

ABSTRACT

Inayah, Arjul. 2025. 21033017. *Exploring Teachers' And Students' Perceptions Of Using Nearpod To Enhance Reading Comprehension In Seventh Grade At Smpn 2 Mantup*. Faculty of Teaching and Training Education of English Department. Islamic University of Darul 'Ulum Lamongan.

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Keywords : *Nearpod, reading comprehension, teacher perception, student perception, digital learning tool.*

This research aimed to explore the perceptions of teachers and students on the use of Nearpod to enhance reading comprehension in seventh grade at SMPN 2 Mantup. The study employed a qualitative descriptive design. The data were collected through classroom observation, open-ended questionnaires, and interviews. The data were then analyzed using the interactive model proposed by Miles, Huberman, and Saldaña, which includes data reduction, data display, and conclusion drawing/verification. The findings revealed that the teacher utilized Nearpod effectively in teaching reading comprehension by organizing the lesson into pre-teaching, while-teaching, and post-teaching activities. Nearpod was used to deliver materials, present reading texts, and provide interactive features such as quizzes, Draw It, Time to Climb, and polls. The teacher perceived Nearpod as a useful and innovative platform that increased student engagement and improved comprehension. Meanwhile, the students showed positive responses toward Nearpod. They stated that Nearpod made learning more fun, interactive, and easier to understand. Most students enjoyed the features provided and felt more motivated to learn. Although some students experienced technical issues, they still appreciated the Nearpod-based reading lessons. In conclusion, the use of Nearpod contributed to a more engaging and effective reading comprehension class. Both teacher and students held positive perceptions of Nearpod, suggesting its potential as a valuable digital tool in English language teaching.