

The Implementation of Jamboard in the Teaching Reading Comprehension of Learning Descriptive Text for Seventh Grade

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ABSTRACT

Reading comprehension will be more effective when readers know what meaning they have understood about the text's theme. The problem in teaching and learning to read is that the teacher still does not improve students' reading comprehension skills and allows students to only read the text without understanding the meaning in the reading text. This causes students to be complex and confused by interpreting the reading text. Another problem is that students need instructional media to keep them from getting bored in reading classes during a pandemic. One interesting instructional media is implementing the Jamboard Platform in learning reading comprehension in descriptive text. Some of the objectives of this research are to find out how to implement and students' perceptions of the implementation of the Jamboard platform are in learning reading comprehension in descriptive texts studied by students at the junior high school level. This study used a qualitative method with 30 participants in class VII at one of the junior high schools in Sidoarjo obtained from field notes, questionnaires, and semi-structured interviews. This study is successful in helping students improve their reading comprehension skills. Furthermore, students also show positive perceptions in motivation, increasing critical thinking and keeping them from getting bored during online reading. The students support the implementation of Jamboard in learning to read because they are interested in new things and have fun during the lesson. The researcher suggests to teachers and future researchers to apply Jamboard to other English skills or other types of texts.

Keywords: Comprehension, Descriptive text, Jamboard.

BACKGROUND

Reading skills are an essential ability of four critical skills in language learning that learners have in recognizing language in the text Ceylan & Baydik (2018) stated that reading skills are the basis of all abilities in learning English. Reading skills are also essential for learners to understand the meaning of messages in a text. Reading comprehension consists of other skills. Spencer & Wagner (2018) argues that understanding reading is a complex process and involves the students' cognitive and linguistic abilities. Reading comprehension requires active interaction between the students and the reading text. The role of students as the reader is to be an active participant in understanding reading to get the main ideas based on the text related to what the reader gets from the text and what the reader already knows. Therefore, understanding a reading text is an essential thing in reading ability.

However, some students still lack concentration in understanding the reading text. It may be said that students lack reading comprehension. So, teachers must provide and share their knowledge with them on how to improve students' skills in reading comprehension and not just let students read the text without understanding the meaning of the reading text. Therefore, in teaching reading comprehension to students, teachers must know the strategies used by teachers of EFL in teaching reading skills. There are three points in which teachers should be wary about when they teach reading which are pre-reading, while reading, and post-reading. Anderson, quoted in Nunan (2003:74), classifies these principles that are teaching and learning process runs effectively and efficiently for learners; 1) Utilize the reader's background knowledge, 2) Build a strong vocabulary base, 3) Teach for comprehension, 4) Work on increasing reading rate.

Then the other obstacle that occurs at this time is the coronavirus. So that, limited learning activities, especially learning to read English in schools. Therefore, classroom teaching should be closed for prevention. It means that the teachers must have modern innovations in implementing a platform for teaching reading to students without meeting.

The development of an increasingly sophisticated and rapidly growing platform forces teachers to rethink how to teach reading to their students when learning online. This is asserted by (Ninfa Topacio, 2018). As stated above, increasingly modern technological improvements encourage teachers to be more innovative and more computer literate. In addition, students will also be exposed to the technology provided by the teacher in the form of learning media. According to Jukes, McCain, and Crockett (2010), nowadays, the students like teaching where the information can be understood by students in various modes (rather than just the form of books) from various multimedia sources, networked together using other webs. Thus, the students get instant gratification from using the web. There are various platforms that teachers can use to implement online classes during a pandemic. As time passes, technology has become necessary for developing our ideas. Various platforms will now make it easier for teachers to choose which platform is suitable to be implemented to improve students' reading comprehension. During a pandemic, teachers need access to boards as an intermediary tool to deliver material to students in the classroom. Therefore, teachers need a platform in the form of a virtual whiteboard, such as Jamboard.

Jamboard is an interactive virtual whiteboard tool with several features that allow users to quickly draw pictures from the web, draw, add sticky notes, highlight, and much more (Puzier, 2021). There are various exciting features, and anyone can

access the board by using a google account. According to Mardari (2020), the advantages of this platform are that it is accessible and user-friendly, and anyone can see everything happening in real-time through the virtual whiteboard. It shows that the platform is suitable to implement when doing online classes. The teacher will easily convey learning material to students if there is aboard. In addition, students also benefit from using the platform, such as students will quickly grasp the material and understand the information conveyed by the teacher during the online learning process. It allows students to study from anywhere using any internet-enabled device, such as a smartphone, tablet, or PC with an online connection. Above all, the most crucial benefit of using a Jamboard is that it increases brainstorming in students. Especially on the skills of finding ideas, ideas, and thoughts in searching, finding, and developing people's information in exploring the latest ideas in reading texts. The statement above is a research conducted by (Ashan, 2021). There are some studies concerning the implementation using Jamboard in teaching reading; Yulianto (2021) conducted a study on the implementation of Jamboard in writing class in high school. It is expected that students will be able to have high learning motivation so that it will not only affect writing skills but also have an effect on improving English learning. It is proven that there is a significant effect on the use of Jamboard in writing class.

From the explanation above, in this study, the researcher will focus on the implementation of Jamboard in reading class on descriptive text material. The descriptive text describes things in detail, including place, item, someone, and so forth (Eni & Abdul, 2020; Husna, 2017). In the descriptive text, the important thing about a descriptive text is to describe what it looks like, not based on the speaker's opinion alone. So, descriptive text can help readers understand natural objects more clearly, and this text tells information about things specifically. Therefore, this study will convey what other studies have done to fill this research gap. One of the gaps in this study is that there are still few studies that examine the use of Jamboard in learning English, especially in reading comprehension classes.

The current research aims to explore the following problem: How does the teacher implement the use of the Jamboard in seventh-grade reading descriptive text. In this study, the implementation using Jamboard will focus on applying Jamboard in an online class held by the teacher and the students' perception during the implementation of Jamboard in the learning process. Based on the research problem, some research questions are expected to be answered by the researcher. They are formulated as follows:

1. How does the teacher implement the use of the Jamboard in the seventh-grade reading descriptive text?
2. How are students' perceptions of using the Jamboard in the seventh-grade reading descriptive text?

The result of this study is hoped that the teachers better understand the use of jamboard in reading comprehension, and the teachers get innovations in teaching media in reading classes. It can also help students to improve their understanding of descriptive reading texts. In addition, this study discusses how to apply Jamboard to assist teachers in reading comprehension of descriptive texts in synchronous classes because not many studies use Jamboard in teaching reading.

RESEARCH METHOD

This study used qualitative research to describe how to implement Jamboard and students' perceptions of the application of Jamboard in learning to read and understand grade VII students. According to Creswell (2014), qualitative research obtains complete information to deal with a problem. The researcher describes the results in words without using statistical calculations. Researchers used qualitative methods as a type of research to describe what happened in implementing the use of Jamboard in teaching reading comprehension and students' perceptions of the application of Jamboard in reading descriptive text. The subjects of this research were the English teacher and thirty students in seventh grade. The researcher was conducted in SMPN 1 Sidoarjo located in Sidoarjo. The researcher chose this school because of the researcher's experience when carrying out teaching practice activities in junior high school. From this experience the researcher saw the problem of grade 7 students who had difficulty understanding the meaning of English words in descriptive texts. Participants in this study will use one class consisting of thirty students of class VII-C at SMPN in Sidoarjo. The 30 students who were the subjects in this study were second-semester students of class VII for the 2021/2022 academic year. There are 15 female students and 15 male students. The researcher chose this class based on the recommendation of the English teacher, where the students in this class were very active and more intelligent than in other classes. In addition, in this class, on average, students already have their gadgets.

The source of data in this research was gained from the teaching and learning process and students' toward implementing jamboard in reading descriptive text in online classes. This study will collect data using field notes, interviews, and questionnaires. Field notes are used to assess the teacher's suitability for using the jamboard in the learning process of reading descriptive text in an online class. Then, the researchers used a semi-structured interview to provide information about teachers' experiences when implementing jamboard in online classes. These are to answer the first research question of the study. Then gained data for the second research question from the questionnaire result. It is an online questionnaire that will share with the students through the Online Google Form.

In answering the first research question about describing how the implementation of Jamboard in reading comprehension in class seventh, the instrument used was the field notes. Field notes will be completed in about two meeting, starting with running the lesson activities of the English course. During the observation, the role of the researcher is as a non-participant observer. When researchers make observations, researchers observe activities that occur at Jamboard. The notes will pay attention to the teacher's activities in implementing Jamboard for learning reading comprehension for grade VII students. After the researchers made observations in the field notes. Researchers conducted interviews in the form of semi-structured. This interview was conducted as a result of additional information on the experience of the English teacher in implementing jamboard. Then the researcher continued the following data collection, namely for students' perceptions of using Jamboard when teaching reading comprehension. Data collection was carried out by distributing online questionnaires into WhatsApp groups which will be filled in by class 7th students after activities from the beginning to the end of learning using Jamboard after seventh-grade students filled in the questionnaire. Researchers will be

able to determine whether the Jamboard in learning reading comprehension helps class 7th students or not.

The researcher will analyze using three stages of qualitative data analysis. This theory was put forward by Ary et al. (2010), namely: familiarizing and organizing, coding and reduction, interpreting and representing.

DISCUSSIONS

A. The Implementation of Jamboard to Teach Reading Comprehension of Learning Descriptive Text

This part focused on the teacher's implementing reading comprehension through Jamboard using Instagram in teaching learning descriptive text. Mahmmud (2008) showed four strategies that are effective in teaching reading to learners of EFL; those are: 1) activating background knowledge, 2) cultivating vocabulary, 3) Reading aloud, and 4) teaching reading for comprehension. Then, the teacher divided the lesson into three-stages; pre-reading, while reading and Post-reading. These stages are suggested by (Hood et al. 2005; Gibbon, 2002; Brown, 2001; Wallace, 1992; and Barnet 1988).

The observations were conducted in two meetings, Friday, 18th February 2022, and Saturday, 19th February 2022, at SMPN 1 Sidoarjo. It used field notes to observe the teaching and learning process through Jamboard in a classroom that consisted of 30 students, and the English teacher had already implemented reading comprehension using Jamboard. The observation focused on their discussion activities.

The first meeting begins on Friday, February 18, 2022, at 8.30. The teacher starts the meeting by greeting students and checking student attendance online using Google meet. Then, the teacher reviews the students' knowledge of the descriptive text material.

Pre-Reading activity

In this activity, the teacher will share the Jamboard link via the chat box in the Google meet feature. This is a media for teaching students to learn reading comprehension. Then students will log in with the link sent by the teacher. After that, the teacher provides background knowledge about the descriptive text. Next, the teacher gives a picture of a person, namely "Tulus", used by the teacher to stimulate students in trying to describe the image. The teacher also asks questions about the image if students become passive during learning.

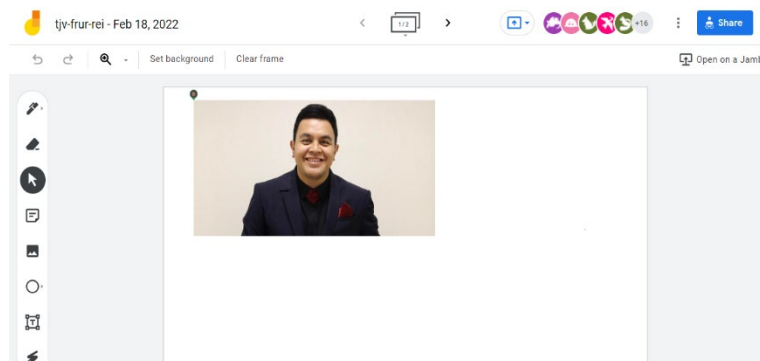


Figure 1: The teacher gives a view of a person, "Tulus".

While Reading activity

In this activity, the teacher provided a short text that is still related to the image provided this previously. This short text describes his full name, career, etc.

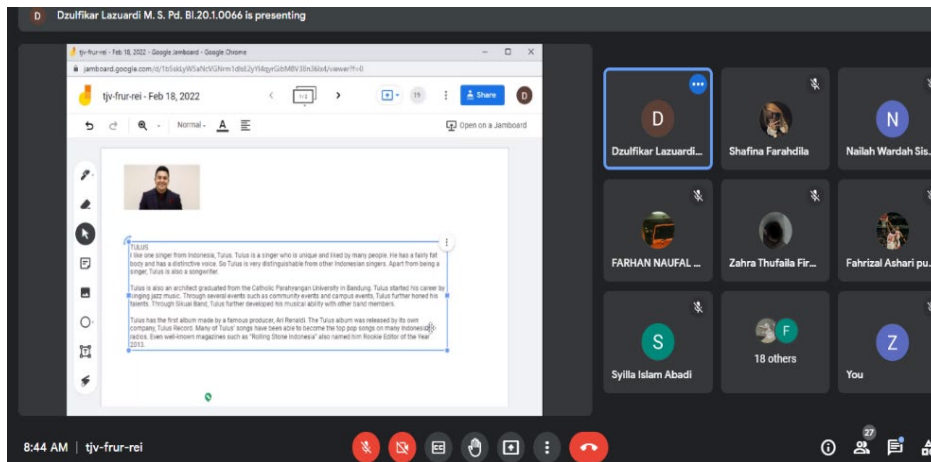


Figure 2: The teacher gives a short Descriptive text.

The teacher asks one of the students to read the text. Then, students were asked to look for difficult words by writing them on the Jamboard feature; sticky notes. Mardari (2020) states that using the sticky notes feature makes the brainstorming learning process efficient. This is new knowledge for students in using Jamboard in online classes.

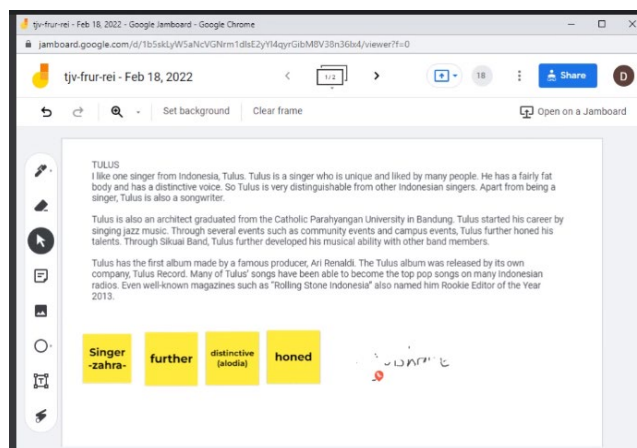


Figure 3: Students write difficult words using sticky notes.

Furthermore, the teacher gave some questions still about "Tulus". This activity is part of an exercise for students' reading skills. Such as scanning and skimming the reading text. Both skills are essential in learning reading comprehension; where to find an overview that can strengthen learning skills about the nature of the text, such as main ideas, themes, main topics, conclusions and others.

The second meeting was held on Saturday, 19 February 2022, at 8:00 am. At the second meeting, the teacher began to greet and check students' attendance. The teacher prepares a descriptive text about tourist attractions; Santorini is the lesson's theme. In the second meeting, the teacher tried to survey students' understanding of reading descriptive texts. The teacher will proceed to the last stage, post-reading, at the second meeting.

Post-Reading activity

After the teacher asked the students to describe the people in the first meeting. Furthermore, the teacher gives students a descriptive text related to describing tourist attractions. This follow-up activity was carried out at the second meeting to complete the final stage of the reading ability stage.

In the post-reading activity, the teacher asks one of the students to read the text by reading aloud. This is done to improve reading skills and increase students' vocabulary. Then, students were asked to find and write tricky words that they did not understand using the sticky notes feature on the Jamboard. Next, the teacher helps translate and explain the difficult terms that the students have written. Then, the teacher and students translate the reading text together, and students are asked to retell the translated text using the students' language. Students are allowed to use a mixture of English and Indonesian when retelling. This activity can help improve reading comprehension and make students think critically. Finally, the teacher gave some questions to the students to assess students understanding of reading comprehension in descriptive texts.

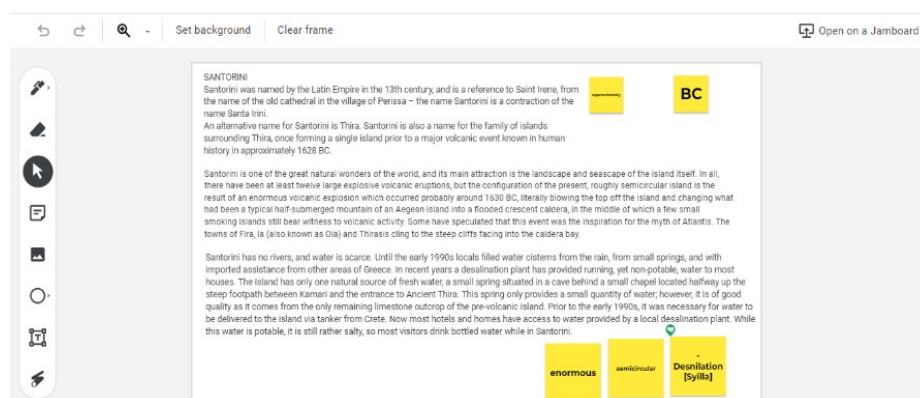


Figure 4: The teacher gives descriptive text, and students look for difficult words using sticky notes.

After completing learning, the researcher conducted interviews with the English teacher regarding the implementation of Jamboard on descriptive text material in online classes. Researchers interviewed English teachers as additional study information related to the teacher's experience when using the Jamboard. Interviews were conducted in a semi-structured form. The following are the results of interviews with English teachers.

The first question asked about the difficulties experienced when implementing Jamboard in online classes. He said that he found it difficult when he first tried to use it in class but after he tried to learn the features and functions of the Jamboard. He feels he has gained new knowledge about the Jamboard platform. The difficulties he experienced; operating, because he still does not understand the function of the Jamboard itself. It turns out that, according to him, Jamboard is very effective and innovative when applied in online classes. The students also feel motivated to learn in class.

The next question is whether the application of Jamboard on descriptive text material in seventh grade is suitable for teaching students' reading comprehension or not. He stated that it was quite suitable if teach reading comprehension descriptive text using Jamboard. He also thinks that Jamboard will be more appropriate to teach about missing words so that students are more critical.

Continue to the next question about how the teacher knows that students have mastered descriptive material in their reading comprehension ability when the teacher implements Jamboard as a learning medium. The teacher can find out that students are starting to understand the reading text by seeing the students' activeness using the Jamboard feature. Students who actively answer using the jamboard feature will get grades from the teacher. The students' enthusiasm to learn new things for the students themselves will be seen. Students will feel interested in things that are new to them. In addition, the activeness of answering is also the primary assessment for the English teacher himself.

B. Students' Perception toward the Implementation of Jamboard

The researcher distributed questionnaires to all class students to know the students' responses. This questionnaire uses an open-ended. In this questionnaire, students are presented with several statements. Questionnaires were distributed on Google Forms due to the pandemic.

The first focused question in number one is about students' perceptions of using Jamboard in teaching reading comprehension in descriptive texts. Question number one shows that most of them answered that it is very interesting, exciting and fun to learning. Some other teachers already use Jamboard for online learning. The statement of Student 4 below proves it.

Student 4: *“My opinion about the use of Jamboard in learning reading comprehension in descriptive text is very exciting and fun. I also get new knowledge about Jamboard.”*

Meanwhile, some students stated that learning using Jamboard could facilitate students reading comprehension, as evidenced by Student 14 below.

Student 14: *“In my opinion, using Jamboard in online learning makes the explanations that the teacher gives to me become more detailed and clear.”*

The second question is about students' perceptions of improving students' reading comprehension when implementing Jamboard in learning to read descriptive texts. Most of the students answered that they understood the descriptive text quickly. This is evidenced by the statements of Student 10 and Student 21.

Student 10: *“It becomes easier for me to understand reading descriptive texts that are explained by the teacher. Every word that I find difficult to be easy to understand explanation.”*

Student 21: *“By using Jamboard, the teacher's explanation of the descriptive reading text becomes easy to understand. I became aware of the meaning of the reading text given by the teacher.”*

The third question is whether the implementation of Jamboard in learning to read descriptive text makes it difficult for them to operate it. All of the participants said that using Jamboard was easy to handle. Therefore, the researcher assumes that Jamboard is not a rugged platform to manage among junior high school students. Especially children nowadays are internet literate.

The fourth question talked about new things that interested them in learning to read using Jamboard. Some students said that the exciting thing about learning to use Jamboard was because of the various features available on Jamboard. This makes students not feel bored during online learning. Students will still pay attention to the teacher explaining to easily grasp the meaning of the reading text. Some of the statements given by students are presented below.

Student 6: *“After I tried to operate Jamboard. I'm interested in the sticky notes feature on Jamboard. In my opinion, on other platforms I rarely find. Using Jamboard learning to read becomes easy and clear.”*

Student 7: *“I am very interested in learning descriptive reading using Jamboard because we can write together and take pictures from Google searches quickly and easily.”*

The last focused question was about the benefits obtained by students after learning descriptive reading comprehension using Jamboard. The following are some statements given by students.

Student 1: *“I can understand the material more easily and we can interact semi-directly with the teacher.”*

Student 15: *“I can study comfortably and understand more clearly when online lessons.”*

Student 9: *“Learning becomes easier and more fun even though you have to be online.”*

Student 12: *“I got a useful new app for online learning.”*

Therefore, this teaching media effectively improves their reading comprehension in a descriptive text because it is exciting and not boring when learning online. Students' perceptions of the implementation of Jamboard in learning to read descriptive texts showed a positive attitude in motivating, increasing critical thinking, and making it easier for them to understand the meanings of reading texts. Students support the implementation of Jamboard in learning descriptive text reading comprehension because they are interested and do not feel bored during learning. The implementation of Jamboard in learning descriptive text reading comprehension can increase students' vocabulary when they have to look for difficult words and be translated by their friends or teachers.

CONCLUSION

This analysis may conclude that implementing reading skills through Jamboard in Teaching and learning descriptive texts in online classes is very efficient in helping students better understand reading texts. It also supports students' comprehension and vocabulary better after implementing Jamboard in online classes. Students are also able to participate in writing on the virtual board. Learning to understand the meaning of reading texts but students can also improve their English vocabulary when they read or translate word by word because it may make them think critically. Students provide responses and comments focusing on misspellings and capital letters. Therefore, the teacher has carried out all stages of teaching reading comprehension through jamboards that have been applied to online classes. Then, Teaching using Jamboard is easy to implement and makes students interested in Teaching that is different than before. This is an innovative teaching and not easily bored for learning to read comprehension.

Therefore, students' perceptions of implementing reading comprehension using Jamboard in descriptive text learning showed a positive attitude in motivating, increasing critical thinking, and increasing their vocabulary in reading. Students support the implementation of reading comprehension using Jamboard in descriptive text learning because they are interested and not bored during learning. Reading comprehension using Jamboard in descriptive text learning may motivate students when they interpret the reading text by getting to know new things they don't know

about Jamboard and starting from its features and the Jamboard function itself, which is helpful for teachers teaching online. In addition, students also faced obstacles, namely: 8 out of 30 students were still confused about using sticky notes as a feature of Jamboard, and downloading Jamboard was an obstacle experienced by students when learning.

In the teaching and learning process, teachers must be more innovative using various media so that students are more motivated and interested in learning activities. Teachers still have to follow the curriculum applied in the teaching and learning process to carry out activities properly. Thus, teachers can also use Jamboard related to the material to be taught, such as time and date, Simple present tense, and others. Researchers also suggest being more creative and innovative in learning models to create a fun learning atmosphere in online learning because they quickly get bored when online class.

Future studies may examine different topics such as other types of reading texts and methods to determine which comparison is better to apply in the learning process. Researchers can modify techniques or media to examine various English skills: listening, writing, and speaking.

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