school. This research also aims at enhancing students' reading ability by using an application which is Jamboard. The intention of this research is not only to enhance reading ability through Jamboard, but this research also expects that Jamboard can be used to improve other English skills such as writing, listening, and speaking.

From the Background of study above, The aim of this research is to find out the effects of using Jamboard in improving students' reading skills. It also draws this following question

* Can Jamboard improve students' reading ability?

This research is proposed to test two hypotheses:

* Null hypothesis
  There is no improvement in students reading skill by using Jamboard.
* Research hypothesis
  There is an improvement in students reading skill by using Jamboard.

RESEARCH METHODOLOGY
Research Design

This study used a quantitative method. The design of this research was pre-experimental research. This pre-experimental design was believed to provide accurate and reliable results because the data obtained was the result of the students' post and pre-test. By using quantitative research, the researcher wanted to know how the implementation of Jamboard can improve the reading ability of high school students.

Participant

This study was conducted in one of the senior high schools in Surabaya. This research lasted for one month. This study involved as many as 12 students, all tenth-grade students. This research only used one class group, meaning there is no experimental class and no control class.

Instruments of the Research

The purpose of this research was to determine whether using the Jamboard can improve high school students' reading ability. In this study, the data source was obtained from the pre-test conducted at the beginning of the meeting, and the post-test was given after they got treatments.

The instruments that were used in this research are the pre-test and post-test. The pre-test done before the students are given treatment, and the post-test is done after the students have been given treatment. The treatment lasted for one month, consisting of 4 meetings.**Data Collection Technique**

The pre-test given to students consisted of four texts with 20 questions. The pre-test is distributed in the form of a G-form. After the students were given the pre-test, they were given treatment four times. The treatment is in the form of reading learning by using Jamboard media. The material used is by using a review text. In this learning, students learn several essential things in reading skills, which are divided into several treatments.

The first treatment teaches how to determine the main idea and find implied and explicit information in the text. The text used in this treatment is a review text with the titles "Science for All" and "Out in Space."

In the second treatment, they learn about finding synonyms in a word and determining referential questions in a text. The text used in this treatment is review text with the titles "Stars and Planets" and "Robot Technology."

In the third treatment, students learn how to conclude a text. The text that is used in this treatment is review text with the titles "Science for All," "Out in Space," "Stars and Planets," and 'Robot Technology."

In the last treatment, students were asked to practice by answering some of the questions given according to the material taught. Text that is used in this treatment is review text with the title 'Laskar Pelangi,' 'The Starry Night,' 'Indonesia Raya,' 'Titanic.' After getting treatment, students were given a post-test. The post-test given to students consists of 4 texts with 20 questions. The post-test given to students is the same as the pre-test.

Using Jamboard, all students can answer questions directly in the space provided. They can also answer the same question even though other students have already answered it. This can provide opportunities for students to discuss in answering the questions given.

Reading by using a Jamboard can take place well because students can follow the lesson well. Students contribute well during learning by actively answering, asking questions, and giving opinions during learning.

Data Analysis Technique

This research was carried out to know the use of Jamboard in improving students' reading skills. This study employs a quantitative approach, with students taking pre-

tests, post-tests, and treatments. The data was analyzed by comparing the results from the pre-test and post-test.

This research analyses all the data starting from the pre-test and post-test using The Independent Sample T-test in SPSS to compare the means between two unrelated groups on the same continuous dependent variable.

RESULT AND DISCUSSION
The result of the improvement of students' reading skill using Jamboard

As previously explained, the pre-test and post-test contain four texts with 20 questions. The questions have been adapted to the existing indicators. The text used in the test is a review text. In the first question, talk about the text's main idea called "Healing Manor ." In this question, students are asked to find "Healing Manor's" central idea The second through sixth questions cover locating implicit and explicit information in the literature titled "Healing Manor." In this assignment, students must identify implicit and explicit information in the text "Healing manor." The seventh and eighth questions are about finding a word's synonym in a text called "The St. James." The ninth and tenth questions are determining referential questions in the text "The St. James." The eleventh question discusses conclusions from a text entitled 'The St. James.' The twelfth to fifteenth questions discuss finding implied and explicit information from the 'Humber Royal' text. The sixteenth through 18 questions concern finding a synonym for a word in the text. 'The Yarborough' is the title of a text. The nineteenth and twentieth questions concerned were identifying the referential question of the literature "The Yarborough." These results prove that using jamboard media can improve students' reading skills. The following data consists of the pre-test and post-test scores of 12 students.

Table 1. Students' Scores

NO	NAME	SCORE	
		Pre-test	Post-test
1	ANR	35	70
2	BAR	45	75
3	DZR	35	65
4	EPA	55	90
5	FHG	65	75
6	FZH	40	70
7	NAPE	20	70
8	RAA	25	80
9	SAW	30	80
10	TS	70	90
11	VANC	30	65
12	WDA	65	75

These data will be analyzed using sample paired t-test in spss. However, before analyzing, the data must be checked for normality.

Table 2. Normality test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre_test	.179	12	.200*	.917	12	.260
post_test	.186	12	.200*	.901	12	.166

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

a. Lilliefors Significance Correction

The distribution of the data is normal, as indicated by the results in the table above. According to Kolmogorov-Smirnov, the pre-test had a significant value of.200 and the post-test had a significant value of.200. In Saphiro-Wilk, the pre-test had a significant value of.260, and the post-test had a significant value of.166. This indicates that the data is typical, as the result of the significant value is greater than.05 (.05).

The researcher continued to analyze the data using the sample paired t-test once it was established that the data was normal. The following table displays the results of the pre-test and post-test administered to the students. This table contains descriptive statistical information.

Table 3. Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre_test	12	20	70	42.92	16.984
post_test	12	65	90	75.42	8.382
Valid N (listwise)	12				

```
T-TEST PAIRS=pre_test WITH post_test (PAIRED)
  /ES DISPLAY(TRUE) STANDARDIZER(SD)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

According to the table, twelve students participated in this study. The average score on the pre-test

was 42.92, while the average score on the post-test was 75.42. It can be seen from the table above that the students' post-test scores increased significantly, but a paired t-test sample should be conducted to learn more. The results of the sample paired t-test are provided below.

Table 4. Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre_test	42.92	12	16.984	4.903
	post_test	75.42	12	8.382	2.420

Table 5. Paired Samples Correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre_test & post_test	12	.518	.085

Table 6. Paired Samples test

Paired Samples Test

		Paired Differences			95% Confidence ...
		Mean	Std. Deviation	Std. Error Mean	Lower
Pair 1	pre_test - post_test	-32.500	14.538	4.197	-41.737

Table 7. Paired Samples test

Paired Samples Test

		Paired ... 95% Confidence Interval of the ...			
		Upper	t	df	Sig. (2-tailed)
Pair 1	pre_test - post_test	-23.263	-7.744	11	.000

Table 8. Paired Samples Effect Sizes

Paired Samples Effect Sizes

			Standardizer[a]	Point Estimate	95% ... Lower
Pair 1	pre_test - post_test	Cohen's d	14.538	-2.235	-3.303
		Hedges' correction	15.059	-2.158	-3.189

Table 9. Paired Samples Effect Sizes

Paired Samples Effect Sizes

			95% ... Upper
Pair 1	pre_test - post_test	Cohen's d	-1.141
		Hedges' correction	-1.102

a. The denominator used in estimating the effect sizes.
Cohen's d uses the sample standard deviation of the mean difference.
Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

The data is the result of an analysis using the 27th version of the sample paired t-test SPPS. The results of the data analysis show that the data has sig. (2-tailed) or (p) value of .000, and effect size of -2.235 (Cohen's d) and -2.158 (Hedges' correction), which means 2.3 (Cohen's d) and 2.1 (Hedges' correction). Based on Cohen's d if effect size

< 0.1 = minor effect
0.1 to 0.3 represents a negligible effect.
Between 0.3 and 0.5 indicates a moderate effect
> 0.5 = large difference effect
So it can be concluded that the use of jamboard media gives very large effect to students in reading skills.

Based on the data analysis above, the available data is normal because it has a significant value of .200 and the post-test with a significant value of .200 in

Kolmogorov-Smimov. In the description table it is stated that 12 students have participated in this study. And the average post-test score is 75.42. This score is higher than the average pre-test score which is only 42.92. This shows that there is progress in student scores. In addition, from the results of the paired sample t-test, it is stated that t = -7.744 and sig (2-tailed) or (p) value = .000. In short, from the result of the paired samples test, there is a significant increase from the average score at the pre-test and post-test, where the average post-test score is much higher than the pre-test. The effect of using Jamboard in learning reading after being analyzed using a paired sample t-test showed that the effect size of -2.235 (Cohen's d) and -2.158 (Hedges' correction), which means 2.2 (Cohen's d) and 2.1 (Hedges' correction). Therefore, jamboard has a very large effect on reading learning.

Discussion

The result showed that teaching reading using Jamboard is an alternative that can be used in the reading learning process. This is evidenced by the mean of the pre-test score was 42.92 and the mean of the post-test score was 75.42. This score shows a significant increase in students' understanding in learning reading. Jamboard also has a great effect in learning reading things. This is evidenced by the value of paired sample effect size which is more than 0.5. By using this media students can be more motivated to take part in learning better especially this is their first experience in using this media in the learning process. This media can also make students more active in the learning process. Teachers can also be creative and innovate in making learning materials so that students don't feel bored.

This shows that the current study is in line with previous research conducted by Sulistyaningrum et al. (2021) and Eva Hasanah (2019). In their study, Sulistyaningrum et al. (2021) described the use of pear deck and jam board media in learning mathematics in elementary schools. The study's findings indicated that pear deck and jam board media significantly increased students' engagement in mathematics learning during the Covid 19 pandemic. It was also mentioned that the combined use of two or more online media for learning mathematics in elementary schools would be very important and beneficial for teachers and basic education institutions. In addition, research discussing Jamboard was also conducted by Hasanah, Eva (2019). In Hasanah's research, Eva (2019) the effect of using jamboard media on learning motivation and learning outcomes of recitation of tajwid in class IX students at the Islamic Junior High School AL Azhar 1 Jakarta. The results of the study indicate that jamboard media has a direct positive

influence on learning motivation, Jamboard media has a direct positive influence on Tajweed Learning Outcomes, and learning motivation has a direct positive influence on recitation learning outcomes. Therefore, from the result above with the acceptance of the research hypothesis, it shows that Jamboard media can help improve students' abilities in learning reading.

CONCLUSION AND SUGGESTION

The conclusion is that students score higher on the post-test than they did on the pre-test. The paired sample t-test analysis likewise revealed a very significant difference between the pre-test and post-test scores of the students, namely that their post-test scores were much higher than their pre-test values. In addition, it was stated that the Jamboard media significantly impacted pupils' reading comprehension. This is seen by the paired sample effect sizes of 2.3, categorized as large effects because they have a value greater than 0.5. The information presented demonstrates that jamboard can enhance pupils' reading skills.

From the explanation above, it can be concluded that the research hypothesis, 'There is an improvement in students' reading skills by using Jamboard', was accepted. In contrast, the null hypothesis, 'There is no improvement in students' reading skills by using Jamboard', was rejected.

From the discussion of the research above, the researcher provides suggestions for the further researcher, teachers, and students. The researcher can re-examine the use of Jamboard in improving students' reading skills using qualitative methods. The researcher can also conduct research with different levels of students. In addition, the researcher can develop the use of this Jamboard medium into other skills. for the teachers. Along with the development of technology and its use, especially in education, teachers are asked to be more creative and innovative in delivering learning materials to students. The goal is to make it easier for students to understand and master the material. One example is by using Jamboard media. Using this medium can motivate students in the learning process and improve students' abilities in various skills in English, one of which is reading skills. For students, they also have to practice often to improve their abilities and look for media that can motivate them to study. One of the media that can be used is Jamboard media.

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