

**THE EFFECT OF NEARPOD TOWARDS TENTH GRADE STUDENTS'  
READING SKILL AT SMA NEGERI 1 BANJAR**

**SKRIPSI**

**Diajukan kepada**

**Universitas Pendudukan Ganesha**

**Untuk Memenuhi Salah Satu Persyaratan Menyelesikan Program Sarjana**

**Pendidikan Bahasa Inggris**

**Oleh**

**WANDA DIAN PARAMESTI FORTUNA DEWI**

**NIM. 1912021104**

**UNDIKSHA**

**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

**FAKULTAS BAHASA DAN SENI**

**UNIVERSITAS PENDIDIKAN GANESHA**

**SINGARAJA**

**2023**

Diterima oleh panitia Ujian Sarjana Fakultas Bahasa dan Seni Universitas Pendidikan Ganesha Singaraja guna Memenuhi syarat-syarat untuk mencapai gelar sarjana Pendidikan,Jurusan Pendidikan Bahasa Inggris

Pada :

Hari : Jum'at

Tanggal : 17 Februari 2023

Mengetahui

Ketua ujian,

Dr.Dewa Putu Ramendra,S.Pd.,M.Pd

NIP.197609022000031001

Sekertaris Ujian,

Dr.I G A Lokita Purnamika Utami,S.Pd.,M.Pd

NIP.198304022006042001

Mengesahkan

Dekan PBS Universitas Pendidikan Ganesha



Prof.Dr.I Made Sutama, M.Pd.

NIP. 196004241986031002

Skripsi oleh Wanda Dian Paramesti Fortuna Dewi ini  
telah dipertahankan di depan dewan penguji  
pada tanggal 10 Februari 2023

Dewan Penguji

Dr. Dewa Putu Ramendra, S.Pd., M.Pd (Ketua)  
NIP. 197609022000031001

Penguji I

I Putu Indra Kusuma, Ph.D (Anggota)  
NIP. 198701172014041001

Penguji II,

Made Hery Santosa, Ph.D (Anggota)  
NIP. 197910232003121001

Penguji III,

Kadek Sintya Dewi, S.Pd., M.Pd (Anggota)  
NIP. 198803232015042004

**SKRIPSI**

DIAJUKAN UNTUK MELENGKAPI TUGAS DAN MEMENUHI  
SYARAT-SYARAT UNTUK MENCAPAI GELAR SARJANA PENDIDIKAN

Menyetujui

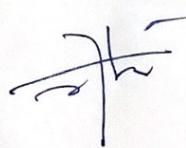
Pembimbing I,



Made Hery Santosa, Ph.D.

NIP. 197910232003121001

Pembimbing II,



Kadek Sintya Dewi, S. Pd., M. Pd.

NIP. 198803232015042004

## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul "**The Effect of Nearpod toward Tenth-Grade Students' Reading Skill at SMA Negeri 1 Banjar**" beserta isinya adalah benar-benar karya sendiri dan tidak melakukan penjiplakan dan mengutip dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini saya siap menanggung resiko atas sanksi yang dijatuhkan kepada saya apabila dikemudian hari ditemukan adanya pelanggaran atau etika keilmuan dalam karya saya ini atau ada klaim terhadap terhadap keaslian karya saya ini.

Singaraja, 30 Januari 2023

Yang Membuat Pernyataan



Wanda Dian Paramesti Fortuna Dewi

NIM.1912021104

## **DEDICATION**

This thesis is highly dedicated to

**Ida Sang Hyang Widhi Wasa**

**My Family who always Support Me in Any Situation:**

Gede Sukanata

Luh Resiani

Putu Nitia (My beloved Grandfather)

Luh Kartini

Meiliana Anggarini Fortuna Dewi

Nyoman Saputra Chandra Winata

Saveera Parameshwari Chandra Dewi

### **My Supported Lecturer**

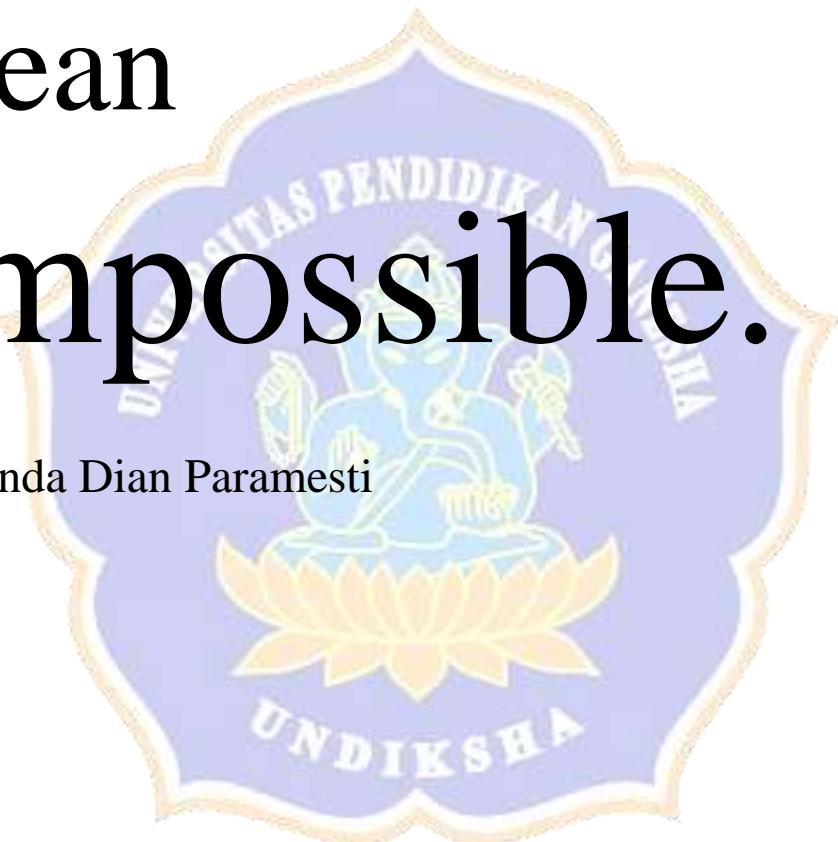
Made Hery Santosa, Ph.D

Kadek Sintya Dewi, S.Pd., M.Pd

Thank you for accompanying me during this memorable journey. All the best for  
you all.

I might cry, but  
Hard does not  
mean  
Impossible.

~ Wanda Dian Paramesti



## ACKNOWLEDGEMENT

The writer would like to give the greatest gratitude to the Almighty God, Ida Sang Hyang Widhi Wasa, because of his blessing, this research entitled "**The Effect of Nearpod toward Tenth-grade Students Reading Skill at SMA Negeri 1 Banjar**" could be accomplished in time. This paper is written to fulfill the requirements for obtaining a Bachelor of Education degree at Ganesha University of Education.

The writer also would like to thank people who are invaluable and patiently giving support, time, guidance, and assistance during the accomplishment of this research. The writer would like to say thank you to:

1. Made Hery Santosa, S.Pd., M.Pd., Ph.D., my first supervisor who always spared his time to guide and give beneficial feedback, support, and motivation to help the writer finish this research paper.
2. Kadek Sintya Dewi, S.Pd., M.Pd., my second supervisor, always gave beneficial feedback, suggestions, valuable time, and support during the guidance process for the writer to finish this research paper.
3. I Putu Indra Kusuma, Ph.D., my thesis examiner, have given many insightful suggestions for my thesis.
4. All English Language Education lecturers who have taught me valuable knowledge.
5. Teachers and Students at SMA Negeri 1 Banjar, for the time and willingness to be part of this research.
6. My parents, Gede Sukanata and Luh Resiani, for all the financial and emotional support. All the tears, pray, sweetness, guidance, and motivation during this memorable journey.
7. My family, Putu Nitia, Nyoman Saputra Chandra Winata, Meiliana Anggarini Fortuna Dewi, Putu Arista Dewi, and Alm. Ni Putu Inggitah Wahyu Utami always listened to my worries and gave advice and motivation while finishing this research paper.

8. Gede Andra Ukypayana, thanks for always helping me in any way while conducting the research, listening to my worries, giving advice and motivation, and being there through the ups and downs.
9. My friends, Ni Luh Ayu Budi Hari Ningsih, Ni Luh Gede Febylia Putri Utami, Putu Diandra Dama Suri, Ni Made Wita Anggarawati, Made Falidi Anandystia Viratama, Blade of Ronin's Member (7B Class), Niken Apsari, Anjellia Bryan, Febriana Merdianti, Adis Cantika, etc. Thank you for always giving suggestions for my papers, helping me in the data collection process, and listening to my problems. All the best to you.
10. And all of the people who got involved and the writer cannot mention them one by one.
11. Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work. I wanna thank me for having no days off. I wanna thank me for never quitting.

This research is still far away from perfection. Therefore, criticisms and suggestions are appreciated and expected for this research. The writer hopes this paper can be useful for the readers and the development of the world of education.

Singaraja, 30 January 2023

The writer

## TABLE OF CONTENT

<b>ACKNOWLEDGEMENT .....</b>	<b>ix</b>
<b>ABSTRACT .....</b>	<b>xi</b>
<b>TABLE OF CONTENT .....</b>	<b>xiii</b>
<b>LIST OF TABLE.....</b>	<b>xvi</b>
<b>LIST OF FIGURE.....</b>	<b>xvii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
1.1. Research Background.....	1
1.2. Identification of the Problem.....	5
1.3. Research Limitation.....	6
1.4. Research Problem.....	6
1.5. Purpose of the Study.....	6
1.6. Significances of the Study .....	7
1.7. Key Terms of the Research .....	8
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>10</b>
2.1. Theoretical Review.....	10
2.1.1. Reading Skill .....	10
2.1.1.1. The Nature of Reading Skill .....	10
2.1.1.2. Reading Aspects .....	11
2.1.1.3 Types of Reading.....	13
2.1.2. MALL and Mobile Learning in ELT .....	14
2.1.3. Nearpod .....	18
2.1.3.1. Nearpod .....	18
2.1.3.2 The Advantages and Disadvantages of Nearpod .....	19

2.2 Empirical Review .....	20
2.3.Hypothesis .....	24
<b>CHAPTER III METHODOLOGY .....</b>	<b>25</b>
3.1. Research Design .....	25
3.2. Setting .....	27
3.3. Population and Sample .....	28
3.4. Research subject and object.....	29
3.5. Research variables .....	29
3.6. Data Collection Method.....	30
3.7. Instrument of Data Collection .....	31
3.8. Validity and Reliability .....	34
3.8.1. Content Validity for Reading Test and Interview Guide.....	35
3.8.2. Empirical Validity for Reading Test .....	36
3.8.3. Reliability for Reading Test and Interview Guide.....	37
3.9. Data Analysis.....	37
3.9.1 Quantitative Data Analysis .....	38
3.9.1.1. Normality Test.....	38
3.9.1.3. Independent-samples T-test .....	39
3.9.2. Qualitative Data Analysis .....	39
3.10. Data Triangulation.....	40
<b>CHAPTER IV FINDING AND DISCUSSION .....</b>	<b>42</b>
4.1. Findings .....	42
4.1.1. The effect of Nearpod toward tenth-grade students' reading skill ..	42
4.1.1.1. Descriptive Statistics Analysis .....	43

4.1.1.2. Inferential Statistics Analysis .....	45
4.1.2. Students' Opinions on the Implementation of Nearpod in Teaching Reading Skill .....	50
4.2. Discussions .....	67
4.3. Implications .....	73
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>74</b>
5.1 Summary.....	74
5.2 Conclusion.....	76
5.3 Suggestion .....	78
<b>REFERENCES .....</b>	<b>80</b>
<b>APPENDICES .....</b>	<b>88</b>



## LIST OF TABLES

Table 3. 1 Sample Data .....	28
Table 3. 2 Blueprint of the Pre-test and Post-test.....	31
Table 3. 3 Blueprint of an interview with students .....	32
Table 3. 4 Comparison Table .....	33
Table 3. 5 Cross Tabulation for content validity.....	34
Table 3. 6 The Level of Content Validity .....	35
Table 3. 7 Content Validity of Reading Test .....	35
Table 3. 8 Content Validity of Interview Guide .....	36
Table 3. 9 Cronbach's Alpha Score .....	37
Table 3. 10 Reliability Result.....	37
Table 4. 1 Experimental and Control Group post-test statistics.....	43
Table 4. 2 Normality Test before Treatment.....	46
Table 4. 3 Normality Test after Treatment.....	47
Table 4. 4 Homogeneity before Test.....	47
Table 4. 5 Homogeneity after Treatment .....	48
Table 4. 6 Independent-Samples T-test.....	49
Table 4. 7 Effect Size Test .....	49
Table 4. 8 Effect Size Test Classification .....	50

## **LIST OF FIGURES**

Figure 3.1 Research Design .....	25
Figure 3.2 Interactive Model Analysis.....	.39
Figure 4.1 Comparison Score Between Experimental and Control Group.....	45

